Agenda

Lyon County School District
Board of Trustees

A Regular meeting of the Board of Trustees of Lyon County School District will be held Tuesday, October 24, 2023, beginning at 6:30 PM at the Professional Learning Center, PLC, located on the SSES Campus, 3800 W. Spruce St., Silver Springs, NV 89429.

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

1. 6:30 PM 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 43
8. SUPERINTENDENT REPORT
9. PUBLIC PARTICIPATION: Items LISTED on the Agenda: At this time, the public is invited to address the Board on items listed on the agenda over which the Board has jurisdiction.
If you wish to speak, please step up to the front table, be seated, and state your name. Your comments must be limited to no more than three minutes 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 our group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if the contents are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President.
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 - Posted after 12:00 pm the day of the board meeting, if questions are asked. 52
    B. Request for Early Graduation/HSE (confidential)
    C. Request for Leave (confidential)

D. Create Special Revenue Fund 56

E. Personnel Reports 58

F. Supplemental Pay Schedule Unclassified - Revised 65

G. School Continuous Improvement Plans 67

H. Travel 310

I. Class Size Reduction 350

J. Work Based Learning Application 366

K. Memorandums of Understanding 381

L. Quarterly Enrollment Report 404

M. Department Reports 408

N. District Financial Report 410
Checks #211150-211377
Vouchers 1057, 1069, 1076, 1077, 1078, 1097, 1101, 1102
Total $713,592.96

11. **END OF CONSENT AGENDA:** MOTION TO APPROVE

12. ACCEPTANCE OF DONATIONS 488

13. **(For Possible Action)** Discussion and possible action regarding the Lyon CSD SB231 plan for negotiated raises which must be presented to the Interim Finance Committee at the December 13, 2023 meeting; and to include a small reorganization of the business office to service the increased compensation within the plan. This item is being presented by Executive Director of Operations Harman Bains, Fiscal Services Officer Kyle Rodriguez, and Executive Director of Human Resources Dawn Huckaby. **494**

14. **(For Possible Action)** Discussion and possible action regarding improved safety of the 2023-2024 LCSD Progressive Restorative Discipline Plan. This item is being presented by Board Trustee Tom Hendrix. **506**

15. **(For Possible Action)** Discussion and possible action regarding single point entry projects and other security alternatives. This item is being presented by Board Trustee Tom Hendrix, Lyon County Sheriff Commander, and Anessa Alderman of ZeroEyes Director of State and Local Education Solutions. **596**

16. **(For Possible Action)** Discussion and possible action regarding forming a Citizen Advisory Committee. This item is being presented by Board Trustee Tom Hendrix. **598**

17. **(For Possible Action)** Discussion and possible action regarding LCSD 2023 Spring Assessment Results. This item is being presented by Executive Directors of Education Services Heather Moyle and Jim Gianotti, and Professional Development and Data Manager Damon Etter. **610**

18. **(For Possible Action)** Discussion and possible action regarding an update from the Silver Springs area school principals. This item is being presented by principals Erin Korf, Amber Taylor and Patrick Peters. **798**

19. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBC: Bullying, Harassment, Intimidation, and Discrimination as a second and final reading. This item is being presented by Executive Director of Human Resources Dawn Huckaby. **802**

20. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GCBA: Performance Evaluations for Classified Personnel as a second and final reading. This item is being presented by Executive Director of Human Resources Dawn Huckaby. **812**

21. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GL: Staff Complaints as a second and final reading. This item is being presented by Executive Director of Human Resources Dawn Huckaby. **814**

22. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy JED: Attendance as a second and final reading. This item is being presented by Executive Director of Educational Services Jim Gianotti and Deputy Superintendent Tim Logan. **824**

23. **(For Possible Action)** Discussion and possible action regarding 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 Cowee and Superintendent Wayne Workman.

24. PUBLIC PARTICIPATION: Items not listed on the agenda: At this time, the public is invited to address the Board on items not listed on the agenda over which the Board has jurisdiction. No action may be taken on any subject raised during public comment until the matter has been properly placed on an agenda for a properly noticed meeting pursuant to NRS 241 (Nevada's Open Meeting Law).
If you wish to speak, please step up to the front table, be seated, and state your name. Your comments are limited to no more than three minutes per person and must fall under subjects within the Board's jurisdiction and control. In consideration of others, avoid repetition, 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 the contents are willfully disruptive, slanderous, amount to personal attacks, or interfere with the rights of other speakers. Comments made during this time are monitored by the Board Chairperson.

25. ADJOURN:

Public Comment to the Lyon County School District Board of Trustees
In the event that you are unable to attend the LCSD Board of Trustees meeting, you may submit public comment by 3:00 pm the day before 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.

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 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 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 Margaret Heim at 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 September 26, 2023, beginning at 6:00 pm for a Legal Gathering and a regular Open meeting at 6:30 pm at Fernley High School, 1300 Hwy 95A South, Fernley, NV 89408.

1. 6:30 PM CALL TO ORDER

   President Cowee brought the meeting to order at 6:30 pm.

2. PLEDGE OF ALLEGIANCE

   The Pledge of Allegiance was recited by all.

3. WELCOME OF GUESTS

   The Board of Trustees in attendance:
   President Phil Cowee
   Clerk Bridget Peterson
   Darin Farr
   Tom Hendrix
   Neal McIntyre II
   Sherry Parsons
   Holly Villines

   Executive Cabinet:
   Superintendent Wayne Workman
   Deputy Superintendent Tim Logan
   Executive Director of Educational Services Heather Moyle
   Executive Director of Educational Services Jim Gianotti
   Executive Director of Human Resources Dawn Huckaby
   Executive Director of Operations Harman Bains
   Executive Director Special Services Rachel Stewart

   Guests:
   Student Representative Shaylee Gavin
   Alan Medeiros, Kirk McCallum, Steve Henderson, Loraine De La Torre, Ryan Cross, Linsey Sousa, Amanda Irwin, Abigail Hires-Caulk, Jessie Bourdeau, Tara Crespo, Brittany Harrell, Chaley Fuller, Melanie Hiles, Kassie Sandstrom, Garry Leist, Stephanie Leist, Mike Mason, Debbie Mason, Deanne Davis, Jim Davis, Alicia De Young, Brittany Reeder Gomez, Dawn Van Sickle, Jayk Van Sickle, Larry Juceam, Melissa Weick-Juceam, John Scott Jordan, Rebecca Mayer, Mark Tilford, Patricia De La Cuesta, Nicole Gonzalez, Greg Clausen, Cory

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Sanford, Victoria McIntyre, Neal McIntyre, Victoria Church, Farrah Alexander, Blake Cooper, Sierra Johnson, Chris Gettis, Samantha Herrera, Aldrea Staller, Kassidy Henderson, Shawn Romero, Avigail Heilmann, Shalyce Day, Natacha Firman, Billiejo Hogan, Samantha Coplan, Callie Carpenter, Sabrina Thomas, Luna Conley, Ernest Miller, Annie Cross-Miller, Amy Kendrick, Sandy Harrison, Gilbert Delao, Phil Wooley, Angie Leavell, James Shoemaker, Shawn McMackin, Tammie Moniz, Rose Butler, Beatriz Lopez, Robin Rash, Alexandra Nelson, Amanda Carrera, Christy Humphrey, Jennifer Bluhm, Jamie Henderson, Anna Nomicos, Jim Berryman-Shafer, John DeYoung, Thomas Chapin, Carol Franich, Kacie Noonan, Katherien Eads, Gordon Cornell, Kathy Rudy, Corey Firman, Chrissy Haas, Anna Gavin, Michelle Hammon, Emma Hisken, Tamara Slater, Virginia Richardson, Ida Reyes-Ruiz, Margaret Heim.

4. APPROVAL OF AGENDA

Clerk Peterson made a motion that the Board of Trustees approve the agenda as presented.
Trustee Villines seconded.
With no further discussion, the motion carried 7-0.

5. APPROVAL OF MINUTES

Clerk Peterson made a motion that the Board of Trustees approve the minutes of the August 22, 2023 meeting as written.
Trustee McIntyre II seconded.
With no further discussion, the motion carried 7-0.

6. BOARD MEMBER REPORTS

The board members spoke on topics of interest.

7. ATTITUDE OF GRATITUDE

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

8. SUPERINTENDENT REPORT

Superintendent Workman invited Shaylee Gavin, the student body president of FHS, to speak. She reported on current events at FHS.
Superintendent Workman thanked the staff for an incredible start to the year and thanked Core Construction, Chartwells, and FHS for hosting the meeting.
The Fernley area principals introduced their new staff.

9. PUBLIC PARTICIPATION: Items LISTED on the Agenda: At this time, the public is invited to address the Board on items listed on the agenda over which the Board has jurisdiction.

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Debbie Mason addressed agenda item #9. She thanked the board for the opportunity for the public to comment, to be heard, and to be recognized by name. As we are all on the same team, she encouraged everyone to stay through the meeting and she expressed her hope that it would be a great meeting.
Amy Kendrick spoke on agenda item #10F, in regards to student safety. She has kids at Dayton High School (DHS) who reported vaping and smoking in the bathrooms and on the bus and her daughter is afraid. She would like to see some solutions to address these issues.
Jim Davis spoke on agenda item #10 in regards to the consent agenda. He requested that the consent agenda be withdrawn to have items brought for discussion separately. He also noted that the Public Participation paragraph used to say that citizens could request that an item be removed from the consent agenda but it no longer states this. He spoke on item #20 regarding board committees and the need to establish a committee to identify and research weak areas and potential threats to students. His written statement is attached to the minutes.
Deanne Davis spoke on agenda item #5, Minutes, and the subject of hiding information from parents. She spoke on item 10J, Financial report, page 57, regarding a purchase from Scholastics Books and recommending a boycott of this company. Mrs. Davis also spoke on agenda item #9, Public participation. Her written statements are attached to the minutes.

A break was called.

Greg Clausen spoke on item #10H, Travel. He requested it be pulled from the consent agenda, specifically the travel request sending educators to a Middle School Conference, due to inconsistencies in the submittal and approval process.

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 and Answers - To be posted by 12:00 PM, day of board meeting. No questions were submitted.
B. Request for Early Graduation/HSE (confidential)
C. LCEA Negotiated Agreement *Pulled from the consent agenda to be discussed and voted on separately.*
D. Personnel Reports
E. Supplemental Pay Schedule for Non-Classified Positions
F. Progressive Restorative Discipline Plan *Pulled from the consent agenda to be discussed and voted on separately.*
G. Memorandums of Understanding
H. Travel *Pulled from the consent agenda to be discussed and voted on separately.*
I. Department Reports
J. District Financial Report

11. **END OF CONSENT AGENDA:** MOTION TO APPROVE
Trustee Hendrix made a motion to approve the consent agenda with items 10C, 10F and 10H excluded, to be discussed and voted on separately.
Trustee Parsons seconded.

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With no further discussion, the motion passed 6-1. Trustee Farr voted nay.

Agenda item 10C, the LCEA agreement. Trustee Hendrix asked if the district had applied for funds made available through Senate Bill 231. Mr. Bains confirmed that they have applied for the funds and the district is to be awarded 6.2 million, to be applied as a grant, for the 2023-25 agreement.
Trustee Parsons announced that she would need to recuse herself from voting on this item due to having relatives affected by the item.
Clerk Peterson made a motion to approve item 10C. She congratulated the certified staff on the agreement.
Trustee McIntyre II seconded.
With no further discussion, the motion passed 6-0, Trustee Parsons abstained.

Agenda item 10F, the Progressive Restorative Discipline Plan, Trustee Hendrix questioned how stakeholders in the community were given the opportunity to participate in the review of the restorative discipline plan. Deputy Superintendent Logan explained that each site, per law, had a team to take feedback from stakeholders and make edits in the document. The district team then met to review the edits. By law, this document is sent to parents, students, staff and the community to review as well. Edits can be added for later drafts. The terms "focus group", "team", and "committee" will need to be clarified. There are two groups: site level and district level.
Trustee Hendrix added that he would like to give the community more time to review the document. He questioned the section that gives students being disciplined and enrolled in LyOnline the opportunity to meet in person with a teacher, saying there could be a safety issue.
Clerk Peterson made a motion to approve 10F.
Trustee Farr seconded.
With no further discussion, the motion passed 7-0.

Trustee Hendrix, regarding agenda item 10H, Travel, addressed the travel request that was submitted for approval later than four weeks prior to a board meeting as stated on the request form. There was discussion about the travel policy, administrative regulations, and the superintendent's authority to approve exceptions.
Trustee Farr made a motion to approve 10H.
Clerk Peterson seconded.
With no further discussion, the motion passed 5-2. Trustees Hendrix and Parsons voted nay.

12. ACCEPTANCE OF DONATIONS

Clerk Peterson made a motion to accept the generous donations made to our schools.
Trustee Farr seconded.
Without further discussion, the motion passed 7-0.

13. **(For Possible Action)** Discussion and possible action regarding the Silverland Middle School roof issues. This item is being presented by Legal Counsel Don Lattin, Executive

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Director of Operations Harman Bains, and Operations & Maintenance Supervisor Kirk McCallum.

The Silverland Middle School (SMS) roof has declined significantly since it was built and in June of 2023, the board asked for a bid for its replacement. Mr. Bains spoke on the status of the roof issues and the one bid that was received.
Mr. Lattin explained that a lawsuit has been filed, per the direction of the board, against the warranty company, to pursue an offset of the cost.
Clerk Peterson made a motion to move forward with the RFP in the amount of $1,040,807.
Trustee Villines seconded.
With no further discussion, the motion passed 7-0.

14. **(For Possible Action)** Discussion and possible action regarding the purchase of HVAC equipment for Fernley Elementary School. This item is being presented by Executive Director of Operations Harman Bains and Operations and Maintenance Supervisor Kirk McCallum.

The recommendation was for the board to consider the proposal from Trane to upgrade and replace existing chillers at Fernley Elementary School (FES) next summer.
Trustee Farr expressed his favor of this recommendation and described the situation in the classrooms last summer (2022) with the extreme heat.
Trustee Parsons expressed her opinion that mini-splits would have been a better choice.
There was discussion about past agenda items that focused on building controls to address the issue of controlling the temperature in buildings.
Trustee Farr made a motion that the Board of Trustees approve the recommended quotes from Trane to upgrade and replace existing chillers at FES at a cost of $141,540.
Trustee McIntyre II seconded. He asked about the old chillers and it was explained that parts that are still functioning are used on other equipment if needed.
With no further discussion, the motion passed 7-0.

15. **(For Possible Action)** Discussion and possible action regarding an update on the 2023 LCSD facility improvements and summer projects. This item is being presented by Executive Director of Operations Harman Bains, and Operations and Maintenance Supervisor Kirk McCallum.

Harman Bains spoke on multiple facility projects including the FHS gym/kitchen /commons area, the Silver Springs Transportation Yard, Building Control upgrades at all of the schools, HVAC equipment upgrades, Cottonwood Elementary School (CES) roof and Silver Stage Schools' dining hall roofs, several carpet replacements, upgrades to Audio Enhancement at multiple schools, upgrades to gyms, parking lots, rain gutters, and doors.
Trustee Parsons made a motion to accept the update on the LCSD facility improvements and summer projects.
Trustee McIntyre II seconded.
With no further discussion, the motion passed 7-0.

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16. **(For Possible Action)** Discussion and possible action regarding the Early Childhood Innovative Literacy Program (ECILP) grant for Pre-K programs in the LCSD. This item is being presented by Executive Director of Special Services Rachel Stewart and Grants Manager Jeremy Lattin.

Rachel Stewart presented the board with information on the Early Childhood Innovative Literacy program (ECILP) grant for LCSD PreK programs. The plan includes an addition of three PreK classrooms and hiring pre-k teachers and other staff as listed to support the program. This would begin in the second semester in the Riverview, Silver Stage, and Yerington Elementary Schools as they have classrooms open for this project. More schools will follow. This is to build early literacy and readiness for kids less than six years of age. There was discussion about notifying the other elementary schools to create space for the program, and the appreciation for the plan and the grant opportunity.
Clerk Peterson made a motion that the Board of Trustees approve the plan for the Early Childhood Innovative Literacy Program grant.
It was seconded by Trustee Parsons.
With no further discussion, the motion passed 7-0.

17. **(For Possible Action)** Discussion and possible action regarding a report on LCSD staffing for the 2023-24 school year. This item is being presented by Executive Director of Human Resources Dawn Huckaby.

Dawn Huckaby gave a status report on the current staffing across the district, starting with thanking the board for the approval of the bargaining agreements which allowed for the generous increase in wages for LCSD employees. This had a positive effect on retention and recruitment. She spoke on the collaboration with UNR and the Department of Education for a teacher residency program being piloted here in LCSD.
The trustees praised the efforts of the team including the Grow Your Own program, and thanked the administrators working with the new hires. It was encouraging to hear that one of the students who graduated in the Jump Start program is in a classroom as a long-term sub.
Trustee Hendrix inquired about the district practice of vetting and doing background checks. LCSD has an extensive background check that includes the Department of Public Safety, criminal repositories, and an FBI check. All hires, including volunteers, are vetted through this process.
Clerk Peterson made a motion that the Board of Trustees approve the current staffing report for the 2023-24 school year.
It was seconded by Trustee Farr.
With no further discussion, the motion passed 7-0.

18. **(For Possible Action)** Discussion and possible action regarding a report on the Nevada Educator Performance Framework (NEPF) results. This item is being presented by Executive Director of Human Resources Dawn Huckaby and Deputy Superintendent Tim Logan.

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Dawn Huckaby presented the board with the results of this year's statewide Nevada Educator Performance Framework evaluation of teachers and administrators in LCSD. She referred to the surveys in the board packet that showed overall performance and comparisons with state data.
A clerical error in the memo, the 3rd paragraph under background information, reads LCSD rated 22% teachers are "Developing", but should read 2.2%. The survey of teachers and administrators are overall in line with state regulations. LCSD is slightly higher than the state in teachers "Effective" and "Highly Effective". The board discussed the correlation between these ratings and low test scores. Mrs. Huckaby explained that there are multiple factors used to determine educator performance, with only part being student data. The correlation is not tied directly to test scores.
Trustee Farr, for the record, feels that test scores should not reflect teachers' performance. The teachers work to help students achieve in multiple ways; as counselor, social worker, listener, etc. and test scores don't show all the things educators do every day.
Trustee McIntyre II made a motion that the board approve the Nevada Educator Performance Framework results as presented.
Clerk Peterson seconded.
With no further discussion, the motion passed 7-0.

A five minute break was called.

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

The Fernley area school principals reported on the work of their respective schools, including highlights from the previous year and goals for the current year.
Trustee Hendrix posed questions regarding school safety concerns and meeting set achievement goals. The principals and assistant principals commented on specific situations at their schools. All schools are working continuously on the climate of safety using the Multi Tiered System of Supports (MTSS) and Positive Behavior Interventions and Supports (PBIS), and their achievement goals are being worked on. A common thread among the principals was praise for the addition of the iReady Math, and the HMH Reading curriculum.

No motion was made.

20. **(For Possible Action)** Discussion and possible action regarding LCSD Policy BCE: Board Committees. This item is being presented by Board Member Sherry Parsons.

At the last meeting, Trustee Parsons requested that the policy regarding board committees be added to the agenda. Policy BCE: Board Committees reads that the board president may appoint committees. Trustee Parsons' recommendation is to have committees be appointed by the whole board.
There was discussion including the way committees have been formed in the past, the benefit of having more voices rather than just one when appointing committees, and the

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authority given to the president.

Trustee Parsons made a motion to change Policy BCE Board Committees, that the board may appoint committees when necessary, not the board president.
It was explained that to change a policy the prepared changes should be brought for a first reading.
Trustee Hendrix seconded her motion.
With no further discussion, the motion failed 2-5. Trustees Parsons and Hendrix voted aye. Trustees Farr, McIntyre II, Villines, Peterson, and Cowee voted nay.

21. **(For Possible Action)** Discussion and possible action regarding LCSD Policy BCF: Advisory Committees. This item is being presented by Board Member Sherry Parsons.

Trustee Parsons recommended revising Policy BCF: Advisory Committees, to say that "...specific Board members appointed by the Board", not "...specific Board members appointed by the President". She stressed that the whole board and the public should know what is going on.
There was discussion about how committees are made during open board meetings, the committees meet in open meetings, and recommendations are brought back to the board in open meetings. The public has access to all of the meetings.

Trustee Parsons made a motion to change it so that it no longer says “Board members will be appointed by the President”. It will say that “Board members will be appointed by the Board.”
Trustee Hendrix seconded.
Mr. Lattin explained that if the motion passes, the policy changes would be brought back for a first reading. If it does not pass, the motion will die and not be brought back.
With no further discussion, the motion failed 2-5. Trustees Parsons and Hendrix voted aye. Trustees Farr, McIntyre II, Villines, Peterson, and Cowee voted nay.

22. **(For Possible Action)** Discussion and possible action regarding LCSD Policy GBBC: Bullying, Harassment, Intimidation, and Discrimination as a first reading. This item is being presented by Executive Director of Human Resources Dawn Huckaby.

Dawn Huckaby explained that Policy GBBC is presented with revisions to reflect verbiage taken from Assembly Bill 65 and NRS 388.122, where the definition of bullying was revised.
Clerk Peterson made a motion that the Board of Trustees approve the revisions to LCSD Policy GBBC: Employee Bullying, Harassment, Intimidation, and Discrimination as a first reading.
Trustee Villines seconded.
With no further discussion, the motion passed 7-0.

23. **(For Possible Action)** Discussion and possible action regarding LCSD Policy GL: Staff Complaints as a first reading. This item is being presented by Executive Director of Human Resources Dawn Huckaby.

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Revisions to Policy GL include the new definition of bullying as reflected in the changes to AB65 and NRS 388.122.
Trustee Parsons made a motion to approve the policy regarding GL: Staff Complaints, for a first reading.
Trustee Farr seconded.
With no further discussion, the motion passed 7-0.

24. **(For Possible Action)** Discussion and possible action regarding LCSD Policy GCBA: Performance Evaluations for Classified Personnel as a first reading. This item is being presented by Executive Director of Human Resources Dawn Huckaby.

Policy GCBA has been revised to accommodate the updated Classified negotiated bargaining agreement. The probationary period went from one year to 9 months.
Trustee Farr made a motion that the Board of Trustees approve the revisions to LCSD Policy GCBA: Performance Evaluations for Classified Personnel as a first reading.
Trustee Hendrix seconded.
With no further discussion, the motion passed 7-0.

25. **(For Possible Action)** Discussion and possible action regarding LCSD Policy JED: Attendance as a first reading. This item is being presented by Executive Director of Educational Services Jim Gianotti and Deputy Superintendent Tim Logan.

Revisions are made to policy JED regarding student attendance due to the revisions made by the state legislature, NRS 392.130, stating that absences will not count against a person due to head injuries.
Trustee Farr made a motion that the Board of Trustees approve the revisions to LCSD Policy JED: Attendance as a first reading.
Trustee McIntyre II seconded.
With no further discussion, the motion passed 7-0.

26. **(For Possible Action)** Discussion and possible action regarding LCSD Policy JFCC: Safe and Respectful Learning Environment (Anti-Bullying) as a second and final reading. This item is being presented by Deputy Superintendent Tim Logan.

Trustee Farr made a motion that the Board of Trustees approve LCSD Policy JFCC:Safe and Respectful Learning Environment (Anti-Bullying) as a second and final reading.
Trustee McIntyre II seconded.
With no further discussion, the motion passed 7-0.

27. **(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 Cowee and Superintendent Wayne Workman.

The next meeting will be October 24, 2023 at the PLC building, SSES campus
SB231 Plan per negotiated agreements

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2023 Assessment Report
2023 Graduation rate reports
Silver Springs area schools updates
Second reading of the policies
Trustee Hendrix requested three agenda items:
- Bring back the Restorative Discipline Plan to review it with the community
- Review the status of funding for the single point entry for the high schools
- Bring an item to form an advisory committee to look at book reviews and curriculum reviews.

28. PUBLIC PARTICIPATION: Items not listed on the agenda: At this time, the public is invited to address the Board on items not listed on the agenda over which the Board has jurisdiction. No action may be taken on any subject raised during public comment until the matter has been properly placed on an agenda for a properly noticed meeting pursuant to NRS 241 (Nevada's Open Meeting Law).

Sandy Harrison spoke about coloring pages her granddaughter came home with and her concerns about the CareSolace counseling resource for students. Her written statement is included in the minutes.
Jim Davis spoke on closed meetings and legal gatherings. His written statement is included in the minutes. Legal counsel Don Latin clarified that what is discussed in a closed session, such as character or competence, or bargaining negotiations, fall under Open Meeting Law (OML) requirements. Legal gatherings are an exception where a board may be informed of legal proceedings that do not fall under OML. The board relies on legal counsel if there is a question.
Phill Wooly, parent, spoke encouraging words about his participation in his kids' education and how it has made a positive change. He encouraged others to do the same. His statement is included in the minutes.

29. ADJOURN:
The meeting adjourned at 10:20.

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The notice for this meeting was posted on September 20, 2023 at Lyon County School District Administrative Office and posted to Lyon County School District website (http://lyoncsd.org) and the official website of the State of Nevada (http://notice.nv.gov) in accordance with NRS 241.020 (3) (b).

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For the Board of Trustees

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 DISABLITIES ACT, AND AGE DISCRIMINATION ACT OF 1975, AND ANY OTHER PERTINENT STATUTE OR REQUIREMENT. THIS NON-DISCRIMINATION POLICY COVERS ADMISSION, ACCESS, TREATMENT, AND EMPLOYMENT IN THE DISTRICT'S PROGRAMS AND ACTIVITIES, INCLUDING OCCUPATIONAL EDUCATION. FOR INFORMATION REGARDING OPPORTUNITY POLICIES, OR THE FILING OF GRIEVANCES, CONTACT YOUR SCHOOL PRINCIPAL.

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

DRAFT

LCSD SCHOOL DISTRICT BOARD MEETING
SEPT. 26, 2023
PUBLIC COMMENT

AGENDA ITEM: 20, POLICY BCE, BOARD COMMITTIES
COMMENTS BY: Jim DAVIS

IN THIS WORLD THERE ARE MANY PEOPLE, COMPANIES AND INSTITUTION THAT WOULD SEEK TO INDOCTRINATE OR OTHERWISE HARM OUR CHILDREN. PUBLIC SCHOOLS HAVE BECOME A TARGET FOR THESE PEOPLE TO INSIST THAT THE SCHOOLS CARRY OUT THEIR AGENDA, OR TO SNEAK IT IN UNBEKNOWNST TO SCHOOL OFFICIALS. THESE PEOPLE ARE WOLVES.

SCHOOL ADMINISTRATION, TEACHERS, AND BOARDS MUST TAKE ON THE ROLE OF SHEPHARDS WHO WILL PROTECT THEIR STUDENTS.

WE ALL KNOW THAT SCHOOL DISTRICTS HAVE LIMITED CAPACITY AND MAY NOT BE ABLE TO EFFECTIVELY TAKE ON THIS ROLE ON THEIR OWN.

I PROPOSE THAT THE LCSD BOARD COMMISSION A CITIZENS ADVISORY BOARD (OR COMMITTEE) TO IDENTIFY AND RESEARCH POTENTIAL "WOLVES" AND OTHER WEAK SPOTS IN LCSD'S ABILITY TO THWART THEM.

I PROPOSE THAT THE BOARD TAKE UP AN ITEM ON THE OCTOBER OR NOVEMBER TO DISCUSS PROPOSALS TO CONSIDER HOW SUCH A COMMITTEE ~~WOR~~WOULD WORK, AND HOW THE WOULD REPORT FINDINGS & RECOMMENDATIONS TO THE SCHOOL BOARD, FOR POSSIBLE ACTION.

My name is Deanne Davis, resident of Dayton.
I am speaking about Agenda Item # 5 - Meeting Minutes
I would like my comments included in the public records.

Thank you for publishing the minutes and agenda earlier than usual this month.

It is recorded in the meeting minutes last month that I asked the board if you would commit to the public that LCSD will NOT hide information from parents about students who are trying to change their gender identity at school. However, the meeting minutes did not record your answers. Only Mr. Hendrix said he would not lie to parents. Six of you refused answer. This is very concerning to me, and I expect to the rest of the public. It makes me wonder what other things you are willing to lie about because you are afraid of being sued.

I have since asked Superintendent Workman, and President Cowee, what you would do if a teacher in the district refused to address a student by pronouns that do not match their biological gender. You said you would advise the teacher to "follow the law." In other words, you would expect the teacher to lie, to pretend the student is something they are not, to teach other students to lie, and to lie to the parents. For many teachers, this violates their strongly held religious beliefs which command "Thou shalt not lie."

I want the board, the public, and especially teachers in the district to remember that in the United States we have a First Amendment that protects religious freedom. Several cases have gone to court recently and teachers have won their cases.

In Kansas, a U.S. District Court ruled in favor of a teacher and exempted her from being forced to use students' preferred pronouns. School officials settled by paying her $95,000 and changing their policy of hiding information from parents.

https://www.catholicnewsagency.com/news/252187/adf-settles-case-for-teacher-who-refused-to-use-students-preferred-pronouns

In another case, a U.S. Circuit Court of Appeals in Ohio ruled in favor of a public university professor who contended that officials violated his constitutional rights by compelling him to speak in a way that contradicts his religious beliefs. He was awarded $400,000 and was assured he would never be mandated to use pronouns that conflict with a person's biological sex.

https://www.nbcnews.com/nbc-out/out-news/professor-wouldnt-use-trans-students-pronouns-wins-400k-settlement-rcna24989

Alliance Defending Freedom said in a statement, "No school district should ever force teachers to willfully deceive parents or engage in any speech that violates their deeply held religious beliefs."

I hope that LCSD will get some courage and decide to stand up for teachers' rights to speak the truth, for parents' rights to know the truth, and to fight against unjust laws.

Teacher who refused to use students' preferred pronouns settles lawsuit against school district

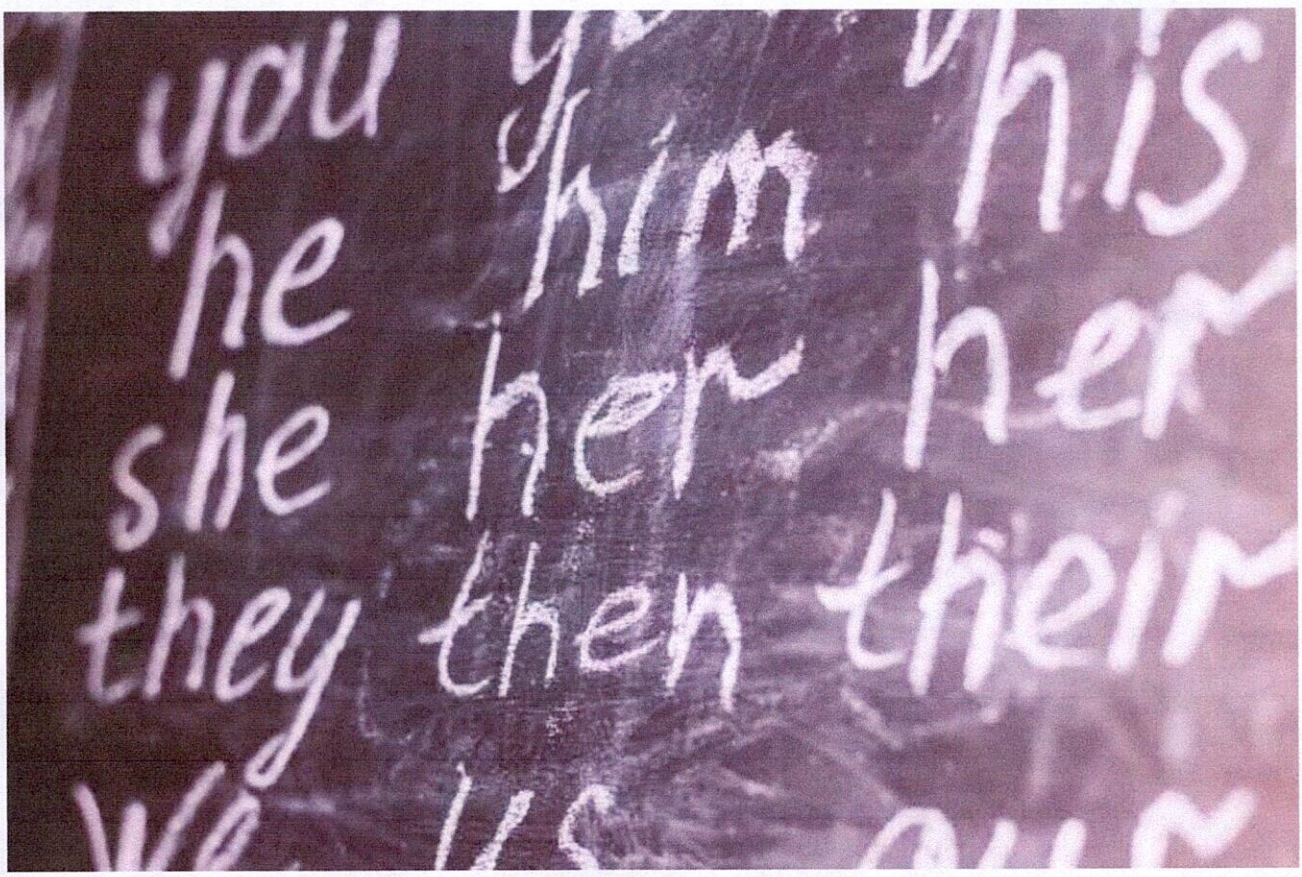


Photo credit: Kryvosheia Yurii/Shutterstock



By Edie Heipel

Washington, D.C. Newsroom, Sep 1, 2022 / 15:40 pm

A Kansas middle school teacher will receive $95,000 in a settlement with her school district, which tried to force her to comply with its gender policies — even if it meant lying to parents about their children's gender transitions.

Pamala Ricard, who has taught K-12 math for decades, currently teaches grades sixth through eighth at Fort Riley Middle School in Fort Riley, Kansas.

In early 2021, school administrators **began** implementing "diversity and equity" training and policies for teachers, instructing them to refer to students by their "preferred names" in the classroom.

In April 2021, Ricard was suspended for three days and received a written reprimand filed under the school's "bullying" and "harassment" policies because she called a female student by her legal name instead of her preferred name.

Afterward, the school **announced** a new policy mandating that teachers call students by their preferred names and pronouns and "not communicate this information to parents unless the student requests, according to the district-wide policy sent to teachers.

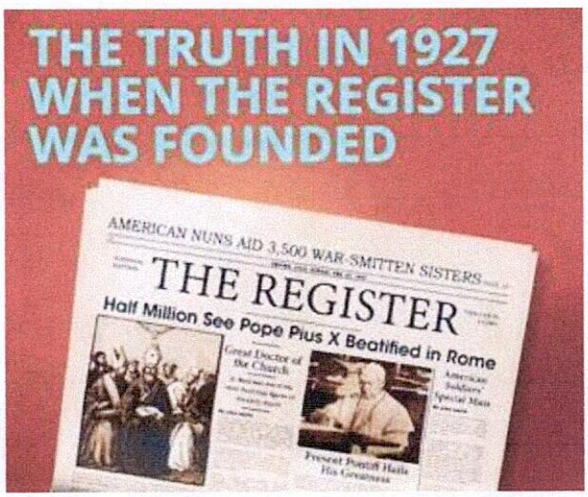
If not, teachers would be found guilty of committing a "discriminatory act" and were "subject to employee discipline," the complaint said.

Represented by Alliance Defending Freedom (ADF), Ricard filed the lawsuit in March against school officials because the policies violated her religious beliefs and conscience as a Christian.

The U.S. District Court for the District of Kansas ruled in May that Ricard's case would proceed based on her First Amendment religious exercise rights. The ruling paused the school's policy preventing parents from knowing of their child's gender transition and exempted Ricard from being forced to use students' preferred pronouns.

"No school district should ever force teachers to willfully deceive parents or engage in any speech that violates their deeply held religious beliefs," ADF Senior Counsel Tyson Langhofer, director of the ADF Center for Academic Freedom, said in a **statement**.

The lawsuit was dismissed Wednesday after school officials agreed to settle by paying Ricard $95,000 and issuing a statement absolving Ricard of any disciplinary charges they brought against her.



The school board also revoked its policy that prohibited teachers from notifying parents of their child's gender transition.

A spokesperson for the school district was not immediately available Thursday afternoon.

"We're pleased to settle this case favorably on behalf of Pam, and we hope that it will encourage school districts across the country to support the constitutionally protected freedom of teachers to teach and communicate honestly with both children and parents," the ADF's Langhofer concluded.

Ricard's case is not an isolated incident. ADF is currently **representing teachers and parents** free of charge across the country in litigation over gender policies.

As CNA reported earlier this week, the rise of **gender policies** in schools across the nation is creating problems for teachers of faith who object to concealing critical information from parents about their children.

Last year, for example, a New York middle school implemented a gender support plan that **referred** a 12-year-old girl to a clinic that prescribes puberty blockers and conducts irreversible sex-change surgeries.

Tags: **religious freedom**, **Catholic News**, **Lawsuits**, **Teachers**, **Alliance Defending Freedom**, **Public schools**, **gender support plans**



Edie Heipel is a former Political Correspondent for CNA's Washington, D.C. bureau. She previously worked in communications for Center for Renewing America, served in the Trump White House Office of Management and Budget (OMB), and has been a contributor to various outlets including The Federalist and The Charlotte Lozier Institute. She is a graduate of Wheaton College.

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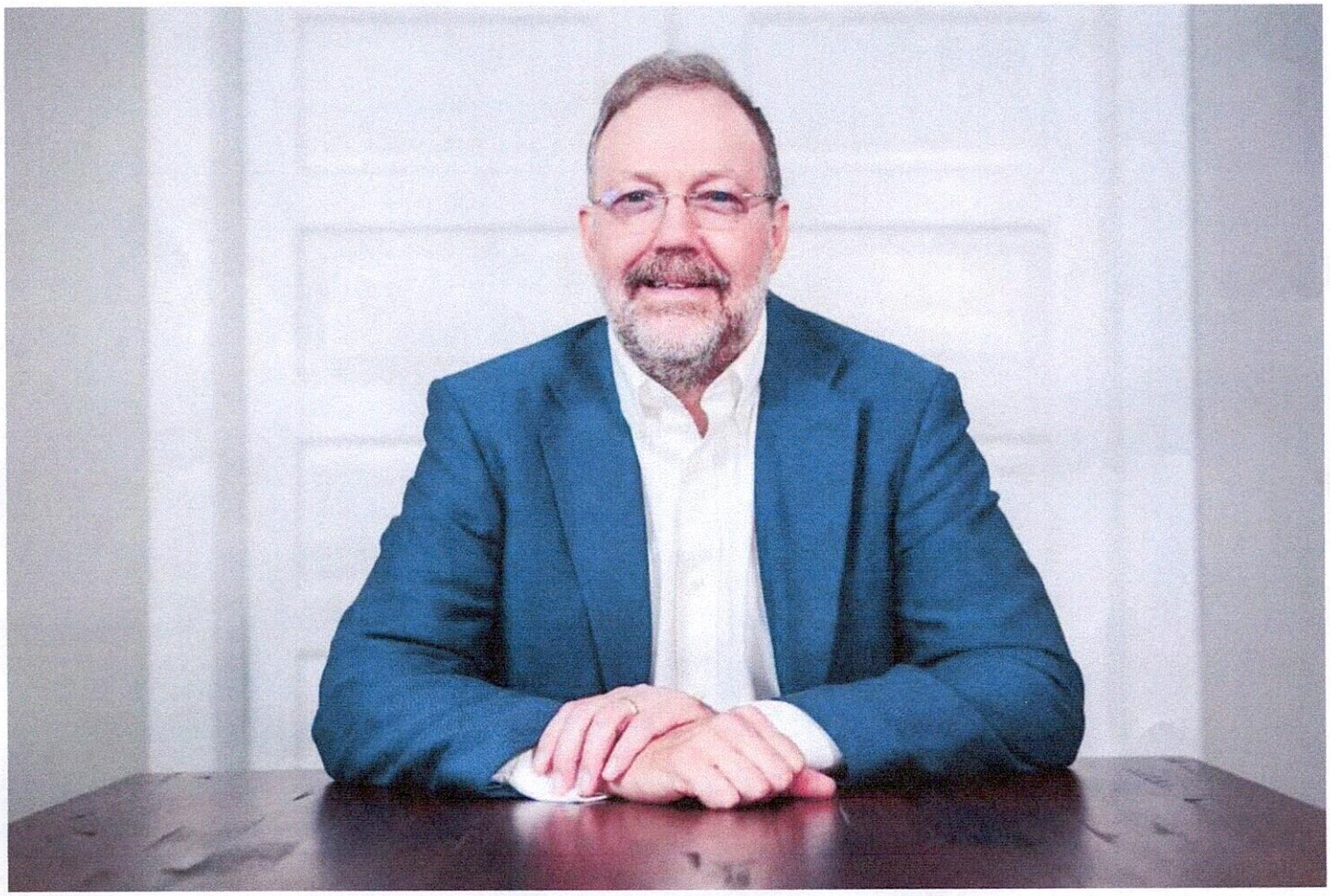
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OUT NEWS

Professor who wouldn't use trans student's pronouns wins $400K settlement

Nicholas Meriwether will no longer be required to refer to students at Shawnee State University in Ohio by their preferred pronouns.



— Nicholas Meriwether, a philosophy professor at Shawnee State University in Ohio.

Alliance Defending Freedom

April 19, 2022, 9:31 AM PDT

By Matt Lavietes

A small, public university in Ohio agreed last week to pay one of its professors $400,000 after it rebuked him for refusing to use a transgender student's preferred pronouns.

Shawnee State University, in Portsmouth, roughly 85 miles south of Columbus, warned Nicholas Meriwether, a philosophy professor, in 2018 about not using the pronouns.

In response, Meriwether, who is an evangelical Christian, filed a federal lawsuit against the university that year, contending that officials violated his constitutional rights by compelling him to speak in a way that contradicts his religious beliefs.

The settlement of the case follows a three-year legal battle that ended last year, with the 6th U.S. Circuit Court of Appeals ruling in Meriwether's favor. Meriwether's legal representation, the Alliance Defending Freedom, applauded the agreement to compensate him.

"This case forced us to defend what used to be a common belief – that nobody should be forced to contradict their core beliefs just to keep their job," Travis Barham, senior counsel for the alliance, said in a statement last week. "Dr. Meriwether went out of his way to accommodate his students and treat them all with dignity and respect, yet his university punished him because he wouldn't endorse an ideology that he believes is false."

Meriwether's settlement included a payout for his attorney fees and assurance from the university that he will "never be mandated to use pronouns, including if a student requests pronouns that conflict with his or her biological sex," according to ADF's statement.

The Alliance Defending Freedom, a conservative Christian law firm based in Arizona, has a decadeslong track record of litigating against LGBTQ rights, and has been labeled an anti-LGBTQ "hate group" by the Southern Poverty Law Center, a designation ADF disputes. According to its website, the group aims to secure "generational wins" to ensure that "the law respects God's creative order for marriage, the family, and human sexuality."

Recommended



OUT POLITICS AND POLICY

Federal judge declares Texas drag law unconstitutional



OUT POP CULTURE

Jonathan Van Ness breaks down in tears while discussing trans rights on Dax Shepard's podcast

Over the last decade or so, the ADF's funding has more than doubled, from over $34.5 million in 2011 to more than $76 million in 2021.

Shawnee State said in a statement last week that it "adamantly" denies that it "deprived Dr. Meriwether of his free speech rights or his rights to freely exercise his religion," and called the settlement an "economic decision."

"We continue to stand behind a student's right to a discrimination-free learning environment as well as the rights of faculty, visitors, students and employees to freely express their ideas and beliefs," the university said. "Over the course of this lawsuit, it became clear that the case was being used to advance divisive social and political agendas at a cost to the university and its students. That cost is better spent on fulfilling Shawnee State's mission of service to our students, families and community."

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Matt Lavietes

Reporter, NBC OUT

SPONSORED / ONLINE SHOPPING TOOLS

Amazon Hates When You Do This, But They Can't Stop You

SPONSORED / VOLVO XC40

The New Volvo Might Be The Ultimate Vehicle For Seniors (Especially At These Prices)

My name is Deanne Davis, resident of Dayton.
I am speaking about Agenda Item # 10-J - Financial Report
I would like my comments included in the public records.

I noticed in the financial report p.57 a purchase of $6259 from Scholastic Books.

I know that many of us grew up enjoying the Scholastic Book orders and book fairs, and the wonderful books teachers would often purchase from Scholastic with their own money to supplement their classrooms or reward students with new books.

Many of you may not know that Scholastic has changed. They have a new agenda to promote sexual immorality, pornography, pedophilia, the trans agenda, graphic violence, and encouraging children to deceive their parents.

Here are a few excerpts from books that Scholastic is promoting to children:

From the book *Melissa* p.44 "She immersed her body in the warm water and tried not to think about what was between her leges, but there it was, bobbing in front of her."

From *Rick* p.147 "Well you could call me a crossdresser, but really, I'm the same Grandpa Ray I've always been. . . and just like I wouldn't tell anyone about you without your permission, I hope you won't tell anyone about me."

Common Sense Media Reviews summarizes the book *Chains* as follows: "A young girl is beaten into unconsciousness, her teeth are broken, she's branded on the cheek, slashed in the face with a riding crop, men are hung and stabbed, people are killed in battle, fire and lightning, a boy is decapitated by a cannonball, dead bodies are stacked like cordwood, dumped in pits, and a husband punches his wife in the face."

LCSD has policies that say such material will not be allowed in school libraries or classrooms, yet you continue to purchase from Scholastic. The financial report does not specify which books you spent $6259 on, but even if the books you purchased do not contain violence or pornography, you are supporting a company that does.

It's time for LCSD to boycott Scholastic. Notify teachers and parents that you do not recommend or endorse their products. Appoint a committee to audit school libraries and classrooms to remove materials that would endanger the children. And purchase materials from alternative companies such as Brave Books, or Prager U, who uphold the conservative values of Lyon County.

https://bravebooks.us/pages/brave-book-fairs

RESOURCES

Book Fairs:

Brave Book Fairs

Bedford Falls

Book Clubs:

Freedom Island Book Club

I55

Theolit

Curriculums:

Sonlight

Abeka

Steadfast

BJU Press

AOP

Apologia

Memoria Press

Summit

New Growth

Deanne Davis

Agenda Item #9 - Public Participation
Please include my comments in the minutes.

Last month there were many members of the community who took time to share their concerns and ask questions. It's wonderful to be part of a community that cares so much about our schools.

Several times during last month's meeting, President Covee refered to the public as the "audience".

I would like to remind the board that the pubic is not the audience. We are the tax-payers who fund the schools. Last month close to $1 million dollars was approved by the board in that 4 hr meeting. The tax-payers have a right to know how this money is being spent, and we should be welcomed to participate in asking questions and providing oversight.

I hope that Pres. Covee and the board will welcome the members of the public, and welcome their participation as a vital part of monthly board meetings. We are not the "audience", we are the citizens who make all this possible and we deserve to be treated with respect.

September 22, 2023

Hi my name is Sandy Harrison. I would like my comments to be included in today's minutes.

My 6-year-old granddaughter came home with these color pages on her first day of school at Riverview. Before I show you these, I want to state that I believe you are not aware of what is being introduced in the classrooms as you assured us in June that Lyon County Schools would not touch on the LGBTQIA2S+ and their agenda. I was shocked at this color page. The title is All are Welcome. Not welcome to first grade, not welcome back to school, but All are welcome. It has boys in dresses. girls in pants and shorts, which are ok but only if the boys weren't in dresses. Then this crazy looking animal thing. The distressing issue is, the website this all came from, offers All are welcome color pages with boys dressed as boys, girls dressed as girls, different cultures, even those in a wheelchair. Is there an agenda? Why were these color pages selected over the traditional pages? Again, I want to believe you are not aware of what is being handed out to the students. You stated that your schools were not like California, were not like Washoe County. How are you enforcing your standard of not allowing LGBTQIA2S+ agenda in the classroom. If this got in the first grade classroom, what is happening in 2nd, 3rd, 4th and so on?

To continue with your assurances you gave us in June, the offsite counseling available to students would not touch on the LGBTQIA2S+. I want to believe you are not aware of what really is being offered. I visited each school website and under the student resource button, a student can select the care solace button. As a student the first question that is asked, are they male, female, or non-binary? If Lyon County School District is not going to touch on the topics of the LGBTQIA2S+, why is the non-binary question asked? I was able to walk

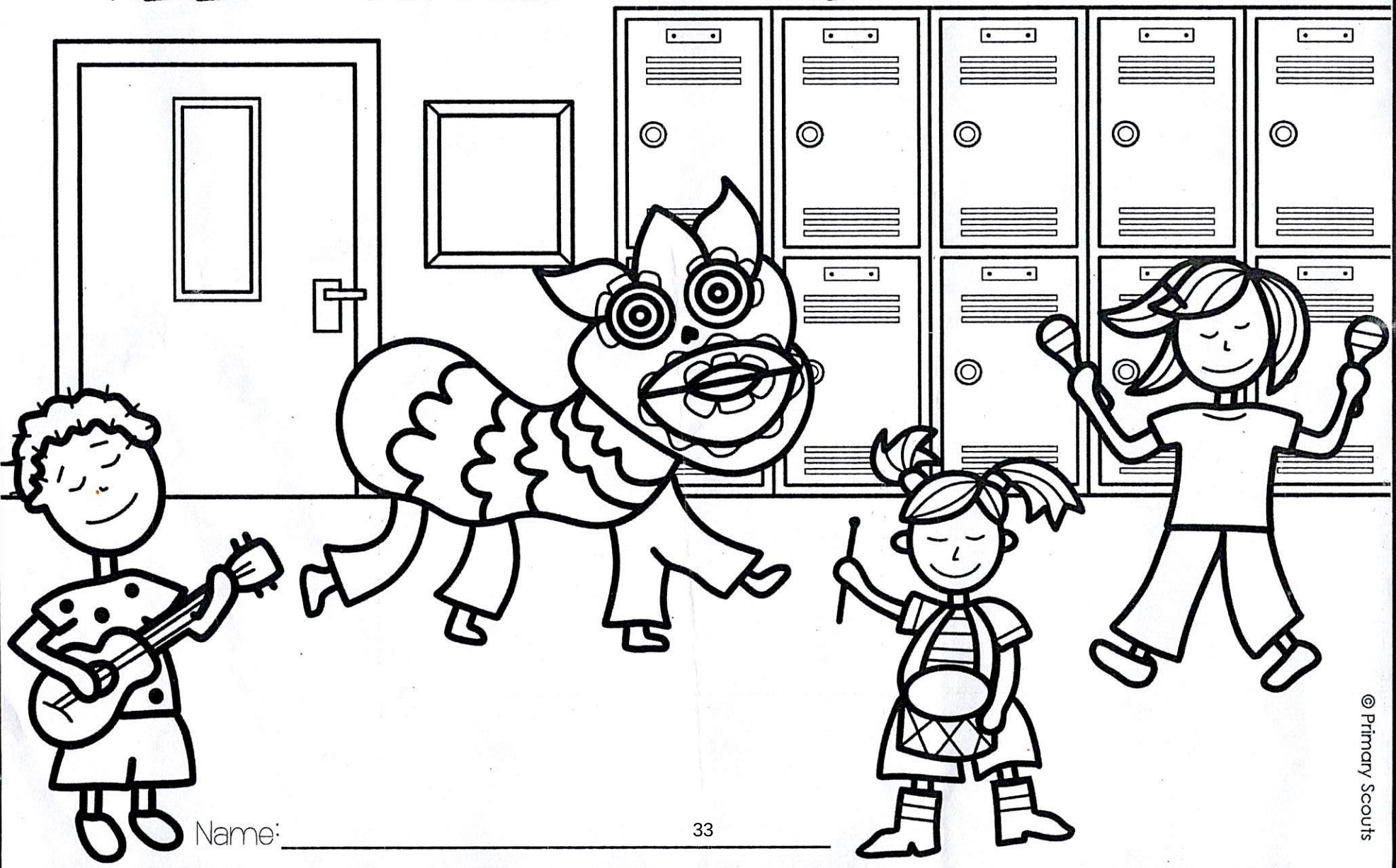
through the entire interview as a student to the end where I was given a list of resources for counseling. Not once was I asked for parent information. I am concerned that Lyon County School District is starting to dip their toes into some questionable waters and students are being exposed in areas that are not appropriate nor necessary in their education. I ask this Board to please show us the process or plan that is in place to enforce the standard you stated you had back in June. We are here to back you in those standards and to hold you to those standards. Let's work as a team and keep those standards in every classroom.

Name: _____



© Primary Scouts

ALL ARE WELCOME



Name: _____

© Primary Scouts

Name: _____

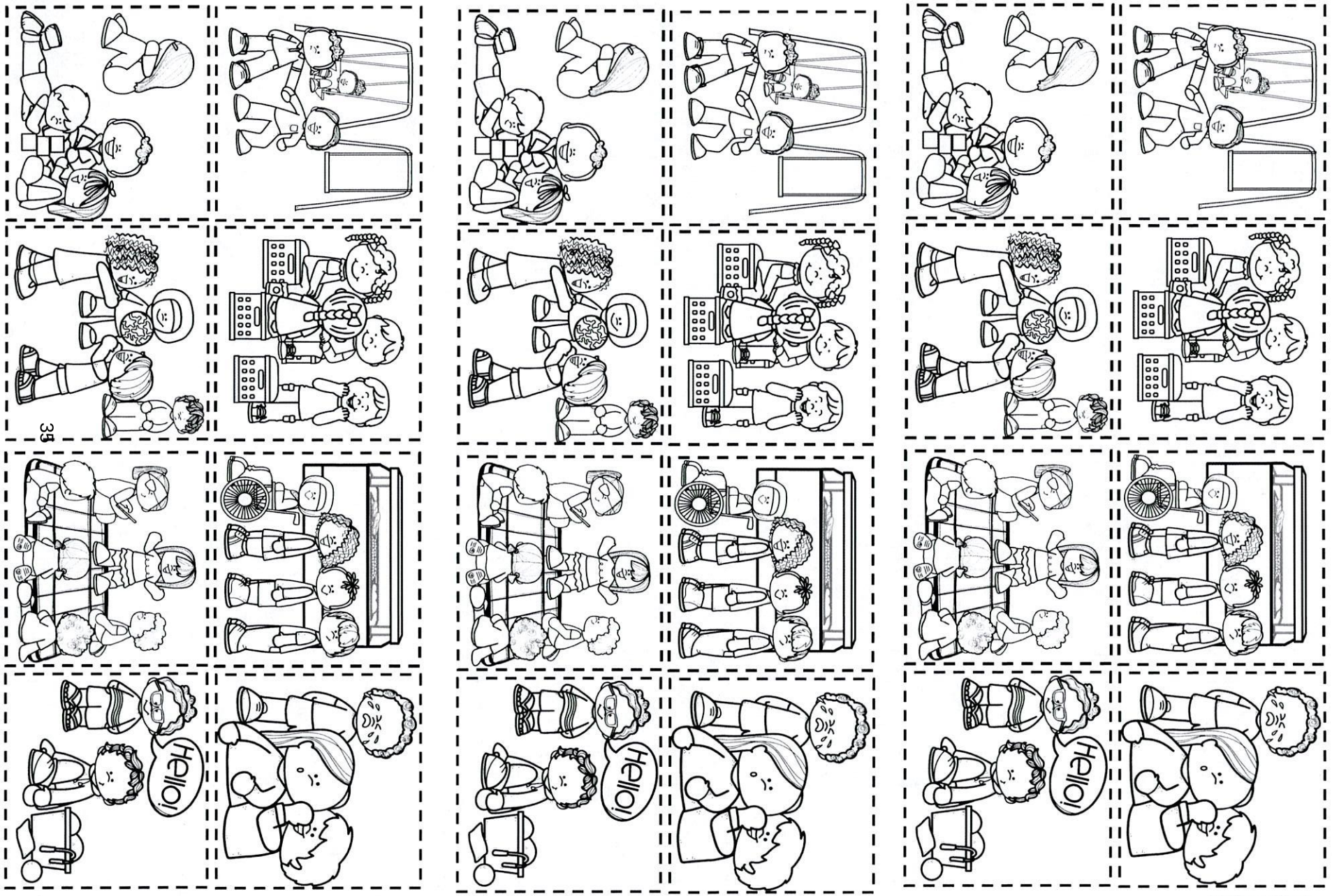
Color the pictures that make you feel welcome at school!

I FEEL WELCOME WHEN...



© Primary Scouts

Pair with. Inclusion Printable Page 64 Fine Motor Picture Sort Option, 1 Set Per Student

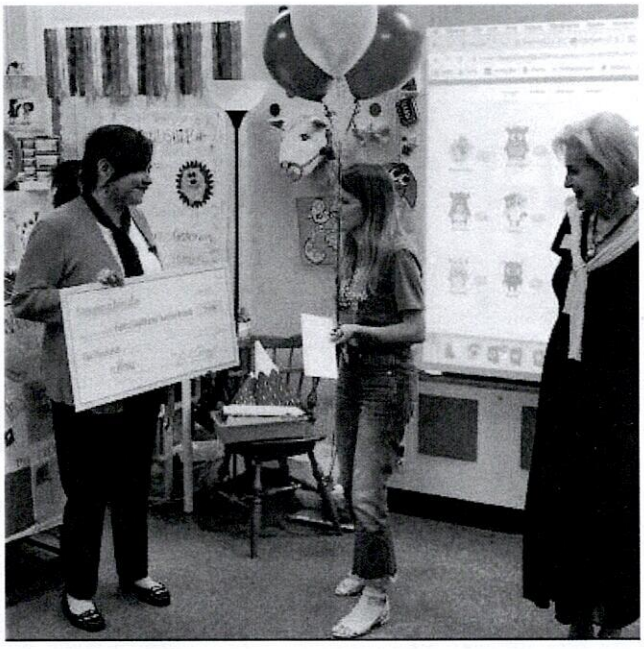


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The idea and name of Primary Scouts stems from my passion of foundational learning and always needing to explore, I mean... *Scout* , new and creative learning outlets for ***primary*** learners. **Scout** is also the name of my fur-baby.

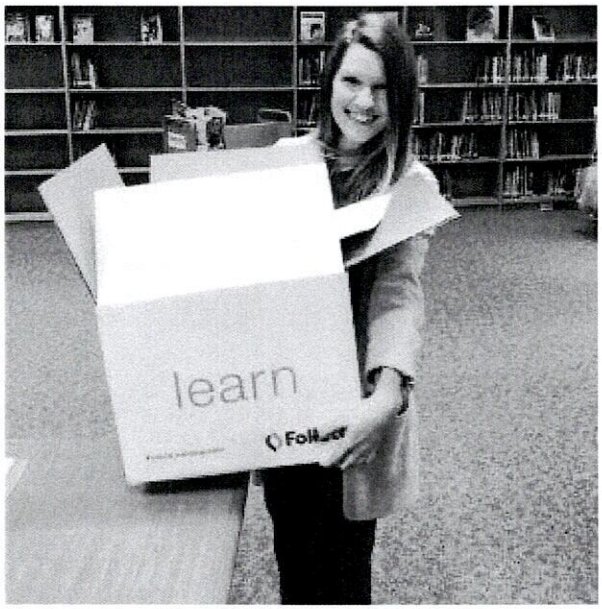
My teaching experiences over the last 8 years span from teaching 4th Grade Math – to fostering a love of reading the Library – to spending years in KINDER, where I honestly feel like I've had the opportunity to do all the things that bring me joy like ***SCOUTing kid lit and learning with it*** no matter the content area. I've also concluded, kindergarten and primary learners have my WHOLE heart. ☺



Both Primary Scouts and my personal vision is all about intentional and ***creative*** learning to help build the strongest primary foundation possible! I hit a personal milestone when I was awarded the 2019, district Trailblazer Award for innovation and creative thinking. I've also had the opportunity to work on *in district* kindergarten curriculum, serve on a leadership team and lead PD's all within my school district.

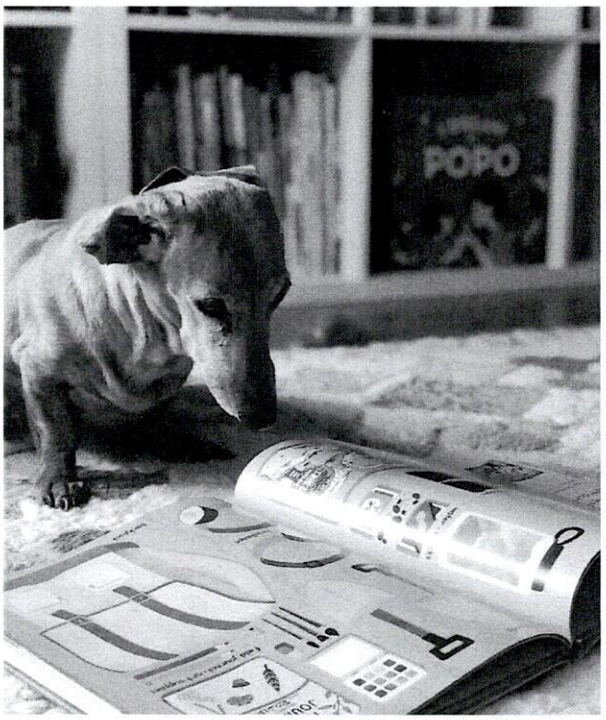


In 2018, I earned my **Master Degree in Library Science** and am **certified** to teach as a **Librarian**. Picture books, reading reviews and selecting the most noteworthy books are an essential for both my book reccs, book lists, resources and little learners. **see my selection criteria below**



My book selection criteria: multiple positive reviews from ***reliable*** *sources (SLJ, Kirkus, Booklist), inclusive stories, traditional publishing from known publishing houses, reflection of current society and pieces that promote meaningful conversations with young readers. K-1 is my sweet spot and pull with a primary grade level patron and learner in mind! In the library, weeding helps keep selection fresh for the shelves. For this reason, I generally pull and create NEW content using books published within the last 5 from the current year. A classic would be an exception to my rule.*

When I'm not teaching, reading picture books or creating content for Primary Scouts, I'm splitting my time between my 15 year old dachshund, Scout and probably having lunch out on the patio!



I do hope you'll stick around for all the book recommendations and fun things happening here at Primary Scouts and even connect to say *heyyyy* over on Instagram.

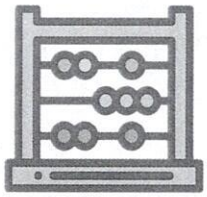
Drop your email below and have early bird deals, exclusive freebies + lots of bookish fun sent directly to your inbox each month

NAME E-MAIL ADDRESS #SUBSCRIBED

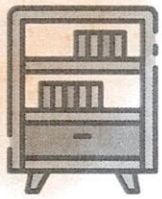
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READ ALOUD ACTIVITIES


MATH


CRAFTS


BOOK LISTS



ALPHABET + PHONICS

ABOUT

Welcome to **Primary Scouts**, **I'm Alicia**! I'm the face & creator behind the account, a Kindergarten Teacher and a certified Librarian living in Texas. Primary Scout's focus is highlighting *new, inclusive & noteworthy* kid lit and creating K-1 learning resources to engage little learners in core concepts.

LCSD School District Meeting
September 26, 2023
Public Comment

Comments by: **Jim Davis**
NON-Agenda Item: **Closed Meetings and so-called "Legal Gatherings"**

The LCSD Board has regularly held closed meetings and continued to do so today. The manner in which these closed meetings are conducted by LCSD board may be in violation of Nevada's Open Meetings Laws, depending on the nature of the topics and the administration of the meeting.

Today's agenda includes:

> *"A meeting of the Board of Trustees of Lyon County School District will be held Tuesday, September 26, 2023, beginning at* ***6:00 pm Legal Gathering*** *and regular Open meeting at 6:30 pm at the Fernley High School, "*
>
> *Emphasis – Jim Davis*

It appears that the agenda now uses the term "Legal Gathering" in place of "Closed Session". Regardless of the name applied to these sessions, strict rules apply on which topics qualify to exclude the public.

The Nevada Open Meetings Law (OML) manual (section 4.01) defines a gathering:

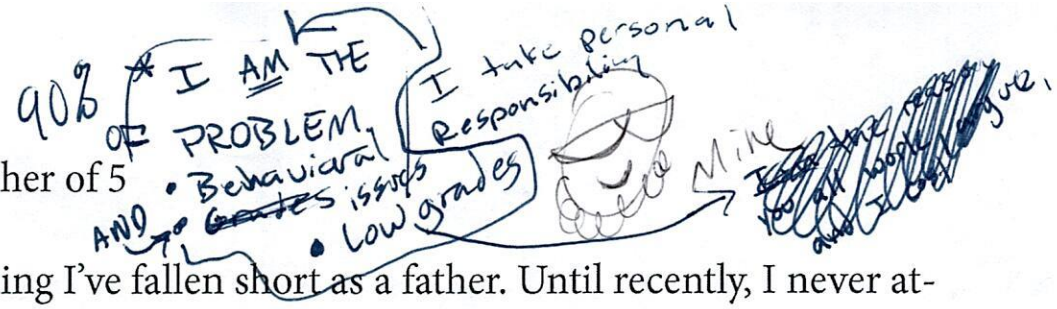
> *"…the Attorney General defined "gathering" to mean to bring together, collect, or accumulate and to place in readiness. Accordingly, a "gathering" of members of a public body within the conception of an open meeting would include any method of collecting or accumulating the deliberations, or decisions of a quorum of these members."*

The Nevada Open Meetings Law (OML) manual (section 8.02) lists specific ciccumstances allowed for closed sessions: ~~(Those impertinent to the LCSD board are excluded.)~~

Questions for the board:
Does this board know the allowed exemptions allowed for closed sessions?

Additionally, does any board member know of any topic discussed in today's closed session, or previous ones that are not specifically allowed an exemption for closed sessions?

Phil Wooley
Dayton resident, and father of 5



I want to start by admitting I've fallen short as a father. Until recently, I never attended a single board meeting, even though I have 5 kids. 3 of them are still in the schools now. I ignored emails, and skipped out on parent-teacher conferences. My kids' grades suffered because of it. Their drop-out dad wasn't doing his job.

This year, we started fresh, with a new obsession for success. I read through, signed, and even marked corrections on every syllabus from each kid, who's mission now every day, is to earn that $2 per 100% grade. They now give me a daily debriefing of every class. I'm tuned into the Infinite Campus for every tardy or missing assignment.

The results I've seen so far are very encouraging. While I know it's still early in the game, I feel like my kids have a better grip on what's going on at school, and for the first time, actually care enough to put in the effort. Even though it's not always a perfect report, I look forward to their account of struggles and achievements at the end of each school day.

I encourage all the other busy parents of Lyon County, who may have skipped a meeting, or ignored an email, to get involved. A little bit of attention goes a long way.

SEL and programs offered, I think are great, despite what some pastors or Fox News says. Critical thinking and compassion, are things parents should be teaching, but I have no problem with my kids getting additional lessons.

Since my voice seems to have some influence on my community, I'm using it now to urge more parents to tune into your kids and their school. Make time to review Infinite Campus daily. Let your kids and their teachers know you are always watching, and make a huge deal out of every success. This will help you, your kids, and of enough of us do it, the entire school district.

~~Since breaking my back a year ago, I find it difficult to sit in these metal chairs any longer than I have to, so I'd appreciate if everyone on the board could work together to do what's best for the schools, instead of wasting time arguing over non-issues to get attention from your supporters.~~

NEVER MIND. ☺

Sutro Elementary



Attitude of Gratitude

My name is Kiara **and I am successful at Sutro Elementary School**

because of Mrs. Darnell.

I want to thank him/(her) for

helping me with my work. And explaning things to me when I don't understand things. Also you have been teaching me things I haven't learnd yet. You are the best teacher ever.

LYON COUNTY SCHOOL DISTRICT

Attitude of Gratitude

My name is Yosselin Vazquez and I am successful at Yerington High School because of Mrs. Mueller.

I want to thank him/her for

always being funny and actually goes slow when teaching so we understand. She has a very good sense of humor and I always love when she tells us her stories.

Attitude of Gratitude

My name is Kailey Cook and I am successful at
student name

SSMS because of Mrs. Taylor.
school name teacher/staff member's name

I want to thank him/her for Always Being Happy
on Cheering every one up! She is
an Awesome Person who Deserves
nothing But Happiness! She is
Always Nice To every one!

Signed: Kailey Cook
student signature

LYON COUNTY SCHOOL DISTRICT
Every Student...Every Classroom...Every Day...

Attitude of Gratitude

My name is Warner Mandeville and I am successful at

student name

Dayton high school because of Mrs. McConnel.

school name teacher/staff member's name

I want to thank him/her for For pushing me to turn in my work and do better on My grades.

Signed: WM

student signature

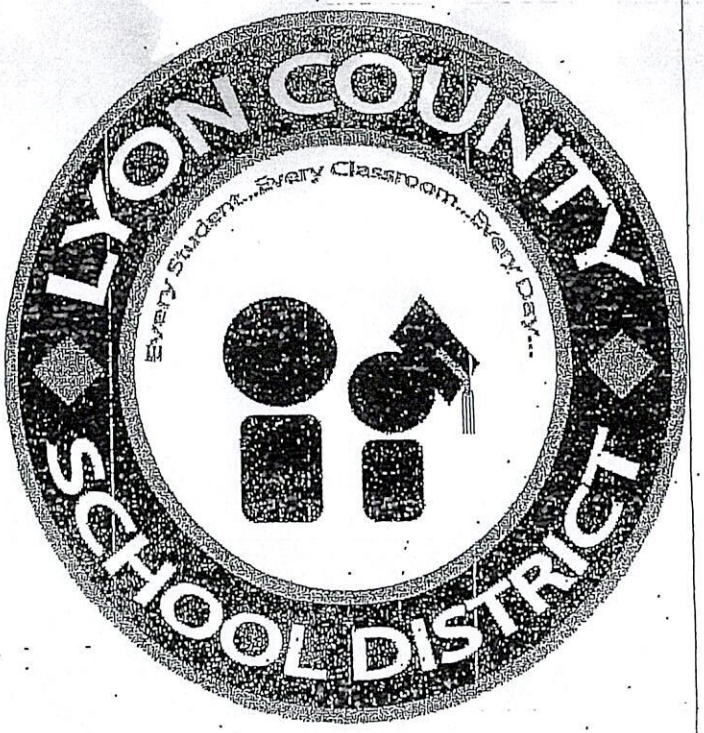
Attitude of Gratitude

My name is Clarisa Alvarez and I am successful at
student name

YIS because of Mrs. Jazmin
school name teacher/staff member's name

I want to thank him/her for Because She is kind to me and every one. She makes me laugh and she can brighten the day for mewith a laugh.

Signed: Clarisa Alvarez
student signature



Copyright

Attitude of Gratitude

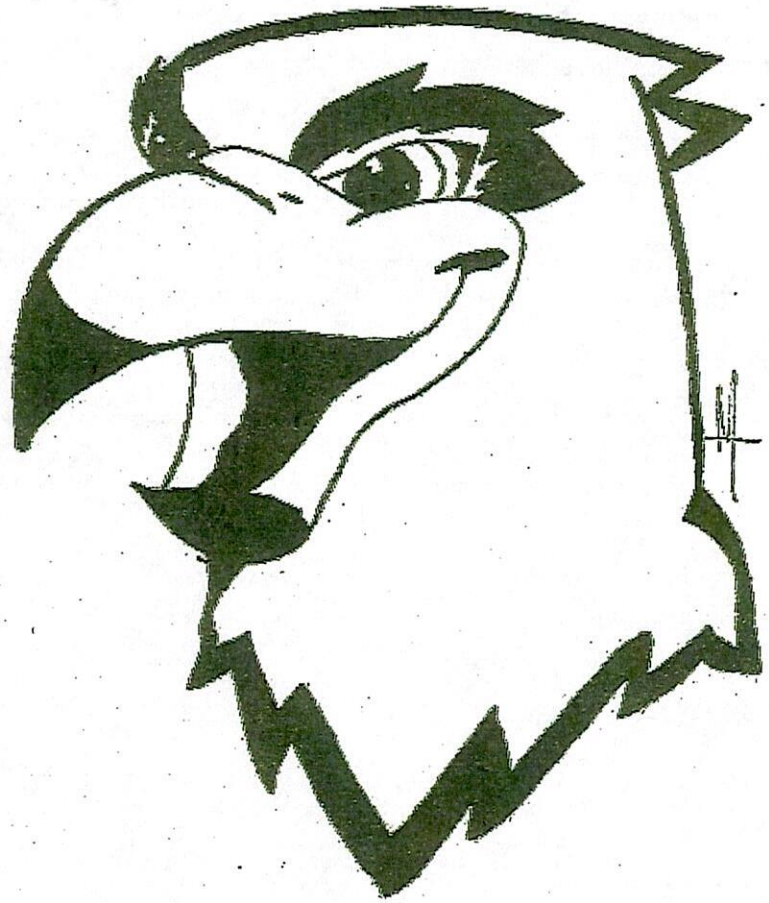
My name is Grace McConnell and I am successful at
student name

DHS because of Ms McConnell-conseur.
school name teacher/staff member's name

I want to thank him/her for being a great teacher and mom.

Signed: [signature]
student signature

ATTITUDE OF GRATITUDE



My name is Ashlyn Frost and I am successful at
student name

Riverview Elementary School because of Mrs. Robson.
school name teacher/staff member's name

I want to thank him/her for showing me how to solve my problems, (in math) and also teaching me. She is an awesome teacher, and she is really nice.

Signed: Ashlyn Frost
student signature

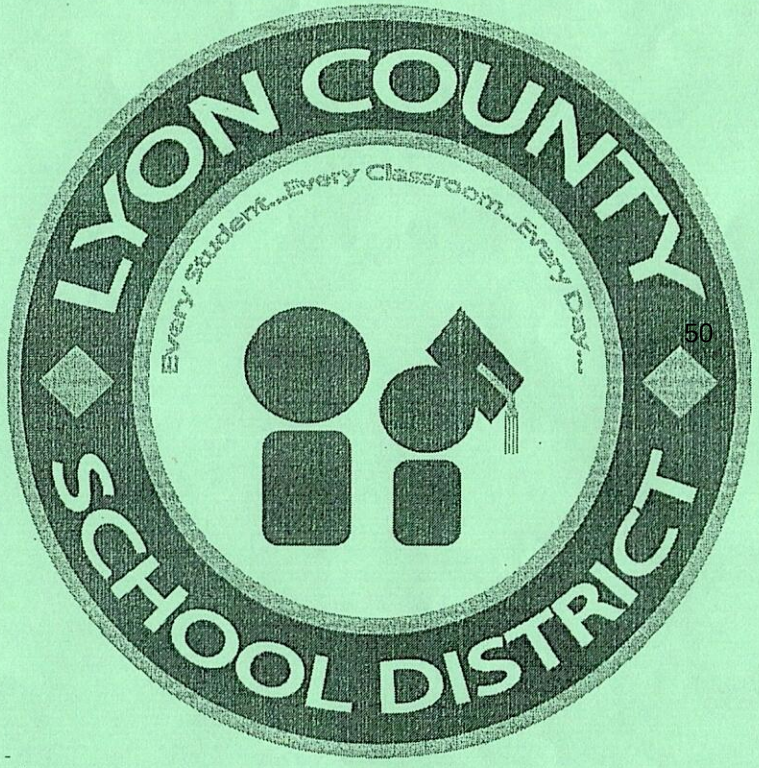
Attitude of Gratitude

My name is Anthony Knoff and I am successful at
student name

Dayton High School because of Mr. Rhoner.
school name teacher/staff member's name

I want to thank him/her for Being calm and understanding when I need help. And for being a fun teacher but also for supporting me and helping me stay on topic.

Signed: Anthony Knoff
student signature



FERNLEY INTERMEDIATE SCHOOL

FOCUSED ON INDIVIDUAL SUCCESS

LYON COUNTY SCHOOL DISTRICT

ATTITUDE OF GRATITUDE

My name is Allison and I am successful at Fernley Intermediate School because of Ms. Mcdowell Mrs. McDowell.

I want to thank him/her for, always being there when I needed Help and needed to talk to someone. You were there for everyone But I am the most thank fule, so thank you.

Lyon CSD Board of Trustees Questions and Answers for the October 24, 2023 School Board Meeting Agenda

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

Agenda Item #: 14
Trustee Question: What are reasons that a student may be given a restorative discipline plan? In the district's experience how many of these students want to have in person meetings?

District Staff Answer: There are a number of reasons a student may be placed on a restorative discipline plan in a particular school. All plans have steps built in to curb maladaptive behaviors and help students be successful in school. If a student's maladaptive behaviors are frequent or severe enough, the student may be long-term suspended or expelled from school after a discipline hearing with an unbiased panel of administrators.
It is the district administration's experience that students who are long-term suspended or expelled do not want in-person meetings/schooling. However, AB 330 section 10, subsection 9c from the 2023 legislative session requires school districts to "provide a program of alternative education…in an in-person setting…in the least restrictive educational environment". Oftentimes the least restrictive environment for a student who is long-term suspended or expelled is not in an in-person setting.
This is one of three options outlined in NRS in which the suspended or expelled student must enroll. The other options are to enroll in a private school or enroll in a program of distance education. Please remember that the Lyon County School District has offered a very successful distance education program called LyOnline for a number of years. This is the program in which most students who are long-term suspended or expelled from LCSD schools have enrolled.

Others have chosen homeschool, charter schools, or private schools. As a state approved distance education program, LyOnline does not offer in-person instruction as part of the program. Please note that the twenty-fourth bullet of the board approved LCSD Restorative Discipline Plan (page 49) does not state that students enrolled in LyOnline will have the opportunity to meet with a LyOnline instructor. It simply says that they "will be given the opportunity to meet with an educator in person at least weekly". This has historically been done in the district through a "homebound educator" who wishes to be paid as part of the unclassified supplemental pay scale to perform this work. In-person services are provided in an agreed upon location (ironically most often not in the home unless the student has an illness that prohibits them from leaving bed/home). Most typical locations are the local library or another public location in the rare instances this occurs.
Based on previous experience, it is not anticipated that students who are long-term suspended or expelled will want the opportunity to meet with an educator in person. However, if this is the case, the opportunity will be provided on a case by case basis with the educators safety and wellness as the forefront of the decision.

Agenda Item #: 14
Trustee Question: It is expressed that this item has no cost. Do the additional staff and SRO's have this time built into their day or would it require additional compensated time?

District Staff Answer: It is not accurate that there will be no cost to the proposed solution. School Resource Officers do not have this type of work built into their regular day. If an SRO, other LCSO Deputy, or YPD Officer were requested, the district would be required to pay the overtime rate for their services.

Agenda Item #: 14
Trustee Question: How many interactions have Lyon Online teachers had with students on a restorative discipline plan in the last year?

District Staff Answer: It is impossible to number the interactions that LyOnline teachers have had with long-term suspended or expelled students as they work with them over the phone, video chat, or possibly other means. However, none of these interactions are required to be in person with such students. District administration is not aware of any in person interactions between LyOnline teachers and students who are long-term suspended or expelled in the past year, nor during years previous.

Agenda Item #: 15
Trustee Question: Was Mr. Bains contacted about bringing an outside consultant (ZeroEyes Director of State & Local Education Solutions) into the district? Did the district receive a presentation prior to the meeting to have an estimate of costs?

District Staff Answer: No, Mr. Bains was not contacted. No, district administration has not received a presentation, meeting, nor estimated costs from ZeroEyes.
From what is available on the zeroeyes.com website, it states a cost of "less than $600 per year per digital camera stream". District administration does not have any more information than that at this point.

Agenda Item #: 16
Trustee Question: The "community" is mentioned quite a few times in this item. How many citizen's requests for reconsideration of library materials have come forward by the "community" as outlined in policy IIAC in the last 2 years?

District Staff Answer: There have been zero requests from the community, students, parents/guardians, etc. during the past two years. To be transparent, there have been zero requests during the course of the past ten years.

Agenda Item #: 16
Trustee Question: Does the district provide "new hires" with the equitable education opportunities resolution?

District Staff Answer: Yes, it is part of the new hire training materials. Additionally, all site administrators are required to train their staff on the Lyon County School District Board Resolution: *A Resolution of the Board of Trustees of the Lyon County School District Affirming their*
Commitment to Equitable Educational Opportunities for all Students adopted September 28, 2021 at the beginning of each school year. This training has occurred at all schools already.

Agenda Item #: 16

Trustee Question: This item again says no cost. Is this accurate that this would require no cost to the district? Having a committee of 21 people meeting under the rules of the Nevada open meeting law would require district oversight at minimum. What are the costs associated with giving these members access to all print and digital materials accessible to students at each grade level?

District Staff Answer: Based on the contents of the board memo, district administration does anticipate costs associated with the proposed subcommittee if it were created. Exact costs are impossible to provide based on the information we have right now. However, there certainly would be estimated costs in providing print materials, possible additional licenses for digital materials, or even copies. Additionally, there would be administrative costs associated with running the subcommittee meetings to ensure compliance with Nevada OML.

Lyon County School District
Consent Agenda

Date: October 24, 2023

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Create Special Revenue Fund for Fund 220 SB 231 Salary Increases

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Recommendation

That the Board of Trustees approves the creation of Fund 220, SB 231 Salary Increases, and approves the Resolution filing with the Nevada Department of Taxation.

Background Information

Senate Bill (SB) 231 was passed during the 2023 session of the Nevada Legislature. SB231outlines requirements for the $250,000,000 appropriated from the State General Fund to the Interim Finance Committee for allocation to school districts for the support of public schools.

Nevada Administrative Code (NAC354.241) lists seven requirements to creating certain funds. The seven requirements are listed below and answered immediately after.

1) **A Statement of Purpose**:
   - To create a new special revenue fund numbered 220 and named SB 231 Salary Increase. The purpose of the fund is to account for all revenues and expenditures associated with the salary increases provided by SB231.
2) **The sources of the money that is expected to be deposited into the fund:**
   - The source of funding will be from monthly expenditure reimbursement requests. The district was allocated $6,228,213 and all funding must be spent by 6/30/2025.
3) **A short-term and long-term plan for the expenditures from the fund:**
   - The short-term plan is to increase wages for certified and education support professionals for the FY23-FY25 biennium. The district will take their plan to the Interim Finance Committee (IFC) in December 2023 for approval.
4) **A plan for the retention or disposition of the balance, reserves, and retained earnings of the fund:**
   - The revenues in this fund are restricted for the use of increasing wages for certified and education support staff. Funding is from reimbursement resulting in a $0 Fund Balance and funds sunset 6/30/2025.
5) **A mechanism for curing deficiencies in the balance, reserves, and retained earnings of the fund:**
   - Currently there are no reserves or fund balance in this fund. All expenditures will be closely monitored, ensuring sufficient monthly reimbursement.
6) **The method by which a determination will be made as to whether the balance, reserve, and retained earnings of the fund are reasonable and necessary to carry out the purpose of the fund:**
   - SB231 provided $250,000,000 for all School Districts, Lyon CSD was allocated $6,228,213 and will request the entire amount from IFC.
7) **A list of all statutes and regulations that apply to the fund:**
   - (1) Governmental Accounting Standards Board (GASB) Statement 54 – "Fund Balance Reporting and Governmental Fund Type Definitions" issued on March 11, 2009; (2) Nevada Revised Statutes (NRS) 354.612; (3) NRS 387.1214; (4) NRS 387.12445; and (5) Nevada Administrative Code (NAC) 354.241.

Financial Considerations

The creation of this fund will have no financial impact on the District, but rather increase the effectiveness for tracking SB231exenditures.

Respectfully Submitted,
Harman Bains, Executive Director of Operations
Kyle Rodriguez, Fiscal Services Officer

LYON COUNTY SCHOOL DISTRICT
LICENSED

PERSONNEL REPORT LIC 1001 – October 24, 2023

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
Fernley Intermediate	Teacher		X	(C. Humphrey)	10/11/23	Berton Paulsen
Yerington Elementary	Teacher		X	(K. Matheson)	8/28/23	Kathleen Hawkins
Yerington Elementary	Teacher	X		New allocation	9/11/23	Alissa Villalobos

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Cottonwood Elementary	Counselor	8/22/23	Kalvin Scott
Silver Stage High	Teacher	10/10/23	Kyler Voegele

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL 1001– October 24, 2023

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
Dayton Elementary	Paraprofessional		X	(S. Parsley)	10/13/23	Michelle Pinter
Dayton Elementary	Paraprofessional		X	(W. White)	10/13/23	Samantha Mischke
Dayton High	Paraprofessional		X	(L. Ibarra)	10/23/23	Kasaundra Kinnamon
Dayton High	Custodian		X	(R. Dillon)	9/25/23	Augustino Tavita
Dayton High/Intermediate	College and Career Readiness Interventionist	X		New allocation	10/13/23	Jessica Tinsley
Dayton Intermediate	Custodian		X	(V. Daw)	9/19/23	Haley Ruiz
Dayton Transportation	Bus Driver		X	(A.Coleman)	9/27/23	Rhonda Dillon
District Office	HR Talent Mgmt & Data Analysts	X		New Allocation	10/2/23	Levoix Defreze
District Wide	Bus Driver		X	(A.Reed)	10/11/23	Joseline Alfaro
East Valley Elementary	Maintenance I		X	(C. Firman)	9/20/23	Colton Bullington
East Valley Elementary	Paraprofessional	X		IEP Required SPED Funded	10/2/23	Leah DeMucha
East Valley Elementary	Paraprofessional		X	(L. Chapman-Jachimowicz)	10/2/23	Caroline Zatlowowicz
Fernley Elementary	Paraprofessional	X		IEP Required SPED Funded	10/16/23	Alleshea Horton
Fernley High	Paraprofessional		X	(C. Saldana)	10/9/23	Amber Wagner
Fernley Transportation	Bus Driver		X	(R. Haynes)	10/11/23	Bobbie Munoz
Riverview Elementary	School Nurse		X	(S. Neal)	10/2/23	Lisa Morris
Silver Stage Elementary	Paraprofessional	X		IEP Required SPED Funded	10/16/23	Giselle Conchas Montes
Silver Stage Elementary	Paraprofessional		X	(R. Pickett)	10/10/23	Alicia Hamilton
Silver Stage Middle	Paraprofessional	X		IEP Required SPED Funded	10/13/23	Richard Lowry
Silver Stage Middle	Paraprofessional		X	(F.Ambler)	10/13/23	Maribel Nunez
Silver Stage Middle	Paraprofessional	X		IEP Required SPED Funded	11/1/23	Jessica Franks
Silver Springs Transportation	Bus Paraprofessional		X	Long term Sub	9/21/23	Jeana Parisi
Silverland Middle	Paraprofessional	X		IEP Required SPED Funded	9/26/23	Brian Popeney
Yerington Elementary	Paraprofessional		X	(A.Lenzi)	9/5/23	Celeste Zambrano
Yerington Intermediate	Paraprofessional		X	(J. Galindo)	9/18/23	Morelia Medina Reyes
Yerington Transportation	Bus Driver		X	(O. De Leon)	9/14/23	Timothy Hanks

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Dayton High	Paraprofessional	9/29/23	Renee Sorcih
Dayton High	Paraprofessional	10/13/23	Barbara Raczkowski-Williams
Dayton Transportation	Bus Paraprofessional	10/3/23	Jeana Parisis
Fernley Elementary	Lead Custodian	9/18/23	Juan Rosales
Fernley High	Custodian	10/27/23	Harrison Gledhill
Riverview Elementary	School Nurse	10/4/23	Lisa Morris

LYON COUNTY SCHOOL DISTRICT

Administrative

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
District Office	I.T. Manager		X	(A. Medeiros)	10/23/23	Hugh Stone

	DAC	Description	Name
1	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 9	CROSS, ASHLEE N
2	DAYTON ELEMENTARY SCHOOL	Xduty - Music Programs ES	SATALICK, JENNIFER
3	DAYTON ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Technology Assistant	SATALICK, JENNIFER
4	DAYTON ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator	SOUKUP, NICOLE
5	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Boys 8	ANGLE, VINCENT
6	YERINGTON INTERMEDIATE SCHOOL	Xduty - Yearbook Advisor MS .5 FTE	DAL PORTO, SARAH E
7	YERINGTON INTERMEDIATE SCHOOL	Xduty - Yearbook Advisor MS .5 FTE	NICHOLAS, DENA
8	YERINGTON INTERMEDIATE SCHOOL	Xduty - Cross Country MS Head	SMITH-OW-WING, VICKY
9	YERINGTON INTERMEDIATE SCHOOL	Xduty - Academic Olympics Advisor MS	ANGLE, VINCENT
10	YERINGTON INTERMEDIATE SCHOOL	Xduty - Track MS Head	SMITH-OW-WING, VICKY
11	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Boys 7	VEIL, MATTHEW J
12	SMITH VALLEY SCHOOLS	Xduty - Basketball Girls HS Head	DECHAMBEAU, JAMIE A
13	SILVER STAGE MIDDLE SCHOOL	Xduty - Band Director MS	GRADILLAS, MARK
14	SILVER STAGE MIDDLE SCHOOL	Xduty - Choir Director MS	GRADILLAS, MARK
15	SILVER STAGE MIDDLE SCHOOL	Xduty - National Junior Honor Society .5 FTE	BOSWORTH, LILLY
16	SILVERLAND MIDDLE SCHOOL	Xduty - Basketball Boys 7	KNUTSON, CADE F
17	SILVER STAGE HIGH SCHOOL	Xduty - Volleyball HS Assist	ANGELES, AMANDA K
18	DISTRICT OFFICE- LYONLINE	Xduty - Site Webmaster/School Technology Assistant	PALMER, MEGAN
19	DAYTON HIGH SCHOOL	Xduty - Class Advisor 9	BROWN, DANI E
20	DAYTON HIGH SCHOOL	Xduty - Class Advisor 10,11,12	PERRY, DENISE M
21	FERNLEY ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator	ANDERS-GARCIA, KRISTEN
22	FERNLEY ELEMENTARY SCHOOL	Xduty - Academic Fair Advisor ES	KENISON, MINDY
23	FERNLEY ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	REEDER, BRITTANY N
24	FERNLEY ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	PERRY, BETHAN
25	FERNLEY ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES	CARDER, BRIANA
26	SUTRO ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	SATTERFIELD, MORGAN
27	DAYTON INTERMEDIATE SCHOOL	Xduty - Activity Director MS	ETTER, LINDSAY
28	DAYTON INTERMEDIATE SCHOOL	Xduty - Academic Fair, School MS	SPENCER, RENEE
29	DAYTON INTERMEDIATE SCHOOL	Xduty - Athletic Director MS	WASS, JUSTIN

	DAC	Description	Name

	DAC	Description	Name

Lyon County School District
Volunteer Report

October 24, 2023

	School Site	Volunteer Position	Name
1	Silver Stage Elementary	Classroom Volunteer	Malissa Brown
2	Fernley High	Football	Milton Miller
3	Smith Valley Schools	FFA	Andrew Eissinger
4	Sutro Elementary	Classroom Volunteer	Samedi Barnes
5	Fernley High	Cross Country Volunteer	Amanda Scott
6	Cottonwood Elementary	Classroom Volunteer	Tara Costa
7	Smith Valley Schools	Classroom Volunteer	Brianna Geney
8	Smith Valley Schools	Classroom Volunteer	Celeste Callinan

LYON COUNTY SCHOOL DISTRICT

Supplemental Pay Schedule for Unclassified Positions

School Year Licensed Positions Rate ~~effective duration of assignment Aug 10, 2022 Jun~~	
Substitute Teacher	
Emergency Subs (NDE requires HS diploma/GED)	$ 100.00 daily
Regular licensed subs with	
NDE Substitute License	$ 110.00 daily
NDE Substitute License + STEDI/LCSD certificate	$ 120.00 daily
Long-Term licensed subs (20 consecutive days in same assignment)	
NDE Substitute License	$ 130.00 daily
NDE Substitute License + STEDI/LCSD certificate	$ 160.00 daily
Long-Term license sub in open position	
NDE Substitute License + STEDI/LCSD certificate	$ 170.00 daily
Home Bound Teacher	$ 25.00 hourly
Adult Education Teacher	$ 25.00 hourly
Driver Education Teacher	$ 25.00 hourly
Pre-approved work beyond contract day	$ 25.00 hourly
Licensed Teacher Tutor	$ 25~~60~~.00 hourly

Summer School/ESY Rates	**June-Aug 2024~~43~~**
Summer School Administration (admin license)	$ 75.00 hourly
Summer School Instructor (substitute teacher, provisional, standard license)	$ 60.00 hourly
Summer School Licensed Teacher Tutor	$ 60.00 hourly
Summer School Paraprofessional – classroom or bus	$ 25.00 hourly
Summer School Certified Nurse	$ 40.00 hourly
Summer School RN	$ 30.00 hourly
Summer School LPN	$ 28.00 hourly
Summer School Health Aide	$ 26.00 hourly
Summer School Homebound Teacher	$ 60.00 hourly
Summer School Sign Language Interpreter (EIPA score dependent)	$ 25.00 hourly
Summer School OT/PT, Speech Therapist	$ 72.00 hourly
Summer School Bus Driver	$ 25.00 hourly

Substitute Rates		**Flat rate based on**
Grounds Helper	(95% Grade 21, Step 1)	$ 14.24 hourly
Custodian	(95% Grade 22, Step 1)	$ 16.16 hourly
Courier	(95% Grade 22, Step 1)	$ 16.16 hourly
Paraprofessional – classroom or bus	(95% Grade 23, Step 1)	$ 16.95 hourly
Tech Aide	(95% Grade 23, Step 1)	$ 16.95 hourly
Bus Driver	(95% Grade 25, Step 1)	$ 18.68 hourly
Sign Language Interpreter (EIPA 0-1.9)	(95% Grade 23, Step 1)	$ 16.95 hourly
Secretary	(95% Grade 24, Step 1)	$ 18.17 hourly
Driver Trainer	(95% Grade 26, Step 1)	$ 19.61 hourly
School Health Aide	(95% Grade 24, Step 1)	$ 18.17 hourly
Sign Language Interpreter (EIPA 2-3.9)	(95% Grade25, Step 1)	$ 18.68 hourly
LPN	(95% Grade 26, Step 1)	$ 19.61 hourly
2 year RN	(95% Grade 30, Step 1)	$ 25.94 hourly
Mechanic	(95% Grade 30, Step 1)	$ 25.94 hourly
Computer Technician	(95% Grade 29, Step 1)	$ 24.70 hourly
Classified Specialist (NDE sub license required)		$120.00 daily

Temporary/Special Positions Hourly Rate		**effective through duration of assignment**
Temporary Office Clerk		$ 12.75 hourly
Groundskeeper – Student Summer helper	(95% Grade 21, Step 1)	$ 14.24 hourly
Temporary p/t DO Maintenance Helper	(95% Grade 26, Step 1)	$ 19.61 hourly
Bus Driver Trainee		$ 12.75 hourly
Lunchroom/Playground Supervisor Aide		$ 12.75 hourly

Staff Training Presenter	$ 35.00 hourly
Staff Training Attendee	$ 25.00 hourly
Special Projects	$ 25.00 hourly
Specialist Therapists	$ 31.00 hourly
Non-licensed Tutor Aide	$ 12.75 hourly

Grant funded positions could cause the rates to change based on grant requirements and duration.

Lyon County School District

Cottonwood Elementary School

School Performance Plan: A Roadmap to Success

Cottonwood Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's Continuous Improvement Team (CIT) and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CIT team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Virginia Richardson
School Website: https://www.ces.lyoncsd.org/
Email: vrichardson@lyoncsd.org
Phone: 775-575-3414
School Designations: xTitle I ☐CSI xTSI x TSI/ATSI

Our SPP was last updated on 9/20/2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Virginia Richardson	**Principal(s)** *(required)*
Victoria Church	**Other School Administrator(s)** *(required)*
Bill Neil, Michelle Trousdale, Nicole Jolley, Darlene Albarran, Virginia Miller, Terra Blackorby	**Teacher(s)** *(required)*
Brenda Taylor	**Paraprofessional(s)** *(required)*
Erin Baerwaldt	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Brittany Harrell-Whitten	**Specialized Instructional Support Personnel** *(if appropriate)* Interventionist
Add additional members/roles as necessary	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Reports by clicking on the following links:

Performance
Demographics Information
Star rating

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• *Our most at-risk students showed significant growth as measured by MAP scores from Winter 2022-2023 to Spring 2022-2023 when accounting for "far below" students.*	• *Incentivizing attendance for both students and teachers to provide consistency and strength in curriculum delivery*

Problem Statement: Student data continues to show students academic proficiencies are low across the board.

Critical Root Causes of the Problem:

- Students need adequate time and access to rigorous grade level content, vocabulary and tasks. Students may not be spending adequate time, however we now have adequate access to high quality grade level vocabulary and rigor. We are working to close the gaps that may have been caused by inadequate curriculum from prior years.

69

Student Success

School Goal: By the end of the 2023-2024 school year we will improve instructional opportunities for students by continuing implementation of iReady curriculum with 100% of CES teaching staff utilizing iREady strategies, with fidelity, and monitoring data to minimize and reduce student achievement gaps, increasing students proficiency in Math from 30% to 40% student proficiency. **Formative Measures:** • 2022-23 Reading MAPS with an estimated 30% proficiency, student data continues to show student academic proficiencies are low when compared to state averages. • The shift in schooling from pre-Covid to post-Covid instruction, along with newly implemented curriculum significantly impacted the ability of students to absorb and retain information.	**Aligned to Nevada's STIP Goal:** x STIP Goal 1 x STIP Goal 2 xSTIP Goal 3 x STIP Goal 4 x STIP Goal 5

Improvement Strategy:

- Walk-throughs
- Use of assessment data to impact instruction and identify learning needs and gaps
- Achievement Conferences to track student achievement/progress
- Continue collaborative planning with new curriculum implementation for iReady
- Add intervention block in each grade level
- Interventionist to aid in monitoring of student growth and behavioral expectations

Evidence Level:

- Increased student achievement through use of data from implementation of more rigorous, mastery based instruction whereby students spend a majority of their day in rigorous text.

Action Steps: What steps do you need to take to implement this improvement strategy?

- Quality feedback from walk-throughs and observations
- Use of MAP data and other assessment data strands to provide interventions
- Achievement Conferences to track student achievement/progress 2x a year
- Increase teacher efficacy through multiple opportunities for professional development
- PLC focus for each grade 2x monthly monitoring student growth, strengths, and weaknesses in MAPS, iReady diagnostic, and developing and adjusting teaching strategies and interventions
- Peer Observations
- Implementation of Intervention block for bottom 20% of students in grades k-4
- Implementation of weekly teacher collaboration, for iReady curriculum
- Implementation of Interventionist, monitoring and use of data for student growth, and behavior management

Resources Needed: What resources do you need to implement this improvement strategy?

- PD trainings, in-depth data team meetings, throughout the week and planning time for teachers
- Budget for subs to allow teachers to conduct peer observations
- Interventionist for data tracking and behavior monitoring, management
- MTSS Tier II policy and procedures

Lead: *Who is responsible for implementing this strategy?*
Principal
Assistant Principal
CCR Interventionist
Teachers

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Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- Implementation Challenge:
  - Ensuring/Incentivizing students do their best on assessments
  - Ensuring common pacing in classrooms
  - Keeping a positive outlook and set of communication/engagement norms
  - Ensuring relevant and adequate PD's for staff in support of new curriculum
  - Student and Staff Attendance
- Potential Solution: All grades leadership development and support, grading and feedback support, PLC/data team coaching and support, quarterly vertical team coaching and support, consistent monitoring and strategy adjustment to teaching instruction/delivery, admin walk-through feedback and support

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Site Budget - instruction, curriculum, staff PD, school improvement, student support services, general supplies
- Title I - Salary/benefits - bilingual office staff, PBIS/general supplies, Parent Involvement, Technology updates to classroom for interactive student participation/engagement, tech programming, curricula
- 21st Century after school tutoring - grant funded
- McKinney Vento/Homeless - grant funded
- Teacher incentive Fund - LCSD Funded - student achievement and equity

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Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Using math/reading academic vocabulary, ensure student do their best on assessments w/rigorous preparation for success

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- Support: English Language learners: Use EL Resources from iReady/ellevations (building oral language/sentence stems, etc), EL teacher provide mini PD's for teaching staff to be able to utilize these resources as well

Foster/Homeless:

- Challenge: Make sure all have equitable opportunities; Social emotional learning, lack of resources, maintain a positive outlook and set of communication/engagement norms w/families in constant transition, monitoring and addressing student and staff attendance
- Support: .CIT supports, counselor for Second Step, social services support, monitoring group in Achievement Conferences, data teams, coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs

Free and Reduced Lunch:

- Challenge: Make sure all have equitable opportunities; Lack of resources, monitoring and addressing student and staff attendance
- Support: 21st Century Tutoring, monitoring growth in Achievement Conferences, ensure all children have time for breakfast and lunch (free to all)

Racial/Ethnic Groups:

- Challenge: Make sure all have equitable opportunities, monitoring student progress and adaptation to lessons and teaching strategies
- Support: Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, vertical teams, track formative data across racial groups to measure if any disparities exist during interventions

Students with IEPs:

- Challenge: Make sure all have equitable opportunities; learning gaps are targeted
- Support: Monitoring IEP progress quarterly, Student Achievement Conferences, Data Teams, Vertical Teams, Individual education plans for push-in and pull-out services focusing on students individual goals; monitoring growth in achievement conferences, ensure students have access to grade level standards

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• *Our most at-risk students showed significant growth as measured by ELA MAP scores from Winter 2022-2023 to Spring 2022-2023 when accounting for "far below" students.*	• *Our upper grade levels 3rd and 4th grades specifically are not showing significant growth when accounting for "far below" and "meeting" growth standards as measured by MAPS.*

Problem Statement: Instructional practices may result in less than the majority of the school day spent in grade level content to reach standards mastery and lack of a consistent ELA curriculum/ program that teachers provide with fidelity containing common language, practice, and structure. Our scores are not showing the necessary growth.

Critical Root Causes of the Problem:

- Instruction may not reach the rigor of the standard. There needs to be an identification and focus on increased, and high quality learning opportunities for teachers and staff.
- Lack of collaborative planning time pertaining to strong instructional practices (to include spiral review) in the classroom leads to instructional gaps
- Lack of consistency in the previous ELA curriculum which seems to have led to a less than coherent ELA instructional opportunity for students. Teachers not providing, with fidelity, a common language, practice, and structure in past implementation processes.

Adult Learning Culture

School Goal: By the end of the 2023-2024 school year, CES will have 100% implementation of HMH reading curriculum and increase student proficiency in ELA by 10% as measured by MAPS data and other diagnostic tools growing our proficient percentage from 45% proficiency to 55%. **Formative Measures:** ● Consistent data collection and use of HMH Into Reading/ Into Literature data by using the diagnostic assessment. ● Teachers engaged in professional learning, collaboration, and data teams, vertical teams (by grade level) focused on closing achievement gaps through Tier II instruction via focus on small groups, intervention blocks. ● Improve utilization of effective instructional practices such as gathering data, conducting small groups on “exit tickets/reflections,” and analyzing MAPS strand data to drive instruction	**Aligned to Nevada’s STIP Goal:** x STIP Goal 1 x STIP Goal 2 xSTIP Goal 3 x STIP Goal 4 x STIP Goal 5

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Improvement Strategy:

- Walk-throughs
- Engage teachers in collaborative learning and planning opportunities
- Focused data teams, vertical teams
- Focused staff PD's, to improve instructional opportunities for students utilizing new curriculum

Evidence Level: Assessment/evaluation, continuous improvement, literacy, progress monitoring, strategic use of human capital, school leadership continuum driven by data.

Action Steps: What steps do you need to take to implement this improvement strategy?

- Engage in professional learning, collaboration, grade level data teams, vertical teams, student achievement conferences, all w/ focus on closing achievement gaps through Tier II instruction
- Extra prep time for data teams and PD time to monitor student proficiency
- Monitoring MAPS data consistently and applying strategy grouping based on strand data
- Increase teacher efficacy through peer observations, PBIS staff incentive opportunities, teacher led PD's and credible walkthroughs and feedback from administrators.
- Parent/ Teacher conferences-students led, data teams 2x monthly focused on HMH Into Reading/ Into Literature program/ teacher toolbox, and understanding class data from diagnostics
- Rap Plans with focused strategy - consistent monitoring and meeting deadlines
- Fast ForWord for bottom 20% in Reading MAPs and DRA, and HMH Into Reading/ Into Literature
- College and Career Ready (CCR) Interventionist to share data on academics, social, and behaviors, discipline and implement restorative practices and implement Navigate360 as part of PBIS Tier II instruction

Resources Needed: What resources do you need to implement this improvement strategy?

- Coordinate with LCSD administration and trainers for additional learning opportunities
- Peer PD time from and for teaching staff - ie: best practices across curriculums and grade levels
- Time on collaboration days for data teams, vertical teams, and monitoring/planning in general
- Headphones for HMH Into Reading/ Into Literature, Fast For Word, student computers
- CCR Interventionist and implementation of this position and utilization of student growth data across grade level, and Navigate360 (PBIS Tier II instruction)

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- **Implementation Challenge:** Time constraints, fatigue, staff attendance and participation,

Lead: Who is responsible for implementing this strategy?
Principal
Assistant Principal
CCR Interventionist
Teachers
District level PD

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identifying student populations/specific student needs needing extra support in the new curriculum, utilizing data team time efficiently and staying focused on the goal for the students, schoolwide consistent implementation of PBIS Tier II Navigate360 and implementing/utilizing CCRI Interventionist accordingly and most efficiently

- **Potential Solution:** Use EL resources -ELLevations, coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs, ensure all students have time for breakfast and lunch (free to all), track formative data across racial groups to measure if any disparities exist during intervention, utilize IEP Goals in providing learning opportunities and planning for differentiation, admin walk-throughs monitoring implementation and providing efficient feedback, sharing data from CCR Interventionist on academic growth, discipline, behavior and improvement strategies driven by data, Implementation of new curriculum with fidelity

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Site Budget - instruction, curriculum, staff PD, school improvement, student support services, general supplies
- Title I - Salary/benefits - bilingual office staff, PBIS/general supplies, Parent Involvement, Technology updates to classroom for interactive student participation/engagement, tech, CareSolace mental health outreach, programming, curricula
- 21st Century after school tutoring - grant funded
- McKinney Vento/Homeless - grant funded

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Using reading academic vocabulary, ensure student do their best on assessments w/rigorous preparation for success
- Support: English Language learners: Use EL Resources HMH Into Reading/ Into Literature/ Ellevations (building oral language/sentence stems, etc), EL teacher provide mini PD's for teaching staff to be able to utilize these resources as well

Foster/Homeless:

- Challenge: Make sure all have equitable opportunities; Social emotional learning, lack of resources, maintain a positive outlook and set of communication/engagement norms w/families in constant transition, monitoring and addressing student and staff attendance

- Support: CIT supports, counselor for Second Step, CCR Interventionist, social services support, monitoring Achievement Conferences, data teams, vertical teams, coordinate with Counselor and the CIT program, CCR Interventionist for needs as well as to provide scaffolds as we do for ELs, and mental health assistance through CareSolace for all families and staff

Free and Reduced Lunch:

- Challenge: Make sure all have equitable opportunities; Lack of resources, monitoring and addressing student and staff attendance
- Support: 21st Century Tutoring, monitoring growth in Achievement Conferences, ensure all children have time for breakfast and lunch (free to all), access to all families and staff w/ CareSolace

Racial/Ethnic Groups:

- Challenge: Make sure all have equitable opportunities, monitoring student progress and adaptation to lessons and teaching strategies
- Support: 21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, vertical teams, track formative data across racial groups to measure if any disparities exist during interventions

Students with IEPs:

- Challenge: Make sure all have equitable opportunities; learning gaps are targeted
- Support: Monitoring IEP progress quarterly, CCR Interventionist data, Student Achievement Conferences, Data Teams, vertical teams Individual education plans for push-in and pull-out services focusing on students individual goals; monitoring growth in achievement conferences, ensure students have access to grade level standards

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Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• *Continued implementation of Second Step program, restructuring of school-wide expectations to align with CES recognition of S.O.A.R. along with a continued focus on LCSD's Portrait of a Learner components*	• *Structured Tier II system of support, documentation, teaching Second Step lessons consistently school wide with fidelity, utilizing Navigate360*

Problem Statement: We have started the process of implementing our MTSS structure/ protocol for Tier-2 supports this school year. Not having a system for student supports has caused problems in our documenting process for Student Study Teams, and accessing appropriate interventions for students. We need stronger foundations around relationships and learning. A strong structure would streamline consistent documentation of strategies/ interventions needed to determine learning needs of our students to help identify next steps.

Critical Root Causes of the Problem:

- Process of implementing Second step program for social emotional learning (Second Step) and doing so consistently school wide.
- Process of implementing Tier 2 (MTSS structure/system) and Tier 3 supports to address student needs

- Process of implementing consistent documentation and supports and interventions for behaviors to assist w/Student Study Teams.

Connectedness	
School Goal: By the end of the school year 2023-24 CES will improve student behavior and decrease major referrals by 10% as compared to the 304 referrals in the 2022-2023 school year, which would decrease referrals by 30.4 referrals over the course of the school year. This will be accomplished by continuing Second Step lessons with PBIS Tier 2 support with fidelity, as well as the implementation of the Navigate360 Suite. Progress toward this goal will be tracked by comparing previous years PBIS referral data and Second Step data and monitoring w/ CCR interventionist in the current year. **Formative Measures:** ● Tier 2 Strategies implemented consistently, documented, measured and shared ● MTSS/ SST implementation for student assistance intervention program, documentation, monitoring, timeline for student progress ● Second Step groups/lessons with counselor, 2x a month school wide ● Increased teacher efficacy through PBIS incentives, PD's, admin walk-throughs, and credible communication/ feedback ● Navigate360 implementation and data monitoring	**Aligned to Nevada's STIP Goal:** x STIP Goal 1 x STIP Goal 2 xSTIP Goal 3 x STIP Goal 4 x STIP Goal 5

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Improvement Strategy:

- Utilize the new MTSS request for assistance form
- follow full implementation of our new system
- monitor progress schoolwide for referred students

Evidence Level: MTSS /SST team documentation, teacher notes, counselor and interventionist input, Second Step lessons, Navigate360 lessons, PBIS referral and reward monitoring

Action Steps: What steps do you need to take to implement this improvement strategy?

- PBIS data collection and monitoring of referrals and rewards at monthly MTSS meetings
- Second Step for all classrooms 2x per month.
- Teacher documentation of interventions at weekly collaboration meetings
- Tier 2 interventions - MTSS implementation/ monitoring, at monthly MTSS committee meetings
- Navigate360 lessons/monitoring, as assigned by referrals
- SST monitoring at monthly MTSS committee meetings
- Admin walk-throughs and communication/ feedback weekly

Resources Needed: What resources do you need to implement this improvement strategy?

- Interventionist -Tier II and III interventions
- Counselor- Second Step Lessons
- Tier 2, and rewards Data Tracker
- PBIS incentives for students and staff - schoolwide efficacy
- Schoolwide implementation/ followthrough w/ MTSS request for assistance/ teacher efficacy
- PD development opportunities

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- **Implementation Challenge:** Implementation of new MTSS system for all staff, not all staff familiar w/ Tier 2 interventions/ processes. Consistent application, monitoring, and sharing of feedback. Implementation of Nav360.
- **Potential Solution:** Provide PD for all staff on new MTSS/ Tier 2 interventions and how to document behaviors and instructional support. PD time for teaching the new intervention request for assistance, system, and student progress monitoring

Lead: *Who is responsible for implementing this strategy?*
Principal
Assistant Principal
Counselor
CCR Interventionist
Teachers

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Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?
Potential Solution:

- Site Budget -PD's for instruction and new curriculum, school improvement, student support services, general supplies
- Title I - Salary/benefits - bilingual office staff, PBIS/general supplies, Parent Involvement, Technology updates to classroom for interactive student participation/engagement, tech, Nav360, CareSolace mental health outreach, programming, curricula
- 21st Century after school tutoring - grant funded
- McKinney Vento/Homeless - grant funded

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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English Learners

- Challenge: Using math/reading academic vocabulary, ensure student do their best on assessments w/rigorous preparation for success
- Support: English Language learners: Use EL Resources from HMH/ellevations (building oral language/sentence stems, etc), EL teacher provide mini PD's for teaching staff to be able to utilize these resources as well

Foster/Homeless:

- Challenge: Make sure all have equitable opportunities; Social emotional learning, lack of resources, maintain a positive outlook and set of communication/engagement norms w/families in constant transition, monitoring and addressing student and staff attendance
- Support: CIT supports, counselor for Second Step, CCR Interventionist, social services support, monitoring group in Achievement Conferences, data teams, coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs

Free and Reduced Lunch:

- Challenge: Make sure all have equitable opportunities; Lack of resources, monitoring and addressing student and staff attendance
- Support: 21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, ensure all children have time for breakfast and lunch (free to all)

Racial/Ethnic Groups:

- Challenge: Make sure all have equitable opportunities, monitoring student progress and adaptation to lessons and teaching strategies
- Support:. 21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, CCR Interventionist and Counselor track formative data across racial groups to measure if any disparities exist during interventions

Students with IEPs:

- Challenge: Make sure all have equitable opportunities; learning gaps are targeted
- Support: Monitoring IEP progress quarterly, Student Achievement Conferences, Data Teams Individual education plans for push-in and pull-out services focusing on students individual goals; monitoring growth in achievement conferences, ensure students have access to grade level standards

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Book Fair with handouts, Collaborate and plan events with PTA for parents/ students/ staff for education involvement and building relationships within our community, Parent Advisory Committee meetings and events, Nevada Day community involvement	10/12/22 (PAC) 10/26/23 11/17/23 3/12/24(PAC) 3/27/24 6/7/24	• Explain the importance and effects of poor attendance • Demonstrate the importance of parent involvement academically, socially, and emotionally between school and home • Parents want more resources for individual support • Parents want to be involved in school events • Parents want a school to home relationship that is positive • Parent, teacher, student, community relationships and mental health resources and positive practices

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Lyon County School District

Dayton Elementary

School Performance Plan: A Roadmap to Success

Dayton Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Chase Woodford
School Website: www.des.lyoncsd.org
Email: cwoodford@lyoncsd.org
Phone: (775) 246-6262
School Designations: ☒ Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on Click here to enter a date.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Chase Woodford	**Principal(s)** *(required)*
Dusti Houk	**Other School Administrator(s)** *(required*
Meaghan Rhoades, Shaun Sanchez, Christie Kranjcec, Nicole Soukup	**Teacher(s)** *(required)*
Nancy Garrard	**Paraprofessional(s)** *(required)*
Ashly Harris, Shauna Reese	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Wanda Chambers-EL, Debra Jett-CLS, Robin Robinson-CCRI	**Specialized Instructional Support Personnel** *(if appropriate)*

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/dayton_elementary_school/2023

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success		
Areas of Strength	**Areas for Growth**	
• Chronic Absenteeism down 4 % from 18%-14%. • Increase of teacher participation of book studies • Use of Success Criteria has increased in math and the new curriculum has tools to support including learning intentions and prerequisite skills.	• Need to increase the number of students in tier 1 on iReady Math Diagnostic. • Continue working on student metacognition through Success Criteria • Increase the number of math strategies children are exposed to in the classroom.	
• *Lack of training for rigorous mathematical instruction and aligned curriculum • *Teachers and students shared that the performance task portion of the math assessments is difficult. This may suggest a reliance on algorithmic strategies and a lack of varied, rigorous, and problem-based mathematical instruction. This results in a cumulative lack of grade level readiness • Lack of student knowledge of academic language as presented on the state level exam (SBAC). • *Students lack instruction and/or test-taking and keyboarding skills to efficiently answer questions.		

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Student Success	
School Goal: The number of students at grade level in math measured by the iReady Diagnostic will increase by 30% by the spring benchmark.	**Aligned to Nevada's STIP Goals: 1, 2, 3, 6.**

Formative Measures: ● iReady weekly and post unit assessment ● iReady diagnostic ● Teacher observation ● Student usage report	

Improvement Strategy: Continue to implement Success Criteria for Math in all K-6 classrooms through Professional Learning Communities and Vertical Collaboration

Evidence Level: Evidence Level 1

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Hold success criteria review for staff*
- *Grade levels given bi-monthly time for collaboration to discuss and create success criteria*
- *Administrative walk-throughs for evidence of success criteria implementation will be done bi-monthly.*
- *Assign lessons to target prerequisite skills bi-monthly so learning is accessible when it happens in the classroom.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Time for collaboration (grade-level and vertically)*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Collective Efficacy, staff buyin
- *Potential Solution:* Grade Level teams creating success criteria together, accountability, walkthroughs

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

Lead: *Who is responsible for implementing this strategy?*
Teachers will meet bi-monthly in PLC's to discuss prerequisite skills and create success criteria.

Admin will conduct bi-monthly walkthroughs.

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- N/A

Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Vocabulary development*
- Support: Push-in services based on student individual EL needs, visual support with manipulatives, drawings, providing various strategies to support ELL

Foster/Homeless:

- Challenge: *Lack of stability and possible attendance issues*
- Support: CIT support and resources, tutoring, visual support with manipulatives, drawings, providing various strategies

Free and Reduced Lunch:

- Challenge: *Possible lack of resources or opportunities*
- Support: Strategy grouping, tutoring, visual support with manipulatives, drawings, providing various strategies

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Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: *Possible lack of resources or opportunities*
- Support: Tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies

Students with IEPs:

- Challenge: *Record of previous and/or ongoing academic and retention issues; Possible behavioral issues that could impede student learning; higher likelihood of reliance on concrete strategies;*
- Support: Push-in services based on student individual education plan, tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies. iReady My Path to target and fill in holes.

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• *Teachers have received training and worked in teams to create success criteria.* • *District curriculum has several tools to help create success criteria and prerequisite skills.*	• *Collective Teacher Efficacy* • *Providing new staff supports to implement*
Problem Statement: There are inconsistent structures in place to support all teachers with instruction and effective strategies. **Critical Root Causes of the Problem:** • Lack of time for targeted professional development around instruction during the school day • Teachers gaining fluency with new curriculum.	

Adult Learning Culture	
School Goal: By Spring of 2024, 100% certified DES teachers will increase collective teacher efficacy by implementing success criteria through the use of iReady Math tools to implement the use of success criteria in classrooms by students, and by teachers discussing student data during bi-weekly PLC's using individual student's success criteria. **Formative Measures:** • iReady assigned lessons • Success Criteria Documentation • PLC created success criteria	**Aligned to Nevada's STIP Goals: 1, 2, 3, and 7.**

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Improvement Strategy: *C*ontinue to focus on success criteria and implementing tools provided in iReady Math to enhance the use of success criteria. Encouraged shared success criteria among staff.

Evidence Level: 1- Collective teacher efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of d=1.57 collective teacher efficacy is strongly correlated to student achievement.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Bi-weekly PLCs to discuss and co-create Success Criteria in math lessons
- Teachers bring student data around success criteria to bi-weekly PLC's.
- Success criteria documents are collected
- Administrative walkthroughs to monitor implementation of Success Criteria

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Teacher Leader support
- Collaboration time with colleagues to ensure best practices

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Time to meet as grade levels as well as in vertical teams for planning effective instructional strategies and to provide feedback
- Time for administration to conduct consistent walkthroughs with other responsibilities
- PLC time lost because of missed preps.

Funding:

Lead: DES Teachers and administration

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Vocabulary and language barrier, ability at access grade level content
- Support: Understand that we are all responsible for the success of our special populations.
- Make content comprehensible: visual supports, manipulatives, academic conversations, sentence frames, illustrated word walls….

Foster/Homeless:

- Challenge: Belonging, feeling safe, learning new system
- Support: CIT support and resources, tutoring, visual support with manipulatives, drawings, providing various strategies

Free and Reduced Lunch:

- Challenge: Below grade level…ability at access grade level content
- Support: Strategy grouping, tutoring, visual support with manipulatives, drawings, providing various strategies

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Cultural differences/beliefs
- Support: Tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies

Students with IEPs:

- Challenge: Accessing grade level content, behavior, individual challenges
- Support: Pull out/push-in services based on student individual education plan, tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies

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Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• Students enjoy coming to school.	• Creating an understanding of purpose or relevance of lessons.

Problem Statement: Data indicates that a significant number of students are questioning why they are coming to school and the relevance of what they are learning.

Critical Root Causes of the Problem:

- Inadequate explanations to relevance or purpose for lessons
- Disconnect between stated standards and curriculum content

Connectedness

School Goal: By Spring 2024, 25% of students will complete relevance activities with families connecting learning at school to real life application. **Formative Measures:** ● Relevance Activity cards returned to school ● Nevada Culture and Climate Survey ● School-home learning connection form submitted by student/families.	**Aligned to Nevada's STIP Goals: 1, 2, and 6.**

Improvement Strategy: ● Teacher training on connecting content to real world applications (relevance) ● Schoolwide assemblies with parents and families from various careers to enhance the relevance of learning. ● "I'm using my learning at home"; forms sent home and brought back with how they used their learning in the real world. ● "Caught in the Wild"; students get rewards for showing good behavior in the community. **Evidence Level: Evidence Level***:* 4-Focusing on improving the family-school relationship leads to measurable benefits for students, teachers, and the school, confirmed by recent research. Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. Research supports the value of parental involvement in education at all levels of education but emphasizes the elementary grades. Research has shown that elementary grades were a direct predictor of middle and high school grades. With research indicating that the academic performance of students is directly influenced by the level of parental involvement, it is crucial for schools to take initiative in fostering parental involvement at this early age.	**Lead:** *Who is responsible for implementing this strategy?* Teachers will give forms to students. PBIS team giving "Caught in the Wild" cards to businesses

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Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Connect with local business about "Caught in the Wild"
- Share with stakeholders relevance learning activities
- Communicate with students on documenting learning application in real world setting

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Participation from families and community to conduct assemblies.
- Caught in the Wild Cards
- Relevance Activity shared with parents

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Student engagement during assemblies.
- *Potential Solution:* Providing hands-on activities for students and/or creating a menu option for students to go watch the careers they are interested in.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- N/A

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Language Barrier, getting word out
- Support: Communication for Parent Universities sent home in Spanish and English, Connect Ed messages (phone, email), Facebook, classroom teacher communication, consider Instagram

Foster/Homeless:

- Challenge: Making sure parents/Guardians know about events
- Support: Connect Ed messages (phone, email), Facebook, classroom teacher communication, consider Instagram

Free and Reduced Lunch:

- Challenge: Getting families to the school, communicating events
- Support: Connect Ed messages (phone, email), Facebook, classroom teacher communication, consider Instagram

Migrant: N/A
- Challenge:
- Support:

Racial/Ethnic Groups:
- Challenge: Getting families to the school, communicating events
- Support: Tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies

Students with IEPs:
- Challenge: Getting families to the school, communicating events
- Support: Pull out/push-in services based on student individual education plan, tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

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Outreach Activity	Date	Lessons Learned from the School Community
Back to School Night/Parent University-PBIS	*09/27/23*	• *Add lessons learned after each outreach event.*

Lyon County School District

Dayton High School

School Performance Plan: A Roadmap to Success

Dayton High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Julie Bumgardner
School Website: **www.dhs.lyoncsd.org**
Email: jbumgardner@lyoncsd.org
Phone: (775) 246-6240
School Designations: xTitle I ☐CSI TSI ☐ TSI/ATSI

Our CIP was last updated on 9/29/2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Julie Bumgardner	**Principal(s)** *(required)*
David Palmer, Stephanie Lotito	**Other School Administrator(s)** *(required)*
Hannah Fife, Jared Miklich, Shanna Krueger, Hiedi Strey, Anthony Episcopo, Malaynia Wick, Alger Morrison, Amber Premo, Allison Smith	**Teacher(s)** *(required)*
Michelle Hodges	**Paraprofessional(s)** *(required)*
Jared Miklich	**Parent(s)** *(required)*
J4NG Students	**Student(s)** *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Carolyn McConnell, Elizabeth Gelmstedt	**Specialized Instructional Support Personnel** *(if appropriate)*
Dani Brown	**College and Career Readiness Interventionist**
Add additional members/roles as necessary	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/dayton_high_school/2023

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• DHS offers a wide variety of paths for students to graduate College and Career Ready (CTE Programs, JumpStart, AP classes, etc.) • DHS has hired a College and Career Readiness Interventionist (CCRI) to help with at-risk students. • DHS implemented a senior mentor program for the 2022-23 school year to help seniors with a low graduation score get additional support.	• Current credit analysis shows that 19.7 % of our current sophomore class is credit deficient, 19.4% of our current junior class is credit deficient, and 13.1 % of our current senior class is credit deficient. • The 2022-23 school year had 36.5% chronic absenteeism compared to the state average of 34.9%. • For 2022-23 summer break there was a low attendance for credit recovery classes offered for summer school.

Problem Statement: The overall graduation rate at DHS for the 2022-2023 school year was 85.9%, which was lower than the 2021-22 school year of 89.9%.

Critical Root Causes of the Problem:

- *Remote learning, intermittent closures, and health concerns have affected students' academic progress and motivation, during and after the COVID-19 pandemic leading to credit deficiencies.*
- *Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future.*
- *Irregular attendance and truancy have affected students' academic progress leading to credit deficiencies.*
- *Students believe they can get credits by cheating in Edgenuity credit recovery courses but found during the 2022-23 summer break classes this was not an option. Then they stopped attending the 2022-23 summer school because it was not what they expected.*

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Student Success

School Goal: By the end of the 2023-24 school year, Dayton High School will increase its graduation rate by 2% as measured by state reporting data. **Formative Measures:** ● By the end of the 2023-24 school year, Dayton High School will have 88% of its students on track to graduate. (Freshman will have at least 5 credits. Sophomores will have at least 11 credits. Juniors will have at least 17 credits. Seniors will have at least 23 credits).	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 X STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Provide students with academic intervention through the newly hired College and Career Readiness Interventionist (CCRI) to monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems and to engage students by helping them connect schoolwork with college and career success and to improve students' capacity to manage challenges in and out of school. **Evidence Level:** Tier 1-Strong Evidence **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Ensure DHS staff are trained in the proper utilization of the CCRI. ● Identify specific students needing support. ● DHS Staff will examine barriers to graduation throughout the year by performing grade checks on their Advisory students and conferencing with students who are failing at least one class at least twice per month. ● DHS will ensure that every Senior student that has a low GRAD score as identified by the Infinite Campus Early Warning System has at least one staff member who will serve as a trusted mentor. ● DHS teacher leaders and administration will introduce Success Criteria to the DHS Staff. Teacher Leaders and administration will work collaboratively through The Success Criteria Playbook.	**Lead:** *Who is responsible for implementing this strategy?* **DHS Administration**

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Resources Needed: *What resources do you need to implement this improvement strategy?*

- Budget for Classified teacher
- Materials/supplies budget
- Copies of The Success Criteria Playbook (Marode, Fisher, Thunder, Frey)

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Hiring and retaining a qualified individual at the negotiated rate of pay.
- *Potential Solution:* Work with the College and Career Readiness Interventionist to provide training and support so that they want to stay in the position for more than one year.

Funding: What funding sources can you use to pay for this improvement strategy(*ies) associated with this goal?*

- LCSD is providing funding for 1.5 College and Career Readiness Interventionist
- School funds will cover the cost of the Success Criteria Playbook.

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Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Communicating appropriate level of instruction in a manner that supports language barriers.
- Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.

Foster/Homeless:

- Challenge: Identifying students who qualify for CIT resources.
- Support: Utilization of CIT resources when appropriate

Free and Reduced Lunch:

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- Challenge: Identifying FRL students.
- Support: *S*tudents who qualify for FRL will have the same access as those who do not.

Migrant:
- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:
- Challenge: *Enrollment in AP Course is disproportionate (except for AP Spanish).*
- Support: All students enrolled at DHS will have equal access to College and Career Readiness Interventionist services and programs and AP courses. *Efforts will be made to communicate in native languages to students and parents about opportunities when possible.*

Students with IEPs:
- Challenge: Enrolling students in CTE programs has been disproportionate when compared to general education peers.
- Support: When working with students with disabilities, the College and Career Readiness Interventionist will involve the student's case manager when appropriate, as well as outside agencies such as Vocational Rehab and Rural Regional Services. CTE program paraprofessionals have been integrated into CTE classes to support all students.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• Teacher leaders are offering frequent professional development opportunities for all staff including book studies, stress management courses, and community building activities. • Teacher leaders are mentoring new staff through monthly meetings known as "Best Practices Discussions" where both new and veteran teachers share their best lessons and successes from the previous weeks of school with their peers. • The math and science departments have been trained and given access to Savvas Realize online learning resources as of 2022-23 school year. • All staff believe that the school needs to be a safe and supportive environment where all students are accepted as they are and can learn and be successful.	• In the Fall 2022 climate survey, 71.4% of staff believe the school demonstrates empathy, understanding, and respect for different cultures and ethnic groups. 66% of staff reported that DHS fosters positive social interaction and establishes a nurturing environment of trust and support. • Many of the staff do not know how to meet the needs of many of their students in our post-Covid world. This is especially true when working with diverse students whose backgrounds and beliefs are unfamiliar to our teaching staff. • Not all of the staff implement a recognition and rewards system for students to acknowledge their learning and achievements (PBIS).

• The CIP team has completed reading the book “Culturize” during the 2022-23 school year and have discussed some strategies that can be implemented to improve the school culture.	

Problem Statement: There is a need for professional development to empower our staff in strengthening and creating a positive school culture that fosters positive social interaction and establishes a nurturing environment of trust and support amongst the school community.

Critical Root Causes of the Problem:

- DHS does not have enough PD opportunities to address positive school culture.
- DHS staff do not have enough collaborative opportunities to discuss what a positive school culture looks like.
- Inconsistent expectations for PD.
- Lack of accountability to engage staff in PD.

Adult Learning Culture

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School Goal: By the end of the 2023-24 school year, Dayton High School staff will share positive school culture strategies with the staff from chapter 3 of the book *Culturize: Every Student. Every Day. Whatever It Takes* to help staff connect with students. **Formative Measures:** • DHS staff will identify strategies from chapter 3 of Culturize they can use to develop and strengthen a positive school culture.	**Aligned to Nevada’s STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 X STIP Goal 6

Improvement Strategy: Dayton High School will participate in PD meetings about strategies from the book *Culturize: Every Student. Every Day. Whatever It Takes.*

Evidence Level: Tier 1 – Strong Evidence

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- The CIP committee including Teacher leaders will introduce the strategy of how a team resolves problems through communication and creating an environment that allows all voices to be heard in at least one professional development.
- The CIP committee including Teacher leaders will introduce the strategy boosting your sanctuary by taking inventory of culture breeders and culture killers in at least one professional development.
- The CIP committee including Teacher leaders will introduce the strategy of going beyond the check box in at least one professional development.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Copies of *Culturize: Every Student. Every Day. Whatever It Takes. For all staff, not just CIP members.*
- *Professional development time for staff to discuss strategies.*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Timeframe of presenting all three strategies of expecting excellence of each other.
- *Potential Solution:* CIP committee will create a schedule of implementation practices to keep the team on track.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- CIP funds

Lead: *Who is responsible for implementing this strategy?*
CIP committee and Teacher Leaders

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome*

these challenges?
English Learners ● Challenge: Communicating appropriate level of instruction in a manner that supports language barriers. ● Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate. **Foster/Homeless:** ● Challenge: Identifying students who qualify for CIT resources. ● Support: Utilization of CIT resources when appropriate **Free and Reduced Lunch:** ● Challenge: Identifying FRL students. ● Support: Students who qualify for FRL will have the same access as those who do not. **Migrant:** ● Challenge: N/A ● Support: N/A **Racial/Ethnic Groups:** ● Challenge: Identifying ways to support students who come from different cultural backgrounds than the staff. ● Support: The book study will provide ways for teachers to support the needs of all students in the school, not just the students that they can directly identify with. **Students with IEPs:** ● Challenge: Some staff members struggle with supporting students with IEP's to be fully included in the classroom. ● Support: The book study will provide ways for teachers to create a classroom and school climate that is supportive for all students.

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Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
● According to the climate survey, Engagement/Relationships score increased by 12 points. ● There was a 2-point increase in the climate survey for Social and Emotional Competence. ● There was a 5-point increase that students felt emotionally safe according to the climate survey. ● DHS has strong relationships amongst the Senior students.	● According to the climate survey, Engagement/Relationships score is 4 points lower than the state average. ● According to the climate survey DHS needs to strengthen its relationships amongst Freshman students. ● There was a 31-point decrease in physical safety according to the climate survey.

Problem Statement: The Engagement/Relationships score is still not at state average and students feel less physically safe at DHS.

Critical Root Causes of the Problem:

- School Climate Survey data indicated that emotional needs are not being addressed because students do not feel they have a positive relationship with their teachers as well as being respected by other students. Groups that scored themselves the lowest were those who identified themselves as freshmen.
- Students report they do not feel safe in the bathrooms because of acts of vandalism occurring and students vaping in the bathrooms.

Connectedness

School Goal: By the end of the 2022-2023 school year, Dayton High School will show a 5-point increase in the Engagement/Relationship score as measured by the Nevada School Climate Survey.

Formative Measures:

- By the end of the 2023-24 school year, Dayton High School will show a 5-point increase in the Engagement/Relationship score as measured by the Nevada School Climate Survey.

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1 ☐ STIP Goal 2

☐ STIP Goal 3 ☐ STIP Goal 4

☐ STIP Goal 5 X STIP Goal 6

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Improvement Strategy: Dayton High School staff will strengthen their relationships with students.

Evidence Level: Tier 1 – Strong PBIS (Ohio Department of education)

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- DHS will use PBIS Rewards points to recognize positive behavior.
- PBIS will collect and address data for Tier 2 (Focus on Student Attendance).
- Administration will facilitate a monthly group forum to students to express their thoughts and share what they are experiencing.
- Administration will attend the already established group meetings and share needs with the staff.
- DHS will continue Professional Developments on relational practices.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Training on PBIS for staff (particularly the PBIS Rewards program and referral system
- Funds to support rewards for students.

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Staff buy-in*. Student participation
- *Potential Solution:* PD's on how to use PBIS Rewards. Administration to work with our Safe Schools Professional on Student Groups.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1 funds will cover PBIS items. Grant funding covers the Safe Schools Professional position.

Lead: *Who is responsible for implementing this strategy?* **Administration and PBIS committee.**

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Communicating appropriate level of instruction in a manner that supports language barriers.
- Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.

Foster/Homeless:

- Challenge: Identifying students who qualify for CIT resources.
- Support: Utilization of CIT resources when appropriate

Free and Reduced Lunch:
- Challenge: Identifying FRL students.
- Support: Students who qualify for FRL will have the same access as those who do not.

Migrant:
- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:
- Challenge: Equity in referrals and reward point accrual.
- Support: Data will be shared with staff monthly and analyzed for trends in discipline referrals and PBIS points being rewarded.

Students with IEPs:
- Challenge: Equity in referrals and reward point accrual.
- Support: Data will be shared with staff monthly and analyzed for trends in discipline referrals and PBIS points being rewarded.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Freshmen/New Student Orientation	8/31/23	Parents and students were excited to be returning to a more "normal" school year. This event needs to be moved back to the spring semester so that students can make better course selections and parents can be more involved in the class selection process.
FAFSA Night	October TBD	The FAFSA process is changing this year so we are holding a general information meeting in October and will provide resources so that students and parents can have support when the application opens in December. If needed, we will hold a second meeting.
Parent University: Vaping	TBA (Fall 2023)	We are working on scheduling with a company who will do student assemblies during the day and then parent meetings that night regarding vaping.

Parent University: Zero Teen Fatalities (Nevada Teen Driving Safety)	TBA Spring 2024	
Parent University: DHS Family Resource Fair	TBA Spring 2024	

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Lyon County School District

Dayton Intermediate School

School Performance Plan: A Roadmap to Success

Dayton Intermediate School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Kevin Kranjcec
School Website: www.dis.lyoncsd.org
Email: kkranjcec@lyoncsd.org
Phone: 775-246-6250
School Designations: ☐Title I ☐CSI X TSI ☐ TSI/ATSI

Our SPP was last updated on September 25, 2023.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Kevin Kranjcec	**Principal(s)** *(required)*
Jeremy Satalick	**Other School Administrator(s)** *(required*
Chris Koch, Laura Smith, Renae Ellis, Nancy Malone, Lori Hanses, Renae Oliver	**Teacher(s)** *(required)*
Angie Marcoccia	**Paraprofessional(s)** *(required)*
Adam Windsor	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Lindsay Etter, Arvella Jergesen, Karen Sikora, Kirby Jordan	**Specialized Instructional Support Personnel** *(if appropriate)*
Add additional members/roles as necessary	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (http://nevadareportcard.nv.gov/DI/nv/lyon/dayton_intermediate_school/2023.)

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• *MAPs and iReady Diagnostic exams showed good overall growth during the 2022-2023 school year.*	• *Minimizing the number of students that are 3+ grade levels behind.*

Problem Statement: *Students performed lower on SBAC in 2023 compared to 2022 and had minimal growth in both formative and summative math assessments.*

Critical Root Causes of the Problem:

- *Our SBAC data was skewed and unable to be truly used as a measure of academic progress as we only had a school wide participation rate of 80% due to parents/guardians* opting out of the test. *MAPs testing window was narrow from winter 2022 - spring 2022.*

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Student Success	
School Goal: *We will increase proficiency on the math iReady diagnostic assessments from 20% proficient on the 2023 Fall diagnostic to 35% proficient on the Spring 2024 diagnostic test.* **Formative Measures:** • *iReady diagnostic data review.*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: *Every Monday during advisory classes, students will work in their iReady Targeted Intervention program (My Path) for 30 minutes. Tutoring will also be provided to students outside of school to help close the achievement gap and alleviate the learning loss.*

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4- demonstrates rationale*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Utilize the DIS website to create a link to the tutoring services.
- Determine a specific time frame for students to be working in iReady.
- Track lesson mastery per month done in Advisory class.
- Plan for formative assessments (iReady Diagnostic) to track student progress.
- Students with lower scores receive additional math instruction daily.
- Whole school participation with incentives for iReady lesson mastery per advisory.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Teacher time during Advisory.
- Online Tutor paid for with Title 1A funds
- Incentives for Advisory classes

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:*
  - Planning schoolwide work times (Advisory on a specific day and consistency).
  - Student buy-in
  - Teacher buy-in
- *Potential Solution:*
  - *Student and classroom incentives for students that reach their stretch goal.*
  - *Classroom incentives for completed lessons.*
- **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- *Title 1A and general fund.*

Lead: *Who is responsible for implementing this strategy? Advisory Teachers, Admin*

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Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Communicating appropriate level of instruction in a manner that supports language barriers.
- Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.

Foster/Homeless:

- Challenge: Identifying students who qualify for CIT resources.
- Support: Utilization of CIT resources when appropriate.

Free and Reduced Lunch:

- Challenge: Identifying FRL students.
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Potential language and cultural barriers
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

Students with IEPs:

- Challenge: Negative behaviors due to frustration and lack of math and reading skills.
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
● *90% of teachers were trained in their specific content areas with new curriculum adoptions over the summer.*	● *Building consistent time for PLC's and active participation by teachers.*

Problem Statement: *New curriculum implementation as well as new staff members have created a situation where teachers are learning the new curriculum, attending professional development training as well as assisting new teachers in understanding educational standards and pacing guides resulting in a need for structured PLC time.*

Critical Root Causes of the Problem:

- *In the past 3 years there have been 5 new district curriculums adopted and during the same time several new staff members as well as long term substitutes hired.*

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Adult Learning Culture	
School Goal: *During the 2023-2024 school year, teachers will increase their efficacy with understanding the PLC process as well as implementing weekly PLC meetings as measured by PLC meeting minutes, professional development opportunities.* **Formative Measures:** ● *Classroom observations, Structured and consistent PLC time.*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 X STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: *Teachers will focus on the first steps in conducting effective and data driven PLC meetings.*

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4- demonstrates rationale.*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Provide professional development on effective PLCs.
- Create a folder to hold all PLC meeting minutes, as well as PLC professional learning opportunities, i.e bookstudy, early out collaboration and district PDs.
- Meet quarterly to look at progress.
- Content area department groups meeting weekly.
- Review and implementation of the LCSD Portrait of a Learner.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Planning time for each department to work collaboratively.
- Professional development time.
- Assessment time.

Challenges to Tackle: *What implementation challenges do you anticipate. What are the potential solutions?*

- *Implementation Challenge:*
  - Professional Development time dedicated to learning the process for effective PLCs.
  - Staff buy in.
  - Regular staff attendance on Fridays.
- *Potential Solution:*
  - *PLC's are mandatory, if PLC time is missed due to absence. Teachers need to find a way to participate or contribute to the PLC.*
  - *Ensure that PLC time is structured, chaired and minutes are being taken.*
  - *Incentives for PLC groups that are successfully meeting on a regular basis, taking minutes, and following the PLC process.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *General Fund*

Lead: *Who is responsible for implementing this strategy? Administration, Teachers*

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners:

- Challenge: Communicating appropriate level of instruction in a manner that supports language barriers.
- Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.

Foster/Homeless:

- Challenge: Identifying students who qualify for CIT resources.
- Support: Utilization of CIT resources when appropriate.

Free and Reduced Lunch:

- Challenge: Identifying FRL students.
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Potential language and cultural barriers
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

Students with IEPs:

- Challenge: Negative behaviors due to frustration and lack of math and reading skills.
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

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Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• Our Ice Cream social event was well attended as was our Night of the Arts event. We offer informational settings at each of our events. • 38% of parents/guardians attended the Fall 2022 Parent/Teacher Conferences. • Consistent school wide grading policy and expectations that all teachers implement.	• *Parents and students need to understand letter grades and assignments and monitor grades through Infinite Campus.* • *Increase parent involvement, survey stakeholders to find out their wants/needs.* •
Problem Statement: *Parents are not connected to Infinite Campus or understand what it can do or how it functions. In addition, parents and students, primarily those with 7th graders are not used to the typical A-F grading scale. Parent engagement is also lacking when it comes to attending school engagement opportunities.* **Critical Root Causes of the Problem:** • *Parents have not been provided instruction on how to use Infinite Campus, especially current 7th graders who have been on standards based grading through elementary school. Parents are not accustomed to monitoring their students' grades through IC.*	

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Connectedness	
School Goal: *By June of 2024 we will improve engagement with all stakeholders by providing information and parent universities to parents and students that will teach them how to use Infinite Campus, access the school website and calendar as well as accessing school information through social media. This will be measured by increasing the number of parent universities/parent engagement opportunities from 8 during the 2022-2023 school year as well as tracking the number of parents that attend.* **Formative Measures:** • *Track the number of parent opportunities to engage in activities at DIS*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

• *Track the number of parent/family participants at each event.* • *Track the number of parents that are signed up and utilize Infinite Campus.*	

Improvement Strategy: *Utilizing the power of social media, we will provide instructions for parents to use Infinite Campus in brief posts online. We will also set up an in-person table during conferences (when able) to help parents learn and set up Infinite Campus. We will provide specific dates and times for parents to receive virtual instruction on how to use Infinite Campus.*

Lead: *Who is responsible for implementing this strategy? Administration, CIP team*

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 4- demonstrates rationale.*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Create an incentive raffle for new users to Infinite Campus.
- Set up a table during conferences to help parents use Infinite Campus during conferences or other school events.
- Infinite Campus Information Night.
- Provide teachers with printed and virtual instructions that can be sent or given to parents when needed.
- Use social media to give out tips on how to use Infinite Campus.
- Provide information on how to use Infinite Campus via a pamphlet handed out during events held at the school.
- Review and implementation of the LCSD Portrait of a Learner.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Time
- Parent Participation
- Staff participation
- Access to IC/Parent Night(s)
- Incentives to come to parent night (Raffles)

Challenges to Tackle: *What implementation challenges do you anticipate. What are the potential solutions?*

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- *Implementation Challenge:*
  - Time
  - Staff participation
  - Parent Participation
  - Parent knowledge of how to use IC.
- *Potential Solution:*
  - *Surveying stakeholders to determine their interests, wants and needs.*
  - *Offer incentives for attending events.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1A (Parent Engagement)*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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English Learners:

- Challenge: Communicating appropriate level of instruction in a manner that supports language barriers.
- Support: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.

Foster/Homeless:

- Challenge: Identifying students who qualify for CIT resources.
- Support: Utilization of CIT resources when appropriate.

Free and Reduced Lunch:

- Challenge: Identifying FRL students.
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

Migrant:

- Challenge: N/A
- Support: N/A

Racial/Ethnic Groups:

- Challenge: Potential language and cultural barriers

- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

Students with IEPs:

- Challenge: Negative behaviors due to frustration and lack of math and reading skills.
- Support: Students will receive specific and targeted intervention for their skill levels through use of iready during advisory time, select students will receive additional targeted math time as well as having access to the online tutor.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

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Outreach Activity	Date	Lessons Learned from the School Community
Ice Cream Social	*8/30/2023*	• *Many parents have not utilized Infinite Campus at the elementary level as it was not applicable to them to monitor grades.*
Back to School Night/Infinite Campus Training	*9/20/2023*	• *Food and other prize incentives increase attendance.*

Lyon County School District

East Valley Elementary School

School Performance Plan: A Roadmap to Success

East Valley Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: BillieJo Hogan
School Website: https://www.eves.lyoncsd.org/
Email: bhogan@lyoncsd.org
Phone: 775-575-3332
School Designations: x Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on 10/6/2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
BillieJo Hogan	**Principal(s)** *(required)*
Shawn Romero	**Other School Administrator(s)** *(required*
Julie Dolan, De Kelsey, Terri Salo, Jill Hansen, Abby Gianotti, Mardi German, Jen Beyer, Lynnel Campos, Jessica Davis	**Teacher(s)** *(required)*
Virginia Bates	**Paraprofessional(s)** *(required)*
Jessica Davis, Laurette Gregersen, Sierra Johnson	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Lynnel Campos, Strategies Teachers Jennifer Beyer - Technology Teacher	**Specialized Instructional Support Personnel**
Add additional members/roles as necessary	

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School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at[EVES Nevada Report Card]

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**

• *SBAC proficiency: Reading 51.6% at proficiency;*
  ○ *Grade 3 - 56.4% (increase from 49% in 2022)*
  ○ *Grade 4 - 48.1% (decrease from 52% in 2022)*
• *Math SBAC 48.9% at proficiency*
  ○ *Grade 3 - 51.1% (increase from 50% in 2022)*
  ○ *Grade 4 - 47.3% (increase from 33% in 2022)*
• *Reading % at CUT in MAPS school wide 56%*
• *Math % at CUT in MAPS school wide 58%*
• *Special Education students had 59% meeting growth goals from Fall to Spring in Math. (increase from 36% in 2022)*
	• *ELL Learners 42% met individual growth goals in NWEA Reading MAP a decrease from 61% in 2022*
	  ○ *16/29 ELL students scored below the 50% mean in NWEA Reading*
	• *Math SBAC grade 4 at 48.1 proficiency*
	• *REading NWEA - stagnant in growth goal % school wide: 2018=59%, 2019=59%, 2021=59% and 2023=56%*
	  ○ *Grade 4 - 47.3%*
	• *Reading % at CUT in MAPS school wide 56%*
	• *Math % at CUT in MAPS school wide 58%*
	• *ELL learners - 42% met growth goals in NWEA Reading MAP*

Problem Statement: Historically, our Reading individual growth goals have been stagnant since 208. **Critical Root Causes of the Problem:** • *Lack of a consistency in Reading program that is implemented with fidelity that has common language, practice, and structure.*	

Student Success	
School Goal: By Spring of 2024 East Valley will have 100% full implementation of HMH Reading curriculum increasing student growth goals by 5%. **Formative Measures:** • *Lesson plans - weekly* • *Strategy groups - using HMH data and grouping components*	**Aligned to Nevada's STIP Goal:** x STIP Goal 1 x STIP Goal 2 x STIP Goal 3 X STIP Goal 4

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• *RAP strategies monitoring every 3 weeks* • *Measured Academic Progress three times per year - Fall, Winter, Spring* • *Grade level data teams 2x monthly focused on HMH resources* • *Monthly monitoring of HMH student usage*	X STIP Goal 5

Improvement Strategy: Strategy grouping of students in Reading utilizing formative data from MAPS, HMH reports

Evidence Level: HMH reports = grouping based on reteaching, reinforcing, extension of lessons, and RAP for Reading..

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Understanding class data of HMH with monthly PD*
- *Utilizing the Professional Learning in HMH and the Teacher Success Pathway for teachers as needed in their learning continuum.*
- *iReady Data team/PLC focus for each grade 2x monthly*
- *Strategy grouping daily in Reading*
- *Rap Plans with focused strategy - updated every three weeks*
- *Interventionist for bottom 25% quartile in Reading MAPs*
- *Peer Observations twice monthly*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Ongoing Professional Development of admin and teachers in HMH*
- *Student/class incentives for growth on HMH reports*
- *Teacher incentives for attending PD in the Teacher Success Pathway*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: teachers lack confidence due to unfamiliarity.*
- *Potential Solution: Provide support with professional development; admin monitor implementation with walkthroughs, school wide motivation*

Lead: *Who is responsible for implementing this strategy?*
Principal
Asst. Principal
Teachers

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Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I - peer observations to help teachers with implementation and strategies
- Student Funds - incentives on growth
- General Funds - teacher incentives for PD

Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Using math and reading academic vocabulary*.
- Support: *Using resources provided in the Teacher toolbox with visual supports, strategy grouping and having our ELL teacher providing 1:1 supports*

Foster/Homeless:

- Challenge: *Make sure all have equitable opportunities; Social emotional learning, lack of resources*
- Support: *.CIT supports, counselor for SEL, social services support, monitoring group in Achievement Conferences, data teams.*

Free and Reduced Lunch:

- Challenge: *Make sure all have equitable opportunities; Lack of resources*
- Support: *21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams,data teams*

Racial/Ethnic Groups:

- Challenge: *Make sure all have equitable opportunities*
- Support: *21st CenturyTutoring, monitoring growth in Achievement Conferences, Data Teams, data teams*

Students with IEPs:

- Challenge: *Make sure all have equitable opportunities; learning gaps are targeted*
- Support: *Monitoring IEP progress quarterly, Student Achievement Conferences, Data Teams Individual education plans for push-in and*

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

pull-out services focusing on students individual goals; monitoring growth in achievement conferences, data teams

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• *Full implementation of iReady in classrooms.* • *Data team meetings focus on iReady results of diagnostic, progress monitoring and monthly incentives*	• *Understanding iReady the difference between stretch growth and typical growth.* • *Goal setting with students - stretch goal* •
Problem Statement: 31% of East Valley students were at Tier 3 on the Spring iReady Diagnostic. MAP data has been consistently since 2018 with approx. 50% meeting or exceeding their individualized growth goals. **Critical Root Causes of the Problem:** • *New program implementation, teachers learning faucets of the program and how to read diagnostic reports and growth analysis.*	

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Adult Learning Culture	
School Goal: *East Valley will show a 10% increase in iReady stretch goals from 33% to 43% by Spring of 2024.* **Formative Measures:** • *iReady Diagnostic Results* • *Comprehension checks* • *Walk through templates monitoring implementation* • *Strategy grouping listed in lesson plan* • *Goal setting forms with students (stretch growth)*	**Aligned to Nevada's STIP Goal:** x STIP Goal 1 X STIP Goal 2 xSTIP Goal 3 x STIP Goal 4 X STIP Goal 5

Improvement Strategy: Professional Learning Communities/data teams for each grade level 2x month in iReady monitoring individualized lessons and stretch growth.

Evidence Level: PLC note taker, weekly monitor checks by admin., iReady strategy grouping in lesson plans.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Dedicated time for each grade level to have a PLC data team focus twice per month.*
- *Professional development monthly for staff: Deep Dive using iReady Diagnostic*
- *Peer Observations twice per month*
- *Interventionist will work with students who score in the bottom quartile daily*
- *Goal sheets for students to monitor and understand stretch growth goals three times per year..*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *PD in iReady Diagnostic data/stretch data*
- *Peer observations in classrooms*
- *School wide and classroom incentives in iReady*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Understanding the difference of stretch goal attainment vs. typical goal.*
- *Potential Solution: data team collaboration and focus on growth; PD on Deep Dive of Data.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title I - subs for Peer Observations, iReady incentives for classroom and school wide implementation.*

Lead: *Who is responsible for implementing this strategy?*
Principal
Asst. Principal
Teachers
District level PD

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Using math academic vocabulary.*
- Support: *Using resources provided in the Teacher toolbox with visual supports, strategy grouping and having our ELL teacher providing 1:1 supports*

Foster/Homeless:

- Challenge: *Make sure all have equitable opportunities; Social emotional learning, lack of resources*
- Support: *.CIT supports, counselor for SEL, social services support, monitoring group in Achievement Conferences, data teams.*

Free and Reduced Lunch:

- Challenge: *Make sure all have equitable opportunities; Lack of resources*
- Support: *21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams,data teams*

Racial/Ethnic Groups:

- Challenge: *Make sure all have equitable opportunities*
- Support:*. Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, data teams*

Students with IEPs:

- Challenge: *Make sure all have equitable opportunities; learning gaps are targeted*
- Support: *Monitoring IEP progress quarterly, Student Achievement Conferences, Data Teams Individual education plans for push-in and pull-out services focusing on students individual goals; monitoring growth in achievement conferences, data teams*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• *Pilot of Tier 2 PBIS - Platinum Award for MTSS implementation.*	• *Structured Tier 2 support/documentation* • *Understand what resources we have for Tier 2 and Tier 3 students.*

Problem Statement: We found several staff are not sure what Tier 2 and Tier 3 interventions are available and more specifically, what they are. This is causing problems in our documenting process for Student Study Teams and appropriate interventions for students.

Critical Root Causes of the Problem:

- *Process of implementing Tier 2 and Tier 3 supports to address student needs and move forward in the Student Study Team process.*

Connectedness

School Goal: *All students will receive structured and systematic Tier 1 Positive Behavioral Interventions & Supports based on Data Decision rules and the MTSS process by Spring of 2024.* **Formative Measures:** ● *Monitor of PBIS (Positive Behavioral Intervention Supports) Rewards and referrals - monthly* ● *Tier 2 and Tier 3 Strategies documented monthly* ● *Student Study Team Documented intervention and time line for student - every 6 weeks.* ● Social Emotional Groups/lessons with counselor ● Zones of Regulation groups ● Navigate 360 for restorative lessons with students who need additional supports.	**Aligned to Nevada's STIP Goal:** x STIP Goal 1 X STIP Goal 2 X STIP Goal 3 x STIP Goal 4 X STIP Goal 5

Improvement Strategy: **Evidence Level:** Student study team documentation, teacher notes, counselor input **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● *Tier 1 PBIS Celebrations, Restorative practices, Class Circles, weekly Second Step lessons, counselor lessons 2x/month, universal Social Emotional screening 3x/year.* ● *Tier 2 - Curricular assessment & interventions for reading and math, small group counseling, small group Zones of Regulation.* ● *Tier 3 - SST process, Positive Behavior Plans, CICO, PBH individual counseling, Navigate 360 behavioral.* ● *ZOR lessons and resources weekly* ● *Provide lessons using for restorative practices using Navigate 360 (admin/counselor) as needed for additional supports.* **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Tier 2 and Tier 3 Data Tracker ● Tier 2 and Tier 3 Interventions ● Navigate 360	**Lead:** *Who is responsible for implementing this strategy?* *Principal* *Asst. Principal* *Teachers*

- Second Step lessons weekly
- PBIS incentives for students each month
- Zones of Regulation resources every week

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Not all staff familiar with Tier 2 and Tier 3 interventions and process*
- *Potential Solution: Provide PD for all staff on Tier 2 and 3 interventions and how to document behaviors and instructional support.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title I*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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English Learners

- Challenge: *Using math and reading academic vocabulary*.
- Support: *Using resources provided in the Teacher toolbox with visual supports, strategy grouping and having our ELL teacher providing 1:1 supports*

Foster/Homeless:

- Challenge: *Make sure all have equitable opportunities; Social emotional learning, lack of resources*
- Support: *CIT supports, counselor for SEL, social services support, monitoring group in Achievement Conferences, data teams.*

Free and Reduced Lunch:

- Challenge: *Make sure all have equitable opportunities; Lack of resources*
- Support: *21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams,data teams*

Racial/Ethnic Groups:

- Challenge: *Make sure all have equitable opportunities*
- Support: *21st Century Tutoring, monitoring growth in Achievement Conferences, Data Teams, data teams*

Students with IEPs:

- Challenge: *Make sure all have equitable opportunities; learning gaps are targeted*
- Support: *Monitoring IEP progress quarterly, Student Achievement Conferences, Data Teams Individual education plans for push-in and pull-out services focusing on students individual goals; monitoring growth in achievement conferences, data teams*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Book Fair with hand outs and power point of School Overview Report	*10/2*	
Parent Advisory Committee	*Monthly*	
Parent Conferences	*11/8-9* *4/24-25*	
Literacy Night	*Dec. TBD*	
Family Night	*Feb. TBD*	

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Lyon County School District

Fernley Elementary School

School Performance Plan: A Roadmap to Success

Fernley Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Jamie Henderson
School Website: www.fes.lyoncsd.org
Email: jsmith@lyoncsd.org
Phone: 775-575-3420
School Designations: ■ Title I ☐ CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on 9/25/23.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Jamie Henderson	**Principal(s)** *(required)*
Jennifer Bluhm	**Other School Administrator(s)** *(required)*
Kelly Simmons, Jessie Little, Carolyn Harry, Michele Jeakins, Michelle Guy	**Teacher(s)** *(required)*
Ariella Vasquez	**Paraprofessional(s)** *(required)*
Trezlyn Wieser	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Kristin Anders-Garcia (EL) Lindsay Parsons (SPED/ECE), Carolyn Harry(Resource)	**Specialized Instructional Support Personnel** *(if appropriate)*
Rosie Keithly	**College and Career Readiness Interventionist**

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/fernley_elementary_school/2023

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• *Averaged schoolwide, 52.2% of students improved placement from initial to final I-Ready diagnostic assessment.* • *40% of all FES students meet or exceed grade level standards on I-Ready diagnostic.* • *44% of FES students are only 1 grade level below standards on I-ready diagnostic. Total: 84% approaching, meeting, exceeding.*	• *49.8% (51%F-S) (47% W-S)Proficient on Math MAP assessment* • *46.8% (53%F-S) (48% W-S)Proficient on Reading MAP assessment* • *(Fall to spring includes 1st-4th grades)(Winter to Spring includes K-4th grades).*

Problem Statement: *Collective efficacy in math and ELA was not achievable without a comprehensive curriculum that provided common pacing, standards-based lessons, interventions, and assessments. Staff was not able to analyze schoolwide student achievement data in math and ELA that aligned with effective instructional/intervention strategies.*

Critical Root Causes of the Problem:

Achievement gaps are present due to a lack of common curricular strategy/intervention/assessment data to determine collective efficacy.

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Student Success	
School Goal:. By Spring of 2024, 80% of FES students will make individual growth goals in Math and Reading as measured by MAP and I-Ready assessment data. **Formative Measures:** • *MAP RIT at 60th percentile (SBAC predictor), Historical MAP growth data* • *I-Ready and HMH assessment data* • *Walkthrough Data* • *Data Team notes and teacher lesson plans: tracking strategy/intervention groups*	**Aligned to Nevada's STIP Goal:** ■ STIP Goal 1 ■ STIP Goal 2 ■ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: *Align MAP data with I-Ready and HMH curricular assessments to create individualized growth plans based on skill acquisition needed for advancement. Use I-Ready math and HMH ELA curriculum, materials and online resources as peer expected texts, tasks and assessment tools to increase Math and Reading growth. Pre-Assess, use Success Criteria, Post-Assess.*
By spring of 2024, 80% of students will meet individual growth goals, as measured by MAP data in data teams, PLCs, success criteria, and I-Ready/HMH curricular assessments.

Lead: *Who is responsible for implementing this strategy? FES teachers, admin, Teacher Leaders*

Evidence Level: 4.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Twice-monthly PLCs in Data Teams to analyze student and staff progress toward growth goals*
- *Weekly walkthroughs by administration team, using success criteria to document use of curriculum with fidelity. Walkthrough forms uploaded to Evaluwise*
- *Twice-monthly Data Teams/PLCs to analyze current student achievement/intervention data*
- *Weekly grade-level collaborative planning to create grade-level lessons using Success Criteria*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Site-based Teacher Leaders
- ELA and Math curriculum materials, pacing guides, success criteria
- PLC+ book and Playbook
- Data entry form
- Strategy resource book
- CCR interventionist

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Continue PLCs with fidelity and using new ELA curriculum with fidelity.*
- *Potential Solution: Admin sets expectations and attends all Data Team meetings to facilitate collective efficacy. Admin works with Teacher Leaders and the CIP team to maintain a system of data entry and analysis.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Site and Title 1 budgets

Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *using academic vocabulary due to language barriers*
- Support: *EL resources (Ellevations), EL teacher supports speaking, listening, reading and writing skills*

Foster/Homeless:

- Challenge: *Ensure all have equitable opportunities despite socio-economic/social-emotional hardships*
- Support: *Coordinate with counselor and CIT program for individual needs. Provide social emotional scaffolds through Second Step and PBIS.*

Free and Reduced Lunch:

- Challenge: *Ensure all have equitable opportunities despite lack of socio-economic resources.*
- Support: *ensure all children have time and access to breakfast and lunch (free to all)*

Migrant:

- Challenge: *N/A*
- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *ensuring all students have equitable opportunities to achieve within grade level content*
- Support: *track achievement, discipline, and intervention data across racial and ethnic groups to measure for disparities*

Students with IEPs:

- Challenge: *ensuring all students have equitable opportunities to achieve within grade level content*
- Support: *meet IEP goals and accommodations as well as ensure all students have access to grade level content*

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• *Averaged schoolwide, 52.2% of students improved placement from initial to final I-Ready diagnostic assessment.* • *40% of all FES students meet or exceed grade level standards on I-Ready diagnostic.* • *44% of FES students are only 1 grade level below standards on I-ready diagnostic. Total: 84% approaching, meeting, exceeding*	• *49.8% (51%F-S) (47% W-S) Approaching-Proficient on Math MAP assessment* • *46.8% (53%F-S) (48% W-S) Approaching-Proficient on Reading MAP assessment*
Problem Statement: All staff were not using prior ELA curriculum with fidelity and were supplementing with various programs. This resulted in staff not collectively analyzing and applying common data collected through MAP and curricular assessments to create strategy groups and common strategies aligning with student intervention needs. **Critical Root Causes of the Problem:** • *Teachers were not engaging in collective ELA data analysis and application because there was not a comprehensive curriculum available.*	

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Adult Learning Culture	
School Goal: By Spring 2024, 100% of classroom teachers will collaboratively participate in twice-monthly PLCs with the administration team, as measured by Data Team agendas, attendance, and meeting notes. . **Formative Measures:** • *MAP RIT at 60th percentile (SBAC predictor), Historical MAP growth data* • *Walkthrough Data* • *Data Team(PLC) notes and teacher lesson plans: tracking strategy/intervention groups*	**Aligned to Nevada's STIP Goal:** ■ STIP Goal 1 ■ STIP Goal 2 ■ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: grade levels meet bi-monthly in Data Teams/PLCs, and whole-staff meets monthly to analyze the curricular data trends and application process to drive instruction and intervention processes.

Evidence Level: 4

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Twice-monthly accountability measures in PLC meetings using data collection sheets and shared meeting notes with grade levels and administrative team*
- Monthly professional development around I-ready math, HMH, NWEA and available strategic interventions to help guide data talks during twice-monthly PLC meetings.
- Weekly walkthrough feedback provided to staff and uploaded to Evaluwise using success criteria
- Provide opportunities for peer observations twice per quarter

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *I-Ready math curriculum*
- *HMH ELA curriculum*
- *PLC+ book and playbook*
- *NWEA web-based resources*
- *Staff PD to guide data collection, analyzation, and application*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Staff is not fully familiar with HMH curriculum and will require regular PD in order to understand the assessments, interventions, and data provided by HMH.*
- *Potential Solution: Provide guidance and PD to assist staff in the data collection, analysis, and application processes through weekly PLC meetings, achievement conferences, and bi-monthly whole-staff collaboration meetings.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Site budget and Title 1 budget.*

Lead: *Who is responsible for implementing this strategy? FES teachers, Admin, and Teacher Leaders*

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following*

student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?
English Learners ● Challenge: *using academic vocabulary due to language barriers* ● Support: *EL resources (Ellevations), EL teacher supports speaking, listening, reading and writing skills* **Foster/Homeless:** ● Challenge: *Ensure all have equitable opportunities despite socio-economic/social-emotional hardships* ● Support: *Coordinate with counselor and CIT program for individual needs.. Provide social emotional scaffolds through Second Step and PBIS.* **Free and Reduced Lunch:** ● Challenge: *Ensure all have equitable opportunities despite socio-economic hardships.* ● Support: *ensure all children have time and access to breakfast and lunch (free to all).* **Migrant:** ● Challenge: *N/A.* ● Support: *N/A* **Racial/Ethnic Groups:** ● Challenge: *ensuring all students have equitable opportunities to achieve within grade level content.* ● Support: *track achievement, discipline, and intervention data across racial and ethnic groups to measure for disparities.* **Students with IEPs:** ● Challenge*: ensuring all students have equitable opportunities to achieve within grade level content.* ● Support: *meet IEP goals and accommodations as well as ensure all students have access to grade level content.*

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Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
● *Staff Needs Assessment: 82% of staff responded by anonymous survey. 100% of those responding indicated FES is a student-first environment, and positive school culture and staff morale has increased from previous year.*	● *428 minor and major behavior referrals submitted in the 22/23 school year.*
Problem Statement: *There is no Tier 2 academic or behavior data collection or intervention system in place to assist students and staff with interventions meeting the students' needs.*	

Critical Root Causes of the Problem:

- *Achievement Gaps due to schoolwide, anti-social, maladaptive behavior incidents. When students and staff don't have a consistent Safe and Respectful learning environment, achievement gaps are present despite the availability of rigorous, peer-expected texts, tasks, and curriculum.*

Connectedness

School Goal: *By June 14th, 2024, student behavior referrals in PBIS Rewards and Referrals will decrease at least 10% from 428 total minor and major referrals in the 2022/2023 school year.*

Formative Measures:

- *College and Career Readiness Interventionist strategy groups, Counselor teaches Second Step every other week with every class (observational data and attendance records), monthly character education program through Camfel Productions, PBIS Rewards and Referral data, weekly Spirit Stick nominations, weekly student and staff recognition data, Restorative Practices are modeled and required for student discipline.*

Aligned to Nevada's STIP Goal:

- ■ STIP Goal 1
- ■ STIP Goal 2
- ■ STIP Goal 3
- ☐ STIP Goal 4
- ☐ STIP Goal 5
- ☐ STIP Goal 6

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Improvement Strategy: CCRI working with strategic groups to match students with appropriate interventions. Creation of a Tier 2 PBIS team. Utilizing PBIS rewards app to analyze student discipline data, communicate the data to staff monthly, and develop positive reinforcement incentives for school appropriate behavior.

Evidence Level: 4

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Reframe the Tier 2 PBIS system with fidelity.*
- *CCRI works with student identified as high-risk in strategy intervention groups*
- *Professional development in Restorative practices when student behavior incidents occur*
- *All students in every class receive Second Step instruction twice per month*
- *Create a weekly positive recognition program for both students and staff*
- *Provide PBIS signage around campus to remind students and staff of expected behaviors*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Tier 2 PBIS manual, time for monthly Tier 1 and 2 PBIS meetings, and monthly PBIS PD for whole staff*
- *CCRI Interventionist-access to curricular and behavioral intervention and data collecction systems*
- *Restorative practices professional development*
- *Second Step curriculum and scheduled time during specials schedule*
- *Spirit Sticks to award weekly*
- *Data collection tools for PBIS, Second Step, and Restorative practices*
- *Camfel Productions online programming*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: New process for requesting assistance with a student through the Tier 2 PBIS Team.*
- *Potential Solution: Provide PD for the staff on the Tier 2 process and communicate progress of the Tier 2 student study team meetings to the staff.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Site and Title 1 budgets*

Lead: *Jamie Henderson, Jennifer Bluhm, CIP team, School Counselor, College and Career Readiness Interventionist, Tier 2 PBIS Team, FES instructional staff*

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *using academic vocabulary due to language barriers*
- Support: *EL resources (Ellevations), EL teacher supports speaking, listening, reading and writing skills*

Foster/Homeless:

- Challenge: *Ensure all have equitable opportunities despite socio-economic/social-emotional hardships*
- Support: *Coordinate with counselor and CIT program for individual needs.. Provide social emotional scaffolds through Second Step and PBIS.*

Free and Reduced Lunch:

- Challenge: *Ensure all have equitable opportunities despite socio-economic hardships.*
- Support: *ensure all children have time and access to breakfast and lunch (free to all).*

Migrant:

- Challenge: *N/A*
- Support: *N/A.*

Racial/Ethnic Groups:

- Challenge: *ensuring all students have equitable opportunities to achieve within grade level content.*
- Support: *track achievement, discipline, and intervention data across racial and ethnic groups to measure for disparities*

Students with IEPs:

- Challenge: *ensuring all students have equitable opportunities to achieve within grade level content.*
- Support: : *meet IEP goals and accommodations as well as ensure all students have access to grade level content*

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School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Meet the Teacher Night.	*8/30/2023*	• *Families met teachers, viewed curriculum, and viewed classrooms*
Parent Advisory Meeting	*9/12/23*	• *Intro to the new year, new initiatives, new curriculum, questions concerns*
		.

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Lyon County School District

Fernley High School

School Performance Plan: A Roadmap to Success

Fernley High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Ryan Cross
School Website: www.fhs.lyoncsd.org
Email: rcross@lyoncsd.org
Phone: 775.575.3400
School Designations: XTitle I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on 10/3/22

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Ryan Cross	**Principal**
Chrissy Haas	**Other School Administrator(s)** *(required*
Cory Sanford	**Other School Administrator(s)** *(required*
Paul Sullivan	**Other School Administrator(s)** *(required*
Patrick Whitehead	**Teacher(s)** *(required)*
Teresa McCallum	**Teacher(s)** *(required)*
Kaylea Dunn	**Teacher(s)** *(required)*
Shannon Ross	**Teacher(s)** *(required)*
Jackie Kingston	**Teacher(s)** *(required)*
Kristi Varner	**Teacher(s)** *(required)*
Heather Sanchez	**Paraprofessional(s)** *(required)*
Mary Jo Glass	**Parent(s)** *(required)*
Shaylee Gavin	**Student(s)** *(required for secondary schools)*
Ralph Dunn	**Tribes/Tribal Orgs** *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add additional members/roles as necessary	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• *Our overall graduation rate (84.62%)is slightly higher than the state average of 81.3%.*	• *FHS is working toward a graduation rate of 90% or higher.*

Problem Statement: There is a significant gap, 0.8, between our 11th grade ACT scores, English, Math and Science, compared to the state data.

Critical Root Causes of the Problem:

- Gaps in curriculum over the last two years, insufficient focus on ACT specific strategies, Academic Plans developed yearly, Remediation strategies not fully implemented over the pandemic.

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Student Success

School Goal: Fernley High School will achieve a graduation rate of 90% or higher.

Formative Measures:

- Each quarter FHS administration and counselors will monitor student progress through the Infinite Campus Early Warning system. We will identify students who are at risk of not obtaining the necessary credits and intervene as appropriate for each individual. The College and Career Readiness Coach will assist with parent contacts and placement in tutoring.

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1	X STIP Goal 2
X STIP Goal 3	☐ STIP Goal 4
X STIP Goal 5	☐ STIP Goal 6

Improvement Strategy: FHS will provide after school tutoring for students to receive additional help in all subjects.

Evidence Level: 1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 3- Promising

What Works Clearinghouse indicates this strategy is a level 3).

Action Steps: *What steps do you need to take to implement this improvement strategy?*

Create tutoring sessions for Monday, Tuesday, Wednesday and Thursday for one hour.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Staffing for tutors
- A funding source for compensation @ $26 per hour
- **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*
- Communication with parents and students
- Transportation for those students who must ride the bus
- Securing enough staff for tutoring sessions
- Staff knowledge in all content areas or finding enough staff who have expertise in core content areas
- *Implementation Challenge: Finding staff and a suitable location for tutoring.*
- *Potential Solution: Offer the negotiated rate, a rotating schedule with flexibility, online and in person tutoring.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1A*

Lead: *Who is responsible for implementing this strategy*
Administration
Counseling
College and Career Readiness Coach

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Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*
English Learners ● Challenge: *Communicating with parents may be a challenge.* ● Support: Provide documents in home language, peer support for language understanding of content **Foster/Homeless:** ● Challenge: *Transportation is usually the biggest challenge.* ● Support: Provide access to resources inside and outside of the school day **Free and Reduced Lunch:** ● Challenge: *Transportation and access to technology outside of the school is usually the greatest challenge.* ● Support: Provide access to resources inside and outside of the school day **Racial/Ethnic Groups:** ● Challenge: *Transportation and access to technology outside of school is an issue..* ● Support: Provide access to resources inside and outside of the school day. Give students the option to attend virtually and provide them with a device and Wi-Fi. **Students with IEPs:** ● Challenge: *Many students are working to their potential, but may not be able to access the given curriculum successfully.* ● Support: Provide resources and accommodations for students to access the content and resources

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Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
● *FHS has a balance of veteran, experienced teachers and teachers that are new to the profession.*	● *FHS would benefit from a decreased staff turnover rate.*

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

Problem Statement: NEPF school rating averages were 0.10 points lower on Instructional Standard 4 and Professional Standard 2.

Critical Root Causes of the Problem:

- Staff have limited access to instructional coaching beyond their immediate supervisor to improve on the NEPF standards of quality instruction.

Adult Learning Culture

School Goal: FHS will increase its average NEPF score on Instructional Standard 4 and Professional Standard 2 by 0.10 during the 2023-24 school year.

Formative Measures:

- *NEPF Data collected in 23-24.*

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1 X STIP Goal 2

☐ STIP Goal 3 ☐ STIP Goal 4

☐ STIP Goal 5 X STIP Goal 6

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Improvement Strategy: *FHS Teacher Leaders will meet weekly with new teachers to provide PD, collaboration and observational feedback.*

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 3- Promising

What Works Clearinghouse indicates this strategy is a level 3 intervention).

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Provide PD weekly to new teachers by our Teacher Leaders
- Conduct peer observations monthly of new teachers
- Facilitate requests for classroom observations of teacher leaders by all staff
-

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Designated Teacher Leaders*
- *Curriculum Department Support*
- *Substitute teachers as needed*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Substitute teacher availability has been a major challenge.*
- *Potential Solution: We can look at matching prep times between teacher leaders and those receiving professional development to avoid the need for a sub.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *TL funding provided by the district through an ESSERS grant*
- *Curriculum Department support is provided upon request*

Lead: *Who is responsible for implementing this strategy?*
Administration
Teacher Leaders

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Communicating with parents may be a challenge.*
- Support: *Should it become necessary to communicate with parents regarding this goal, bilingual staff can be utilized to assist.*

Foster/Homeless:

- Challenge: *CIT students may present unique challenges to new staff due to poor attendance, lack of home support, etc.*
- Support: *Teacher Leaders, counselors, and administration can assist by providing ideas for working around these barriers. Their experience will be beneficial to those new to the profession.*

Free and Reduced Lunch:

- Challenge: *Attendance is often an issue with the FRL population. Poor attendance can impact a teacher's ability to connect with students and with their ability to help students achieve academic goals.*
- Support:. *By collaborating with new staff, Teacher Leaders will be able to share successful interventions that have worked in other classrooms, such as grading for mastery.*

Migrant:

- Challenge: *FHS does not have an identified migrant population.*
- Support:

Racial/Ethnic Groups:

- Challenge: Some racial/ethnic groups will encounter a language barrier.
- Support: TLs, administration, and the ELL staff will assist new teachers with strategies and solutions for effectively communicating and engaging students in metacognitive activity to increase understanding of and responsibility for their own learning.

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Students with IEPs:

- Challenge: *Some students with disabilities have behaviors that interfere with their academic success.*
- Support: *TLs and administration will coach staff developing routines and procedures to help manage classroom behaviors for all students.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• *Results of the most recent Nevada School Climate/Emotional Learning Survey (NVSC/ELS) indicate students from almost all sub-pops responded favorably to questions about engagement and safety at school.*	• *Even though results were favorable, scores were below LCSD averages.*
Problem Statement: Fernley High School is on average 30 points lower than the Nevada state average in the areas of Engagement and Safety. Specifically, FHS scored a 337 on Cultural and Linguistic Competencies; a 332 on Relationships; 354 on Physical Safety; and 314 on Emotional Safety.	

Critical Root Causes of the Problem:

- FHS has scored a 72 on the Nevada Climate Survey last year. Not all students feel connected to FHS, the staff or other students.

Connectedness

School Goal: All Fernley High School Students are provided a positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement. **Formative Measures:** ● *Regarding survey questions about feeling a sense of belonging, FHS students will move from 72% (22-23) to 90% responding positively as measured on the NV-SCELS Survey administered in the spring of 2024.*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 X STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 X STIP Goal 5 X STIP Goal 6

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Improvement Strategy: In addition to continued implementation of the PBIS Program, FHS will implement Character Strong social/emotional learning curriculum during the 23/24 school year.

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 1- Strong

What Works Clearinghouse indicated this strategy is a Level 1 intervention.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

FHS will fully implement Character Strong in all Advisory classes during the 23-24 school year. Administration will monitor implementation through classroom observations and through self-reporting by advisory teachers to administration on a monthly basis.

Resources Needed: *What resources do you need to implement this improvement strategy?*

Access to Character Strong Curriculum, staff training

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Finding time for professional development*
- *Potential Solution: Designate time during collaboration periods for staff to attend meetings and develop training plans.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *District Resources, General Budget*

Lead: *Who is responsible for implementing this strategy?*
Administration

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Communicating with students can be a challenge.*
- Support: *Creating informal support groups, such as a Spanish Language club, may help some of our EL Students feel more connected to FHS. Additionally, providing informational materials in Spanish when possible would be beneficial.*

Foster/Homeless:

- Challenge: *Attendance at school can be a problem, and attendance becomes more prevalent for after-school events.*
- Support: *CIT supports, counseling supports, and school social worker supports can all be utilized.*

Free and Reduced Lunch:

- Challenge: *FRL students may have difficulties participating in after-school events due to reliance on school transportation.*
- Support: *When possible, school events will be held during school hours for things like pep assemblies.*

Migrant:

- Challenge: *N/A*
- Support: *N/A*

Racial/Ethnic Groups:

- Challenge: *Some sub-populations gave less favorable responses in the survey compared to the population as a whole, indicating certain racial/ethnic groups feel less connected or safe than the school population as a whole.*
- Support: *Culturally centered clubs or groups might be beneficial for some students.*

Students with IEPs:

- Challenge: *Student data on the NVSC/SEL Survey is not disaggregated by this measure.*
- Support: *N/A*

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School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
FHS Freshman Orientation	*8/22/23*	• *We had a lot of participation from our 9th grade families. Based on schedule requests submitted, approximately 80% participated. Students and families are educated about the requirements for graduation, academic standards for participation in extracurricular activities, and about the many opportunities for elective course work.*
FHS Open House	*8/30/23*	• *We estimate 750-800 participants attended open house. Students/Parents learn about graduation requirements and efforts being made to improve our school community, such as the implementation of Character Strong.*

FHS College Fair	*9/27/24*	• *Representatives from Colleges, Universities, the Military, Trade Schools, and Community Colleges will be on hand to present opportunities and answer questions. This event is open to all students and parents. Parents learn about the different pathways to graduation and how they impact students after graduation. Parents will have opportunities for input.*
2023 Construction Career Day	*10/13/23*	• *Students have been invited to meet local business leaders to learn about careers in the construction agency. Partner agencies in turn learn about our school's efforts to engage students in CTE programs and what efforts FHS/LCSD makes to prepare students for post-high school employment. Business partners will have opportunities to provide input/suggestions for improvement of programs.*
Planning for College Information night	*TBA*	•
FAFSA Information Night	*10/5/23*	• *Seniors and parents of seniors will be invited to a college planning/FAFSA application training. Representatives from Western Nevada College will be on hand to assist with the presentation. Parents will be given opportunities to ask question and provide feedback so we can better assist them through this process.*

Lyon County School District

Fernley Intermediate School

School Performance Plan: A Roadmap to Success

Fernley Intermediate School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Blake Cooper
School Website: https://www.fis.lyoncsd.org/en-US

Email: bcooper@lyoncsd.org
Phone: 775-575-3390
School Designations: xTitle I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on 10/1/23.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Blake Cooper	**Principal(s)** *(required)*
Farrah Alexander	**Other School Administrator(s)** *(required*
Diana McDowell, Kelly Ward, Jessie Weller, Tricia Strasdin, Kelsey Fagundes, Tracy Fox, Carlie Fagundes	**Teacher(s)** *(required)*
Judith Crow	**Paraprofessional(s)** *(required)*
Pam Martinez, Vanessa Tibbals	**Parent(s)** *(required)*
NA	**Student(s)** *(required for secondary schools)*
Pyramid Lake Paiute Tribe (Jannet Davis)	**Tribes/Tribal Orgs** *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add additional members/roles as necessary	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at
https://drive.google.com/file/d/1zJpifhgCHUfQBcHvuf65VIUjyL2cT5DX/view?usp=drive_link

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• *Morning announcements/daily reminders* • Week of Respect • T2 PBIS/MTSS (PD, and implementation) • Respect Lessons • Events that build parent engagement and student engagement (For example Falcon Perch)	• *Restorative Practices implementation and use needs to improve (PD and learning is needed)* • Moving to T2 with MTSS/PBIS • Wednesday Be Kind Days can improve with more strategic implementation • Implementation of district adopted curriculum for SEL

Problem Statement: *The data shows that our social emotional competence is below the district average. FIS students will need to acquire the knowledge, attitudes and skills necessary to achieve self-awareness, self-management, social awareness, relationships skills and responsible decision making. (CASEL Competencies)*

Critical Root Causes of the Problem:
Post pandemic relationships and social awareness have faced challenges in our school . In our community we have 3 Elementary schools entering Intermediate. This creates a challenge for some students in SEL areas.

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Student Success	
School Goal: *Based on the data that FIS achieved 65% on the NV-SCSEL Social and Emotional Competence Survey, students will increase their social/emotional skills in the following areas: relationships, physical safety, emotional safety and self-management by achieving 75% on our overall results in the NV-SCSEL Social and Emotional Competence Survey. In addition, 75% of FIS students will take the NV-SCSEL Social and Emotional Competence Survey in Fall and Spring.*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4

Formative Measures: • *SBAC/MAP/iReady/HMH*	☐ STIP Goal 5 x STIP Goal 6

Improvement Strategy:

- All staff will review LCSD Student Bill of Rights at the beginning of 2023-2024 school year. All certified classroom teacher will review LCSD student bill of rights with students.
- Wednesday SEL/PBIS Videos, Be Kind Wednesday (Assembly Topic), Falcon Pride
- PBIS Expectations reviewed daily in announcements and quarterly in the classroom. PBIS rewards to motivate and encourage positive behaviors at FIS. (In class review of points, expectations, why we earn, consistent conversations)
- Week of Respect
- Weekly Review of attendance with check in's with families. Home visits and phone calls will be done by Admin, secretaries, and counselors.
- Spirit assemblies will include SEL, Team Builders, PBIS Expectation reminders.
- Community/Parent Events. (Falcon Perch), Positive contact logs from staff. Facebook/Website engagement etc.

Lead: *Who is responsible for implementing this strategy?*
Be Kind-All Staff
Bill of Rights-All Staff
SEL Curriculum-assistance form district and leaders.
Falcon Perch-Administration

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Evidence Level:

Newsela

All Grades: Continuous Improvement, Literacy, Numeracy, Progress Monitoring

New in 2020 with Nevada Department of Educations

Evidence Level 4

-CASEL

Parent Engagement

Focusing on improving the family-school relationship leads to measurable benefits for students, teachers, and the school, confirmed by recent research.

Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates.
Research supports the value of parental involvement in education at all levels of education but emphasizes the elementary grades. Research has shown that elementary grades were a direct predictor of middle and high school grades. With research indicating that the academic performance of students is directly influenced by the level of parental involvement, it is crucial for schools to take initiative in fostering parental involvement at this early age.

Evidence Level 4

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- -Monthly Reflection with departments/grade levels during PLCs
- -Insert in PD to prepare, give a day/morning/afternoon to take this survey at the same time. (Rosters attached to check off completion rate etc.)
- -Data Dig to show where we can improve and help meet our students' needs.
- -Track and create goal around same students at FIS 5-6
- *Take NV-SCSEL Surveys with classroom teacher/teacher guided*
- *Attitude of Gratitude (Peer to peer, student to staff, staff to staff, staff to student) (Quarterly in Specials)*
- *Wednesday Videos*
- *Daily Pledge*
- *PBIS and IC Reports will identify high need areas and students*
- *PBIS Student Store*
- *PBIS Monthly Fun Friday Event*
- *Community/Parent Involvement with engagement events*
- *Counselor co-teach one SEL lesson in each classroom to get our staff comfortable with the process*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *SEL Curriculum materials for each staff member*

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- *Energy Bus Books implemented again for the 23-24 school year for new staff to FIS*
- *PBIS Rewards App Budgeted/Token Rewards*
- *Family Engagement Night Food and Materials*
- *PBIS Monthly Fun Friday Event Items Needed*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Time to Teach SEL components
- Student Awareness of PBIS Points and Purpose
- Implementing a system where 100% or most of students take the survey

- *Implementation Challenge: Survey being opt in is a challenge and ensuring the questions are age appropriate. Curriculum for K-5 SEL (Second Step)-time to teach this program is a challenge.*
- *Potential Solution: Send opt in early as possible. Staff PD with expectation on how and what we need from this survey.*

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Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Curriculum-District purchased*
- PBIS coming out of Title 1 funds
- General budget-Training for SEL implementation

Resource Equity Supports[1]: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Scheduling push in time with 27 regular education teachers is a challenge for our EL staff at FIS.*

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- Support: *FIS Chromebook Translating (Set by IT), Accountable Talk,* Picture Support for PBIS Rewards

Foster/Homeless:

- Challenge: *Attendance with follow up and follow through.*
- Support: Counselor Groups, Backpack Program w/ PBIS Rewards incorporated

Free and Reduced Lunch:

- Challenge: *No challenges at this moment. The only issue we can foresee is when Free Breakfast and Lunch ends in the future and having a plan for* the future.
- Support: Free Breakfast and Lunch through 2024,Food Gift Cards

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Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

- Challenge: *Communication and follow through from FIS to tribal has been a challenge.*
- Support: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships. This will be done by having our counselor connecting with Pyramid Lake Paiute Tribe (Jannet Davis) and Mrs. Burns EL instructor. The CIP team will connect with outside organizations to build a relationship and to support students and families.*

Students with IEPs:

- Challenge: *Last year FIS had challenges with SPED staff. We have solved this issue this year by hiring a full SPED staff.*

Support: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• *PLC's and collective teacher efficacy is high at FIS.* • Admin and school leaders created a block in the master schedule to allow for interventions.	• *Find consistency and research based materials to implement interventions. FIS has iReady Mypath Egenuity Mypath, LLI, and will need more resources to meet the needs of almost 700 students.*

Problem Statement: *FIS is focused on continued improvement. Access to differentiated materials and research-based interventions to help with learning gaps.*

Critical Root Causes of the Problem:

- *Implementing new Math/ELA Curriculum (i-Ready), ELA (HMH), Staff buy in with new curriculum. Staffing (LTS's, Paid Interns, etc. in teaching positions)*

Adult Learning Culture	
School Goal: FIS will go from 15% of staff implementing MTSS (Academic/Behavioral) interventions to 80% of staff implementing specific and strategic interventions as measured by student growth (iReady, MAP, HMH, PBIS, IC). **Formative Measures:** • *SBAC/MAP/iReady/HMH*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 x STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

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Improvement Strategy:

- PLCs
- Schedule built (45 min block each day)
- Common intervention curriculum
- CCRI position
- LETRS

Evidence Level: *Goal 2: All students have access to effective educators.*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Monthly Reflection with departments/grade levels during PLCs
- *Best Practices PD*
- *Walkthroughs admin and LCSD team*
- *Work with teachers at data meeting and track*
- *Allow for team planning time to create lesson planning*
- *FIS 5th/6th grade team is implementing i-ready Math curriculum and HMH ELA curriculum*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *ELA and Math Curriculum materials*
- *Time for collaborative planning*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge: Staff buy-in, consistency and time. Training for HMH, train the trainer model issue with time.*
- *Potential Solution: Check in with staff, PLC conversation, expectations clear*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *CCR*I-Grant funding
- HMH trained staff to help FIS implement T1 curriculum.

Lead: *Who is responsible for implementing this strategy?*
All certified staff will implement interventions.

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to*

support them to overcome these challenges?

English Learners

- Challenge: *Scheduling push in time with 27 regular education teachers is a challenge for our EL staff at FIS.*
- Support: *FIS Chromebook Translating (Set by IT), Accountable Talk,* Picture Support for PBIS Rewards

Foster/Homeless:

- Challenge: *Attendance with follow up and follow through.*
- Support: Counselor Groups, Backpack Program w/ PBIS Rewards incorporated

Free and Reduced Lunch:

- Challenge: *No challenges at this moment. The only issue we can foresee is when Free Breakfast and Lunch ends in the future and having a plan for* the future.
- Support: Free Breakfast and Lunch through 2024,Food Gift Cards

161

Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

- Challenge: *Communication and follow through from FIS to tribal has been a challenge.*
- Support: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships. This will be done by having our counselor connecting with Pyramid Lake Paiute Tribe (Jannet Davis) and Mrs. Burns EL instructor. The CIP team will connect with outside organizations to build a relationship and to support students and families.*

Students with IEPs:

- Challenge: *Last year FIS had challenges with SPED staff. We have solved this issue this year by hiring a full SPED staff.*
- Support: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• *Quarterly parent positive contact* • Family participation (Falcon Perch, Veterans Day and other events)	• *Partnering with families with academics and behavior to improve.* • Communication with families (email, website, Remind, All Call IC)

Problem Statement: FIS would like to have more family engagement as this is a high yield strategy to improve student achievement and connectedness.

Critical Root Causes of the Problem:

- *Since 19-20 and 20-21 FIS has had limited opportunities for parent engagement. The parent engagement has improved over the past two school years and we will build on this to continue connectivity with families.*

Connectedness	
School Goal: *Increase parent and community involvement by tracking family engagement activities throughout the year. Based on the data, 62% of families attended our Back to School Night in Fall 2023, we will increase our parent involvement at future events during the 23-24 school year.* **Formative Measures:** • *Climate Survey/Attendance*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 x STIP Goal 3 ☐ STIP Goal 4 x STIP Goal 5 X STIP Goal 6

Improvement Strategy:

- **Common communication with academic plan for students**

Evidence Level:
(1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:*
Parent Engagement: *Focusing on improving the family-school relationship leads to measurable benefits for students, teachers, and the school, confirmed by recent research. Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. Research supports the value of parental involvement in education at all levels of education but emphasizes the elementary grades. Research has shown that elementary grades were a direct predictor of middle and high school grades. With research indicating that the academic performance of students is directly influenced by the level of parental involvement, it is crucial for schools to take initiative in fostering parental involvement at this early age. Evidence Level 4*

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Monthly Reflection of CIP Goals with departments/grade levels during PLCs
- *Implement planned events (Details within outreach events)*
- *PAC (Parent Advisory Committee) and discuss CIP and student achievement data/SEL survey data etc.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Money for events (Food, Materials, Gift baskets, books, prizes)*

Challenges to Tackle: *What implementation challenges do you anticipate What are the potential solutions?*

- *Implementation Challenge:* Accuracy of tracking data (Sign in's etc.), Getting families here, Communication
- *Potential Solution: Clear expectations with staff and creating a consistent sign in sheet for families.*

Lead: *Who is responsible for implementing this strategy?*
Administration will plan events and FIS student Leadership program will help implement these events.

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Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *FIS will utilize Parent Involvement category of Title 1 funds. Any money raised will be deposited into Student Activities fund to help with future student activities.*

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Scheduling push in time with 27 regular education teachers is a challenge for our EL staff at FIS.*
- Support: *FIS Chromebook Translating (Set by IT), Accountable Talk,* Picture Support for PBIS Rewards

Foster/Homeless:

- Challenge: *Attendance with follow up and follow through.*
- Support: Counselor Groups, Backpack Program w/ PBIS Rewards incorporated

Free and Reduced Lunch:

- Challenge: *No challenges at this moment. The only issue we can foresee is when Free Breakfast and Lunch ends in the future and having a plan for* the future.
- Support: Free Breakfast and Lunch through 2024,Food Gift Cards

Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

- Challenge: *Communication and follow through from FIS to tribal has been a challenge.*
- Support: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships. This will be done by having our counselor connecting with Pyramid Lake Paiute Tribe (Jannet Davis) and Mrs. Burns EL instructor. The CIP team will connect with outside organizations to build a relationship and to support students and families.*

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Students with IEPs:

- Challenge: *Last year FIS had challenges with SPED staff. We have solved this issue this year by hiring a full SPED staff.*
- Support: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships.*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Back to School	8/30/23 5:00-7:00pm	-Families appreciated an open house in-person -Principal was able to introduce to families and give important dates/reminders. -Teachers were able to make connections and begin relationship building with family.

Falcon Perch	September-June	Families are able to come in during their child(s) lunch and spend the time with them. Our Falcon Perch is held the second Friday of each month.

Veterans Day	11/9/23	This event give FIS the chance to honor all service members. Students in leadership take a trip to the Veterans.
Outdoor Education Day	10/25/23	This event is for the 6th grade class. Students rotate through 12 stations all with a focus on elements of the outdoors. The event ties in with STEM learning taking place in each class.
Student of the Month	Monthly	Teachers select a student or two that have stood out in and out of the classroom each month. Administration visits each class reading the kind words about the students. Students receive a certificate and a pencil.
STEM Festival	TBD-Spring 2024	*TBD*
Spring Festival	5/9/23	This event welcomes our families to play games, meet staff and take part in a silent auction. All monies raised go toward our Student Assistance Fund.

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Lyon County School District

Riverview Elementary School

School Performance Plan: A Roadmap to Success

Riverview Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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Principal: Rachel Kuhn
School Website: **https://www.res.lyoncsd.org/**
Email: rkuhn@lyoncsd.org
Phone: 775-246-6170
School Designations: ☐Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on August 30, 2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Rachel Kuhn	**Principal(s)** *(required)*
Kaytlain Castaneda	**Other School Administrator(s)** *(required*
Jerri Kerns, Deby Ranft, Bridget Thompson, Kim Camou, Lana Frusteri, Stephanie Clark, Heather Kudson, Terrance Fontes, Kim Lehl	**Teacher(s)** *(required)*
Jeanneatte Woitas	**Paraprofessional(s)** *(required)*
Jennifer Hunn	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
Virginia Armstrong	**Specialized Instructional Support Personnel** *(if appropriate)*
Add additional members/roles as necessary	

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School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/riverview_elementary_school/2023/nspf/

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• According to the iReady Fall math diagnostic assessment, student's scores are higher at the beginning of this school year than they were in the Fall of 22-23 school year.	• Overall student scores were in the 37th percentile on the Fall Reading MAPs test this year, compared to the 39th percentile on the Fall Reading MAPs test in the Fall of 22-23 school year.

Problem Statement: Students reading scores have not improved

Critical Root Causes of the Problem:

- Teachers were not using the same curriculum or reading and writing strategies across grade levels.

Student Success

School Goal: Students reading MAP scores will increase by 10% from Fall-Spring so that by the 2025-2026 school year 50% of students will be proficient on the reading Fall MAPs assessment.

Formative Measures:

- MAP assessment
- HMH assessment

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1 ☐ STIP Goal 2

☐ STIP Goal 3 ☐ STIP Goal 4

☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Teachers will effectively implement HMH Into Reading curriculum with fidelity, supplement K-3 phonics curriculum with Really Great Reading phonics, 4-6 grade word study, providing differentiation through small groups, CCRI working with students, providing tutoring

Evidence Level: Level 1: Teachers will use adopted curriculum and programs with fidelity to ensure all students receive the same general instruction and specific differentiated strategies.

Action Steps:

- Additional training and support for teachers implementing HMH
- Effective use of data including HMH assessments, MAP scores, phonics screeners, and RAP plans to provide interventions and guide instruction
- Weekly PLC meetings to commonly plan and analyze student work
- Achievement conferences to track student achievement (Oct. and Mar.)

Resources Needed:

- Experts on HMH curriculum for onsite training
- Title funds to pay for tutoring
- Time for collaboration and planning to effectively implement HMH curriculum

Challenges to Tackle:

- *Implementation Challenge:* Teachers effectively implementing HMH curriculum with fidelity
- *Potential Solution:* Supporting teachers by providing training on implementation of HMH curriculum. Administrators conducting fidelity checks on the implementation of HMH. Keeping a positive outlook on new curriculum.

Funding:

- Title I funding for after school tutoring
- General budget monies for possible onsite HMH training

Lead: *Teachers are responsible for implementing this strategy and administrators are responsible for providing support and conducting fidelity checks to ensure all teachers are effectively implementing HMH curriculum.*

Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- Challenge: Communication barriers between teachers and students and their families
- Support: Use of HMH Curriculum's Spanish version. Use of our parent communication system, ParentSquare to translate information to Spanish. New EL para professional to provide additional support to students in classroom. Use of Ellevations with EL students.

Foster/Homeless:
- Challenge: Students are worried about basic needs. Students may come hungry, dirty, and cold.
- Support: Ensuring students get qualified as CIT so we can provide support to help them be safe and successful at school.

Free and Reduced Lunch:
- Challenge: Students only meals for the day is at school.
- Support: Ensure students have enough time to eat their free breakfast and lunch. Make sure students who qualify are getting food bags every week.

Migrant:
- Challenge: Students do not speak English and are transitioning to an entirely different culture than they have known their whole lives.
- Support: Ensure students have all needed materials for school. Make sure families fill out SRQ forms to see if they qualify as CIT and can get extra supports. Provide support through EL qualification. Use of google translate, ParentSquare, and other versions of HMH and assessments so students are successful.

Racial/Ethnic Groups:
- Challenge: Bias toward students from peers and adults.
- Support: Track data across racial groups to measure if any disparities exist and address any disparities.

Students with IEPs:
- Challenge: Students cannot independently access curriculum and grade level standards.
- Support: Providing appropriate modifications and accommodations through IEP goals and resource time to ensure gaps are filled and students are growing toward grade level proficiency.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• Teachers participate in weekly PLC meetings having rigorous discussion while analyzing student work and data • Teachers collaborate weekly on the implementation of iReady and HMH curriculum.	• Not all teachers at RES utilize the use of small group instruction
Problem Statement: Some teachers struggle with the management of small groups and what interventions to use to differentiate instruction for all students	

Critical Root Causes of the Problem:

- Teachers have received different training on HMH curriculum and interpret the implementation differently
- Some teachers do not see the benefit of small group instruction

Adult Learning Culture

School Goal: RES teachers will improve instruction through the use of small groups and differentiated instruction during ELA and math instruction.

Formative Measures:

- Improved math scores on the iReady diagnostic
- Improved reading scores on HMH and MAPs assessments
- Administrative observations

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1 ☐ STIP Goal 2

☐ STIP Goal 3 ☐ STIP Goal 4

☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Teachers will participate in peer observations in teacher leaders classrooms to witness different management styles of small group instruction.

Evidence Level: Level 3: Teachers and admin will work collaboratively to improve instructional opportunities for students through collaborative learning.

Action Steps:

- Find roving substitutes for teachers to be able to participate in peer observations
- Support teacher learning about differentiated interventions through professional development and trainings

Resources Needed:

- Expert teachers and trainers to support teachers learning about interventions
- Collaboration time for teachers to debrief observations and plan for small groups

Challenges to Tackle:

- *Implementation Challenge:* Trust amongst staff to allow peers to come observe them teaching
- *Potential Solution:* Start with teacher leaders and increase trust amongst staff through open, honest collaboration

Lead: Administrators are responsible for finding substitutes to cover teachers in order to participate in peer observations. Administrators responsible for creating a trusting culture among staff. Teachers and administrators responsible for deep discussion around small group instruction and interventions for students.

Funding:

- Title I funding will pay for substitutes for peer observations

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Communication barriers between teachers and students and their families
- Support: Use of HMH Curriculum's Spanish version. Use of our parent communication system, ParentSquare to translate information to Spanish. New EL para professional to provide additional support to students in classroom. Use of Ellevations with EL students.

Foster/Homeless:

- Challenge: Students are worried about basic needs. Students may come hungry, dirty, and cold.
- Support: Ensuring students get qualified as CIT so we can provide support to help them be safe and successful at school.

Free and Reduced Lunch:

- Challenge: Students only meals for the day is at school.
- Support: Ensure students have enough time to eat their free breakfast and lunch. Make sure students who qualify are getting food bags every week.

Migrant:

- Challenge: Students do not speak English and are transitioning to an entirely different culture than they have known their whole lives.

- Support: Ensure students have all needed materials for school. Make sure families fill out SRQ forms to see if they qualify as CIT and can get extra supports. Provide support through EL qualification. Use of google translate, ParentSquare, and other versions of HMH and assessments so students are successful.

Racial/Ethnic Groups:

- Challenge: Bias toward students from peers and adults.
- Support: Track data across racial groups to measure if any disparities exist and address any disparities.

Students with IEPs:

- Challenge: Students cannot independently access curriculum and grade level standards.
- Support: Providing appropriate modifications and accommodations through IEP goals and resource time to ensure gaps are filled and students are growing toward grade level proficiency.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• 85% of teachers at RES feel the culture of RES is positive and trusting • 95% of parents report feeling their child is ready for the next grade • Overall Social Emotional Competence increased 2% from the NV School Climate Survey from Spring 2021-Fall 2022 and the relationship score increased 7% from 340 to 364	• 26% of parents report not being invited to our school or their child's classroom during the 22-23 school year • 5% of parents report they don't feel their child is safe at school

Problem Statement: Teachers have not invited parents into our school to participate in their child's education and therefore don't feel their child is safe.

Critical Root Causes of the Problem:

- Some teachers have not invited parents into their classrooms since Covid
- Parents had a poor school experience and don't trust schools
- Parents have not been in our school and do not feel safe with their child

Connectedness

School Goal: RES will improve the school culture so that parents, students, staff, and all stakeholders feel safe at RES and participate in school events. **Formative Measures:** • Climate surveys • Informal google surveys • Office referrals • PBIS points given to students and staff • Student focus group participation • Parent sign ins at school events	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy: Teachers will invite parents into their classrooms at least once per semester through ParentSquare.

Evidence Level: Level 4: Riverview will continue to implement PBIS interventions and strategies to improve school culture.

Action Steps:
- Effective and appropriate classroom management
- PBIS points and the student store
- Weekly clubs
- Monthly Super Citizen and PBIS awards
- Restorative practices
- Second Step
- Teacher Hawk Tickets and Teacher Store
- Be Awards
- Positive Post Its
- Positive Praise Journal
- Check In Check Out

Resources Needed:
- MTSS and PBIS team
- Career and College Readiness Interventionist
- Continued PD and training

Lead: All Riverview staff will be responsible for improving the school culture through the action steps listed.

Challenges to Tackle:

- *Implementation Challenge:* Getting parents to attend school events and trust school personnel
- *Potential Solution:* Provide food at school events and display student work. Consistent communication between school and parents through ParentSquare.

Funding:

- Title I funds for PBIS Rewards App
- Title I funds for PBIS student store items
- General funds used to purchase ParentSquare communication app

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Communication barriers between teachers and students and their families
- Support: Use of HMH Curriculum's Spanish version. Use of our parent communication system, ParentSquare to translate information to Spanish. New EL para professional to provide additional support to students in classroom. Use of Ellevations with EL students.

Foster/Homeless:

- Challenge: Students are worried about basic needs. Students may come hungry, dirty, and cold.
- Support: Ensuring students get qualified as CIT so we can provide support to help them be safe and successful at school.

Free and Reduced Lunch:

- Challenge: Students only meals for the day is at school.
- Support: Ensure students have enough time to eat their free breakfast and lunch. Make sure students who qualify are getting food bags every week.

Migrant:

- Challenge: Students do not speak English and are transitioning to an entirely different culture than they have known their whole lives.

- Support: Ensure students have all needed materials for school. Make sure families fill out SRQ forms to see if they qualify as CIT and can get extra supports. Provide support through EL qualification. Use of google translate, ParentSquare, and other versions of HMH and assessments so students are successful.

Racial/Ethnic Groups:

- Challenge: Bias toward students from peers and adults.
- Support: Track data across racial groups to measure if any disparities exist and address any disparities.

Students with IEPs:

- Challenge: Students cannot independently access curriculum and grade level standards.
- Support: Providing appropriate modifications and accommodations through IEP goals and resource time to ensure gaps are filled and students are growing toward grade level proficiency.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Kindergarten Boot Camp	Aug. 21-25	• Kindergarten parents want their child to be prepared for school
Kindergarten Orientation	8-30-23	• Kindergarten parents want to be involved in their child's education • Kindergarten parents want their child to have fun and be safe in kindergarten
Back to School BBQ	8-31-23	• Parents need the schools support and help • Families want to be involved in their children's education/school • The community feels safe coming into RES and wants to participate in school events

Lyon County School District

Sutro Elementary School

School Performance Plan: A Roadmap to Success

Sutro Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Michael Walker
School Website: ses.lyoncsd.org
Email: mbwalker@lyoncsd.org
Phone: (775) 246-6270
School Designations: XTitle I ☐CSI ☐TSI XTSI/ATSI

Our SPP was last updated on October 6, 2022.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Michael Walker	**Principal**
Corinne Burns	**Other School Administrator(s)**
Allura Venegas-Addington, Elise Johnson, Connie Rivera-Gibson, Shaun Minor, Cassandra Carr, Theresa Risner, Kamille Carlson, Christina Reid	**Teacher(s)**
Amanda Windsor	**Paraprofessional(s)**
Shannon Fowler	**Parent(s)**
N/A	**Student(s)**
N/A	**Tribes/Tribal Orgs**
N/A	**Specialized Instructional Support Personnel**
Add additional members/roles as necessary	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/sutro_elementary_school/2023

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
● Students are receiving tier I instruction and programs are in place for targeted intervention in both reading and math. ● There is a strong correlation between MAP and SBAC data showing consistency in data. ● Cohesive staff working collaboratively to meet students' needs ● 77% of the student population tested is above, at or near on Reading Claim 3 (SBAC 2023) "Speaking and Listening" ● 62% of the student population tested is above, at or near on Reading Claim 4 (SBAC 2023)"Research/Inquiry" ● 82% of the student population tested is above, at or near on Math Claims 2 & 4 (SBAC 2023) "Problem Solving" and "Modeling and Data Analysis" ● 82% of the student population tested is above, at or near on Math Claim 3 (SBAC 2023) "Communicating reasoning" ● Students participate in a minimum of 1 hour of STEAM Instruction and activities a week. ● Common intervention blocks are built into the master schedule for daily intervention blocks	● Student Spring 2023 MAP data shows a need for focus on: ○ Operations and algebraic thinking ○ Informational text strands ● SBAC Spring 2023 data shows a need for focus in Reading aligned to: ○ Claim 1 "...read closely and analytically to comprehend a range of increasingly complex literary and informational texts." ○ Claim 2 "...produce effective and well-grounded writing for a range of purposes and audiences." ● SBAC Spring 2023 data shows a need for focus in Math aligned to: ○ Claim 1 "...explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency." ● The iReady Diagnostic has shown that over 93% of our students are not performing at grade level expectations. ● The iReady Diagnostic has shown that over 26 % of our students are at least two grade levels below. ● The iReady Diagnostic has shown that over 20% of our students are at least three grade levels below. ● An increased percentage of students are requiring reading acceleration plans (RAP) and extensive remediation to access grade level content.
Problem Statement: Sutro students are not performing at grade-level expectations. Teachers are struggling to meet the diverse needs of our	

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student population.

Critical Root Causes of the Problem:

- Student attendance declined because of COVID protocols and requirements. This has contributed to a shift in perceptions about school attendance among our families.
- Student behavior issues and missing skills in Social Emotional Learning interfere with teaching/learning.
- Learning loss from COVID years requires extensive intervention time while still trying to teach grade level material within tested grade-levels
- Teachers lack certainty with new ELA and Math curriculum programs and interventions
- There are Inconsistencies in Tier I Instruction in the areas of problem-solving and student discourse which have impeded learning.
- Instructional rigor does not meet the criteria to adequately address Standards.

Student Success

School Goal: By spring 2026, at least 70% of students will meet their individualized growth goals on MAP ELA assessments and i-Ready diagnostic assessments **Formative Measures:** ● By spring 2024, at least 51% of students will meet their individualized growth goals on MAP ELA assessments and i-Ready diagnostic assessments ● By spring 2025, at least 61% of students will meet their individualized growth goals on MAP ELA assessments and i-Ready diagnostic assessments	**Aligned to Nevada's STIP Goal:** x STIP Goal 1 x STIP Goal 2 xSTIP Goal 3 X STIP Goal 4 ☐ STIP Goal 5

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Student Success	
Improvement Strategy: Teachers will plan effective Tier I instruction and targeted interventions for diverse learners using instructional practices, which will be planned and prepared in common planning sessions and analyzed in weekly PLC meetings. Teachers, specialists, and Career and College Readiness Coordinator will provide target remediation daily. **Evidence Level:** Hattie's research on collective teacher efficacy shows strong correlation between student achievement and collective teacher efficacy. **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● On- going focused training for staff members on The 8 Mathematical practices, including development of academic language and resilience in students and routines for reasoning as scheduled with our math consultant ● Content walks with an instructional coach that allow teachers to observe and collaborate with colleagues at least twice in the 2023-2024 school year ● Professional development opportunities for ELA implementation and interventions during professional development sessions this school year as scheduled by the school district. ● Weekly guided PLC meetings to review and address grade level data from both summative and formative assessments ● Regular monitoring of student progress and adjustment of interventions through the Reading Acceleration Plans for struggling readers. Progress will be measured and reported every three weeks. ● Daily math individualized instruction embedded into the i-Ready curriculum that is targeted to the specific student needs based off of i-Ready diagnostic data ● Daily intervention blocks to address specific skills needing to be remediated or re-taught ● Heggerty will be implemented in the fall semester for grades K-2 to increase phonemic awareness among students and help increase phonological awareness and reading skills among students. Heggerty Primary Extension Curriculum (12 week program) will be implemented in the fall semester for grades 3-5. **Resources Needed:** *What resources do you need to implement this improvement strategy?* ● Site subscription for Reflex and Frax math and MyPath to supplement i-Ready ● Teacher training for new math and ELA curriculum programs	**Lead: School Administration**

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- Consultation with content specialist for professional development and coaching
- Professional development focused on Heggerty implementation

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Students are lacking foundational skills which impacts their ability to access grade level content.
- *Potential Solution:* PLC meetings will be used to analyze data, create a shared understanding of student achievement and mastery, and to plan for instruction, assessment, and remediation or acceleration of student learning. Common planning and preparation will be documented in Planbook. Intervention blocks will be used to re-teach skills or provide academic remediation and Heggerty lessons will provide foundational literacy skill development daily. Heggerty will be a 12 week intervention for grades 3-5.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I funds for Reflex Math, and Planbook
- Title I funds to contract with math consultant for training and coaching on 8 mathematical practices and routines for reasoning
- District will purchase Edgenuity myPath

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Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: English language learners lack the academic vocabulary to access the content adequately.
- Support: Effective strategies for teaching English Language Learners will be shared during collaboration time. Teachers will use research based targeted strategies such as SIOP, GLAD, or TESL, as found in the Ellevations Program, to help support English Language Learners

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

develop their listening, speaking, reading, and writing skills. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Students will receive targeted interventions daily during intervention blocks.

Foster/Homeless:

- Challenge: Students in transition typically have holes in their educational record, lack access to important records such as birth certificates and immunization records, and have many social emotional needs.
- Support: These students will have quarterly academic plan reviews by the teachers and school counselor. Area resource coordinator assists families based on individualized needs. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted daily interventions and progress monitoring every 3 weeks. Second Step is a social emotional learning program that is implemented schoolwide.

Free and Reduced Lunch:

- Challenge: Students living in poverty and/or experiencing food insecurity have many social emotional needs.
- Support: This school year all students receive free meals. Data teams will focus on vertical and horizontal alignment of curriculum. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Area resource coordinator will assist families based on individualized needs. Students will receive targeted interventions daily during intervention blocks.

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Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Students of diverse backgrounds can feel isolated in school.
- Support: The data show consistent achievement among the races represented at the school. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Second Step provides a framework for students to discuss similarities and differences with peers and feel connected to the school community.

Students with IEPs:

- Challenge: Students with individualized educational plans (IEPs) have educational goals set by their teams. The challenge is for students to receive the required support to meet IEP goals and access grade level content.
- Support: Specialized instruction and therapies are provided by special education teachers and related service providers, as determined by IEP teams. Special education teachers collaborate with general education teachers on accommodating students to access the

Student Success
general education curriculum. IEP teams utilize Goalbook to align IEP goals to district standards and AbleSpace software to collect data and monitor progress. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive daily targeted interventions and progress monitoring every 3 weeks.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• Teachers and administrators received training and coaching from Creative Leadership Solutions on holding efficient professional learning communities in 2022-2023. • Teachers and administrators completed the school district's HACK training which provided knowledge and resources for digital learning and 21st Century Skills. • Teachers have successfully implemented i-Ready for mathematics instruction and are implementing HMH Into Reading	• Lack of substitute teachers impacted the participation rates for our PLC professional development. • Student data illustrates a need for greater focus on Tier I instruction and targeted interventions. • The school culture needs to be more collaborative and cooperative to improve Tier I instruction.

Problem Statement: Sutro students are showing great need academically and socially. Teachers are struggling to meet the diverse needs of our student population.

Critical Root Causes of the Problem:

- Interrupted school attendance due to pandemic
- Hybrid learning models of instruction were not effective for all students
- Students are lacking foundational skills
- Teachers are lacking the skills to provide necessary remediation (academic and social emotional) while also providing grade level instruction based on the Nevada Academic Standards
- Previous ELA curriculum was not based on the science of reading.

Adult Learning Culture

School Goal: By spring 2024, Sutro teachers will receive targeted professional development opportunities to enhance tier I instructional practices, data analysis skills, and to create targeted intervention and enrichment opportunities for students through work with HMH, i-Ready, and coaching from a math consultant. Progress will be measured by tracking the percentage of teachers participating in professional development, common planning and professional learning communities, and instructional walks with administration, coaches, and/or colleagues. **Formative Measures:** ● Self-rating of PLC groups administered three times throughout the school year ● Teacher participation rates ● Observation data from administrator notes	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 x STIP Goal 2 xSTIP Goal 3 xSTIP Goal 4 ☐ STIP Goal 5

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Improvement Strategy: Professional development will be focused on improving Tier I Instruction and collaborative practices.

Evidence Level: Hattie's research on collective teacher efficacy shows strong correlation between student achievement and collective teacher efficacy.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Schedule PD and create a PD calendar.
- Schedule common preparation times for PLC meetings and coaching opportunities
- Administrators will observe Tier I instruction through teacher walkthroughs

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Professional development from HMH, i-Ready, and Making Mathematicians

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- Implementation Challenge: Substitute shortages may still impact professional development scheduled during the work day.
- *Potential Solution:* As a team we can brainstorm creative staffing solutions to overcome substitute shortages during professional development.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I funds to fund contract with a math consultant

Lead: School administration

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: English language learners lack the academic vocabulary to access the content adequately.
- Support: Effective strategies for teaching English Language Learners will be shared during collaboration time. Teachers will use research based targeted strategies such as SIOP, GLAD, or TESL, as found in the Ellevations Program, to help support English Language Learners develop their listening, speaking, reading, and writing skills. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks.

Foster/Homeless:

- Challenge: Students in transition typically have holes in their educational record, lack access to important records such as birth certificates and immunization records, and have many social emotional needs.
- Support: These students will have quarterly academic plan reviews by the teachers and school counselor. Area resource coordinator assists families based on individualized needs. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Second Step is a social emotional learning program that is implemented schoolwide.

Free and Reduced Lunch:

- Challenge: Students living in poverty and/or experiencing food insecurity have many social emotional needs.
- Support: This school year all students receive free meals. All students receive Tier 1 interventions. Data teams will focus on vertical and horizontal alignment of curriculum. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Area resource coordinator will assist families based on individualized needs.

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Students of diverse backgrounds can feel isolated in school.
- Support: The data show consistent achievement among the races represented at the school. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks. Second Step provides a framework for students to discuss similarities and differences with peers and feel connected to the school community.

Students with IEPs:

- Challenge: Students with individualized educational plans (IEPs) have educational goals set by their teams. The challenge is for students to receive the required support to meet IEP goals and access grade level content.
- Support: Specialized instruction and therapies are provided by special education teachers and related service providers, as determined by IEP teams. Special education teachers collaborate with general education teachers on accommodating students to access the general education curriculum. IEP teams utilize Goalbook to align IEP goals to district standards and AbleSpace software to collect data and monitor progress. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive daily targeted interventions and progress monitoring every 3 weeks.

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Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• All results of the school climate survey are in the favorable/most favorable areas. Physical safety is the highest of all areas. • A social-emotional learning curriculum exists and is accessible to all teachers. It is the expectation that one lesson a week is taught in each classroom. School counselor will also provide monthly lessons to support SEL goals. • MTSS/PBIS teams service tiers I and II • The school's expectations to be Respectful, Responsible, and Safe are known by all students, and teachers are modeling and implementing restorative practices on campus.	• Social and emotional competence; especially emotional regulation and grit. Students identified these areas as the most difficult in the social and emotional competence area of the school climate survey. • Ensure the school-wide social-emotional learning program is implemented with fidelity across all grades. • Streamlined referral process for students requiring targeted academic and/or behavioral interventions. • EL and IEP students may have inadequate access to social-emotional learning curriculum due to pull out schedules and/or may not fully understand the questions asked on the climate survey. • Parent involvement •

Problem Statement: According to school climate survey data, many students report self-management as an aspect of social-emotional learning they have difficulty with. The majority of students surveyed stated they found the following two statements difficult or very difficult: “getting through something even when I feel frustrated” (57% of respondents) and “finishing tasks even when they are hard for me” (57% of respondents). Additionally, 43% of students have difficulty being prepared for tests according to survey data. The school has also seen an increase in challenging student behaviors and has a lack of appropriate resources to deal with these challenging behaviors.

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Critical Root Causes of the Problem:

- Interrupted school attendance due to pandemic. Inconsistent attendance may lead to a lack of connectedness and falling behind of peers academically
- Hybrid learning models of instruction were not effective for all students
- Student behavior issues interfere with learning
- Students are lacking foundational social-emotional competencies
- Challenging student behaviors on campus are impacting a feeling of being safe among students
- Stresses from society (economical, social, and political) are impacting the emotional health of all students and staff.
- Staff members need to implement PBIS expectations consistently throughout the school community.

Connectedness	
School Goal: By Spring 2024, all teachers will teach weekly Second Step lessons in order to address the social emotional needs of Sutro Students. **Formative Measures:** ● School climate survey data will show improved student self-ratings for self-management and goal-directed behavior. ● Completion of the lesson tracker ● Lesson plans in Planbook include Second Step Lessons ● Specific lessons will be developed to address ways to deal with frustration, perseverance during challenging events, and test taking strategies.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐STIP Goal 3 ☐ STIP Goal 4 x STIP Goal 5

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Improvement Strategy: ● SEL curriculum will be implemented consistently and supplemental lessons and activities will be provided to support improvement in self-management. ● Furthermore, a universal screener will be completed to identify students lacking self-management and personal responsibility skills and carry out interventions to support areas of need. ● Positive Behavior Interventions and Supports (PBIS) will be implemented schoolwide to positively address student behaviors and expectations. ● HMH curriculum contains SEL components. **Evidence Level:** https://www.secondstep.org/research **Action Steps:** *What steps do you need to take to implement this improvement strategy?* ● Provide training and additional support to teachers focused on the implementation of the Second Step Curriculum ● Provide incentives and rewards for positive behaviors	**Lead:** *School Counselor*

- Provide at least 3 parent university sessions to educate parents on school goals, state and federal requirements

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Second Step curriculum
- PBIS Rewards Access
- School Climate Survey
- HMH Curriculum

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Teachers are concerned about the academic gaps in the educational levels of their students and may not understand the connection of social emotional learning to improve these academic gaps.
- *Potential Solution:* During PLC meetings and professional development meetings support and training will be provided on the importance of supporting the social emotional competencies and best practices for implementing Tier I PBIS supports.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title I funds to purchase positive behavior supports, incentives, and rewards
- Title I funds to purchase subscription to PBIS Rewards site

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: The majority of EL's are of Hispanic origin. This population reported less favorable perceptions in each area of the school climate survey.
- Support: These students have access to the tier I Second Step SEL curriculum and tier II interventions. Second Step provides a framework for students to learn social-emotional competencies, discuss similarities and differences with peers, and feel connected to the school community.

Foster/Homeless:

- Challenge: Students in transition typically have holes in their educational record, lack access to important records such as birth certificates and immunization records, and have many social emotional needs.

- Support: These students will have quarterly academic plan reviews by the teachers and school counselor. Area resource coordinator assists families based on individualized needs. Second Step is a social emotional learning program that is implemented schoolwide.

Free and Reduced Lunch:

- Challenge: Students living in poverty and/or experiencing food insecurity have many social emotional needs.
- Support: This school year all students receive free meals. All students receive Tier I interventions. Area resource coordinator will assist families based on individualized needs.

Migrant: N/A

- Challenge:
- Support:

Racial/Ethnic Groups:

- Challenge: Students of diverse backgrounds can feel isolated in school.
- Support: Second Step provides a framework for students to learn social-emotional competencies, discuss similarities and differences with peers, and feel connected to the school community. Our HMH curriculum has lessons that target our diverse school population.

Students with IEPs:

- Challenge: Students with individualized educational plans (IEPs) have educational goals set by their teams. The challenge is for students to receive the required support to meet IEP goals and access grade level content.
- Support: Specialized instruction and therapies are provided by special education teachers and related service providers, as determined by IEP teams. Special education teachers collaborate with general education teachers on accommodating students to access the general education curriculum. IEP teams utilize Goalbook to align IEP goals to district standards and AbleSpace software to collect data and monitor progress. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive daily targeted interventions and progress monitoring every 3 weeks.

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School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
September PAC Meeting	*9/27/23*	• Parents reviewed the school's achievement data and goals established by the CIP team. There were no suggestions or even questions about the goals.

		● Parents were presented information about SBAC results and star ratings, which included a description of each claim. ● Parents were presented information about the CASEL competencies, school climate data, and our social emotional curriculum, Second Step.

Lyon County School District

Silverland Middle School

School Performance Plan: A Roadmap to Success

Silverland Middle School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Steve Henderson
School Website: https://www.sms.lyoncsd.org/
Email: shenderson@lyoncsd.org
Phone: (775) 575-1575
School Designations: ☒Title I ☐CSI ☐TSI ☒ TSI/ATSI

Our SPP was last updated on October 3, 2023.

School Continuous Improvement Team

The Continuous Improvement Team comprises a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Steve Henderson	**Principal(s)** *(required)*
Tammie Moniz (assistant principal) Shaun McMackin (dean of students)	**Other School Administrator(s)** *(required)*
Donald Fisher Tammi Valentine Peggy Merrell Todd Wright	**Teacher(s)** *(required)*
Tammy McMackin	**Paraprofessional(s)** *(required)*
Katie Gillespie (7th grade parent) Mary Jo Glass (8th grade parent)	**Parent(s)** *(required)*
Jack Unterbrink (8th grade student)	**Student(s)** *(required for secondary schools)*
Etelvina Rojas (8th grade parent)	**Tribes/Tribal Orgs** *(if present in community)*
Jeremy Elsmore (8th grade counselor)	**Specialized Instructional Support Personnel** *(if appropriate)*
Marjorie Mauk (Teacher Leader) *Danielle Jenkins (Teacher Leader)* *Nathan Heiselt, Ph.D. (MTSS Facilitator)*	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/silverland_middle_school/2023

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• *Teachers monitor progress during team meetings and advisories.* • *Advanced math students are on their own team, allowing classes to be more leveled for easier differentiation across grade levels* • *Smaller class sizes*	• *Identical testing environments across all classrooms/schoolwide.* • *Education to help teachers, students, and families understand the importance and reason for testing.* • *One-on-one conferencing with all students to help them understand their present knowledge level and understand their goals.* • *Help students work to reach grade level*

Problem Statement: The majority of our students are performing below grade level. Data may not be accurate due to low motivation from students who are testing.

Critical Root Causes of the Problem:

- *Pandemic*
- *There is no testing culture and little motivation from students, parents, and teachers.*
  - *Stakeholders do not understand the reason or importance of testing or how data is used.*

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Student Success	
School Goal: *By the Spring of the 2023-2024 school year, at least 51% of students tested will meet their expected growth goals in reading and math based on MAPS and iReady testing data.*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☒STIP Goal 2 ☒ STIP Goal 3 ☒ STIP Goal 4

Additionally, 90% of students tested will show academic growth in Math and ELA as shown by fall to spring maps and iReady data. **Formative Measures:** ● *Fall, Winter, and Spring MAPS and iReady data for reading, science, and math.*	☒STIP Goal 5 ☒STIP Goal 6

Improvement Strategy:

- *Continue to use remediation programs such as iReady, credit recovery (edgenuity/mypath), assisted reading (read 180), and assisted math.*
- *Track growth goals in advisory and reward students who progress towards their goal during winter testing and who meet their growth goals after spring testing. Members of our CIP team will facilitate this.*
    - *Winter Testing: The advisory classes that have the highest percentage of students who make growth will be rewarded with a pizza party. Rewards will be done for each grade level and each test (math, reading, and science).*
    - *Spring Testing: Students will be rewarded based on the number of tests where they reach their fall to spring growth goals. One goal met will earn them a bag of chips and access to our courtyard party at the end of the year. Two goals met will earn them access to the ice cream bar. Three goals met will allow them to join us on our field trip to the movies.*
- *Use Tier 1 and Tier 2 interventions. Tier 2 interventions meeting will regularly meet bi-weekly, with admin attending once a month*

Evidence Level: Level 1 (researched based with positive effects)

Action Steps:

- *Assess and recommend students for remediation programs through testing data, meetings with interventionists, and through MTSS intervention team meetings.*
- *Set up testing environments, plan and communicate with advisory teachers' information regarding data tracking with students.*
- *Team meetings are scheduled two times a month with admin and counselors; plan and track the effectiveness of interventions.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

Lead: *Who is responsible for implementing this strategy?*

- CI team lead, will facilitate MAPs incentives and advisory data tracking.
- *CI team member, and* CI Lead *will organize and present testing data after each test.*
- *MTSS Facilitator, will organize and lead intervention meetings.*

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- *MAPs rewards must be purchased: chips, ice cream, toppings*
- *Parent volunteers will be needed for the courtyard party and the field trip.*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:*
  - *All advisory teachers will monitor student progress toward their growth goals.*
  - *All teachers attend MTSS intervention team meetings regularly.*
  - *Teacher collective efficacy is low*
  - *Students are not taking the Math MAPs assessment. iReady testing is completed in math classes over multiple days.*
  - *All teachers need access to iReady data. Currently, only math teachers have access to IReady data. How can all teachers get access to the data so that the testing environment is secure and students do not have to search for answers?*
- *Potential Solution:*
  - *Having teachers submit a roster/checklist for one-on-one student discussions about goals and rewarding teachers with PBIS points for completing it.*
  - *Taking attendance during intervention meetings and rewarding attendees with PBIS points.*
  - *Improving teacher collective efficacy through regular events and activities scheduled during teacher contract hours*
  - *Rewarding teachers based on student participation in testing (both for 7th and 8th grade).*
  - *Creating grade-level competition between advisories based on how many students make their growth goals or progress.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *General Funds, Student Incentive, Fundraising, (rewards) Title (Moby Max, Read 180), ESSER (interventionists)*

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Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following*

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?
English Learners ● Challenge: *Multilingual learners struggle during testing when the test is not in their home language.* ● Support: *One-to-one technology, push-in assistance from our EL specialist and EL paraprofessional, academic monitoring, and interventions by our ELL committee.* **Foster/Homeless:** ● Challenge: *It is difficult to identify CIT students, so there are students who are foster/homeless who may not be getting support. Staff need to be informed on what CIT is and how to recognize the signs.* ● Support: *Backpack program, safe school professional check-in* **Free and Reduced Lunch:** ● Challenge: *FRL forms have not been filled out due to all students getting free breakfast and lunch. Low- income families do not have as much access to supplies.* ● Support: *Backpack program, safe school professional check-in, homework club* **Migrant: No Students Identified** ● Challenge: *Update during SPP Roadmap Development.* ● Support: *Update during SPP Roadmap Development.* **Racial/Ethnic Groups:** ● Challenge: *Our school wants to create an equitable environment; no student should feel as if they are being singled out.* ● Support: *Working with staff to be aware of the unique identities of all students.* **Students with IEPs:** ● Challenge: *Our SPED department is not fully staffed. Our SPED teachers do not have advisory classes this year. Students with IEPs are doing test growth tracking with general education teachers.* ● Support: *Co-taught classes in ELA and Math, small group testing options for testing*

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Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
● *Math PLCs were established last year and were effective and will continue this year.* ● *Team meetings are scheduled for this school year.*	● *Low whole school collective efficacy between teachers* ● *Teachers becoming more effective with Tier 1 instruction: we have new curriculums (social studies, math, ELA) (science*

• *Grade level subject teams collaborate well* • *Staff is highly qualified and experienced* • *Staff meetings are much more positive this year* • *Classified and certified staff raises*	*teachers think the curriculum does not adequately address NGSS standards)*

Problem Statement: *Whole school teacher collective efficacy is low.*

Critical Root Causes of the Problem:

- *Teachers are tired*
- *Sub shortage*
- *Teacher shortage*
- *Too much responsibility (there is always one more thing)*
- *Student behaviors*
- *Staff relationships*
- *Lack of growth mindset and resilience*

Adult Learning Culture

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School Goal: *By the end of the 2023-24 school year, we will improve our teacher collective efficacy. 90% of will teachers participate in whole-school initiatives such as implementing and participating in our Character Strong curriculum, monitoring student progress towards growth goals, participating during tier 2 intervention meetings, and participating during staff collaboration.* **Formative Measures:** • *Participation during whole school initiatives (Character Strong curriculum, monitoring student progress towards growth goals, tier 2 interventions, staff collaboration)*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☒ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

Improvement Strategy:

- *Our CIP team will read The Six Secrets of Change during the first semester and will invite all staff to participate. As we read, we will discuss strategies to be implemented in the spring semester to boost morale and improve our teacher collective efficacy.*
- *Friday staff collaboration time will focus on fun activities for staff to work together on.*

Evidence Level: Level 2 Moderate (monthly collaboration and PLC team meeting notes).

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Scheduled all Friday collaboration times and assigned our teacher leaders to plan collaboration activities*
- *Chosen a book to study within CIP, offered the book study to all staff to participate in; books need to be ordered*
- *Peggy Merrell will be responsible for planning and facilitating our book study sessions*
- *Our CIP team will create a plan to roll out to staff based on what was learned from the book study sessions*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Copies of The Six Secrets of Change*
- *Materials for staff collaboration, when requested by our teacher leaders*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:*
  - *Finding the time to meet and discuss the book and time to read the book*
  - *More staff to join, staff want PD credit to join*
  - *Coming up with appropriate strategies and implementing them with staff will be a challenge*
  - *Having all staff present during collaboration (coaches, planned days off)*
- *Potential Solution:*
  - *Host multiple sessions for each session based on the needs of participants*
  - *Give staff PD/recertification credit*
  - *Recruit leaders within the building*

Lead: *Who is responsible for implementing this strategy?*

- CI team member, will lead the book study.
- CI team member will plan and lead the book study.

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Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *General Funds*

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

When staff enter a positive work environment, it leaks into the classroom and creates a positive learning environment. Improving teacher collective efficacy also promotes staff collaboration and improved practices to support a diverse body of learners.

English Learners

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Foster/Homeless:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Free and Reduced Lunch:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Migrant:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Racial/Ethnic Groups:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Students with IEPs:

- Challenge: *Update during SPP Roadmap Development.*
- Support: *Update during SPP Roadmap Development.*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
● *Host dances and students enjoy them and attend* ● *Quarterly PBIS buy-in days are planned* ● *Student behavior during assemblies has improved* ● *Universal screener is being assessed and will be used for groups* ● *Our newsletter is updated each week* ● *Leadership program*	● *We only have three clubs* ● *More family engagement* ● *Building meaningful connections between students, staff, and families. Getting to know our students* ● *Poor Public Perspective* ● *Communicating our school events and expectations more effectively*
Problem Statement: Our school wants to increase student, family, and staff involvement to increase school connectedness. **Critical Root Causes of the Problem:** ● *Clubs are based on student interest and teacher availability* ● *Our school needs to offer more opportunities for families to attend.* ● *Community members only hear negative things about our school on social media platforms (Facebook, Instagram)*	

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Connectedness	
School Goal: *By the end of the 2023-24 school year, we will engage 85% of our Silverland Family (Students, their families, and staff) with extracurricular activities (ex: clubs, groups, dances, sports) and school events.* **Formative Measures:** ● *Student and family attendance at school events and extracurricular activities.*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☒ STIP Goal 6

Improvement Strategy:

- *The CIP team will host two school events that will engage our Silverland Family. Parent survey results show a common interest in a "Shadow Day" where families join their students at school and a Movie Night.*
  - *Shadow Day will be held in the Spring semester.*
  - *Movie night will be held in November*
- *Continuing Clubs, dances, assemblies, spirit weeks, and counseling groups*
- *Three quarterly buy-in days and regular school raffles will be held by our MTSS Tier 1 team*

Evidence Level: Level 3 promising (Parent involvement and participation in school activities)

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Planning buy-in days*
- *Planning the family engagement events*
- *Planning assemblies and spirit weeks*
- *Facilitating groups and clubs*
- *Tracking attendance at all of these events*
- *Communicate events with staff, families, and students*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Update during SPP Roadmap Development.*
- *Utilizing media sources (TVs) around the school to communicate upcoming dates and school expectations*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:*
  - *How are we tracking participation and attendance*
  - *Getting families to attend, we have historically had low attendance at events*
  - *Planning the family engagement nights*
- *Potential Solution: Update during SPP Roadmap Development.*
  - *Providing child care, potentially through leadership*
  - *Identifying challenges throughout the year and refining how we take attendance*
  - *Providing free dinners at events. Where does the money come from? Principal's account. We may need to budget. Maybe get sponsors from local businesses: All Out Co., Grocery*

Lead: *Who is responsible for implementing this strategy?*

- *Teacher Leader, and Parent, will plan our Movie Night and Shadow Day.*
- *counselor, will work with staff on filling out the universal screener for groups and managing attendance for groups.*
- *CI team member, will manage attendance for clubs and dances.*
- *MTSS Facilitator, will manage the buy-in days.*

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Outlet, Dolan, Real Estate Companies, MSC, Rotary Club, help from PTA.
- *Use tickets to write down who is coming*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title (PBIS), Dances (leadership account); Family nights (sponsors, general, principal); PBIS Buy in Days (Title)*

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Getting Information when there is a language barrier when communicating with families. Languages are spoken besides Spanish that cannot be translated by staff.*
- Support: Flyers *going out in English and Spanish, Sending information out multiple times, Mail information to EL families.*

Foster/Homeless:

- Challenge: *Phones and emails regularly change, making it hard to contact. Transportation to events.*
- Support: *Multiple announcements. Additional announcements at the end of the day.*

Free and Reduced Lunch:

- Challenge: *Transportation to events.*
- Support: *Update during SPP Roadmap Development. Boys and Girls Club can watch them on-site until the event starts.*

Migrant: No Students Identified

- Challenge: *NA*

- Support: *NA*

Racial/Ethnic Groups:

- Challenge: *Having activities relevant to ALL students.*
- Support: *Hosting activities that the majority of students want to do. Eliciting student interest.*

Students with IEPs:

- Challenge: *Being cognizant of the disabilities of other students and possible accommodations to help include all students.*
- Support: *Events accessible to all students*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
• *Back to school night (open house)*	*08/30/23*	*Great parent turnout welcoming students and families back*
• *Parent advisory committee*	*Monthly*	
• *Parent/teacher Conferences*	*11/08/23, 11/09/23* *4/24/24, 4/25/24*	
• *Parent University*	*December*	

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District Name

Silver Stage Elementary

School Performance Plan: A Roadmap to Success

Silver Stage Elementary has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Erin Korf
School Website:
Email: ekorf@lyoncsd.org
Phone: 775-577-5060
School Designations: X Title I X CSI ☐ TSI ☐ TSI/ATSI

Our SPP was last updated on 10/9/2022

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Erin Korf	**Principal(s)** *(required)*
Tony Wilson	**Other School Administrator(s)** *(required*
Ethel Hatch Teri Arends Marie Bingham Cristie Mixon	**Teacher(s)** *(required)*
Colleen Ferre	**Paraprofessional(s)** *(required)*
Le-An Roberts	**Parent(s)** *(required)*
	Student(s) *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*
Lori Rittenhouse Jessica Billings	**Specialized Instructional Support Personnel** *(if appropriate)*
Add additional members/roles as necessary	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at Silver Stage Elementary Report Card

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• Higher percentage of students passed math in 2022-23 than in previous years. • High teacher buy in with iReady curriculum: Triangle was flipped • Restorative Practices have been a big push school wide: relationship building has been a priority. • Teamwork has been a priority school wide.	• Data is stagnate or showing minimal growth • Student motivation when testing • 48% or more of students in some classrooms are still on RAP by 3rd and 4th grade • Learning the curriculum better (HMH)
Problem Statement: Student scores continue to slowly decline or remain minimally changed. **Critical Root Causes of the Problem:** • Lack of knowledge in curriculum and lack of age/skill appropriateness (specifically HMH) • Inability of closing the gap and still moving them forward • Using formative data to drive instruction (missing data team meetings)	

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Student Success	
School Goal: By Spring of 2024, SSES will go from39% to 50% of students meeting the 40th percentile or above in Reading as measured by MAPs and/or HMH. By Spring of 2024 , SSES will go from 35% to 50% of students meeting or exceeding on or above grade level growth as measured by iReady Diagnostics. **Formative Measures:** • iReady Diagnostics • HMH Reading Growth Assessment	**Aligned to Nevada's STIP Goal:** X STIP Goal 1 X STIP Goal 2 X STIP Goal 3 X STIP Goal 4

• MAPs Assessment	X STIP Goal 5

Improvement Strategy #1: Use small group (leveled groups within the classroom) time to close critical gaps as measured by formative assessments. (Used during intervention time) e.g. Flagged iReady lessons (MyPath).

Evidence Level: 3- Promising (What Works ClearingHouse) Our staff needs to be specific and focus on one simple strategy at a time.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Review iReady MyPath data by student, looking specifically for yellow warnings and red flags.
- Use data teams to look at Pre Requisite report in iReady to create in classroom groups for remediation time
- During MyPath time, teachers will provide individual support based on each students MyPath data and suggested lesson support through iReady

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Common assessments (iReady Diagnostic and MyPath)
- Planning time to understand all standards (data teams)
- Tutoring (Boys and Girls Club and Title 1)

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Creating blocked time to allow staff to look at data to create small groups
- *Potential Solution:* Each team receives 45 minutes allotted time/week for data teams and 45 minute allotted time for collaboration around creating the small groups and using our time on Fridays.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1: Part-time interventionist
- General Funds-purchase books if necessary to meet student needs

Improvement Strategy #2: Implement Houghton-Mifflin-Harcourt (HMH) Curriculum with fidelity including all essential components of the program. Whole group, structured literacy, small group, centers, writing, read-aloud, etc.

Evidence Level: 3- Promising (What Works ClearingHouse) Our staff needs to be specific and focus on one simple strategy at a time.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Administration will provide feedback during walkthroughs
- Based on walk-through data, professional development will be provided to support needs of staff
- Administration and teaching staff will attend professional development provided by HMH staff

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Common walk-through collection tool
- Planning time to understand all components
- Professional development time to learn and explore materials

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Uninterrupted/unchanged professional development time
- *Potential Solution:* Use professional development time on Friday to get into materials and provided support based on the needs of the staff and/or use a common prep time to provide support to teachers

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Funds-to sub staff out if necessary
- General Funds to pay for after school professional development provided by HMH staff

Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Building background knowledge and prior experiences to link to. Creating multiple opportunities for students to hear lessons/strategies.
- Support: support from ESL teacher, tutoring, 1:1 support, visual supports, various strategies to support ELL, manipulatives, books in native language and interest,

Foster/Homeless:

- Challenge: Multiple opportunities to access curriculum, create a caring environment to meet ALL student needs
- Support: Children in transition get first placement in tutoring groups, social service support, small group support

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

Free and Reduced Lunch:

- Challenge: Filling gaps currently there without removing from 1st shot instruction
- Support: tutoring, small group support, monitor during data teams

Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

- Challenge: Parents who don't speak English and trying to relay messages on how they can support their children at home.
- Support: Translator at conferences and available for phone calls
- Challenge: Students and families of all ethnicities/racial backgrounds represented in materials
- Support: new curriculum has various cultures represented

Students with IEPs:

- Challenge: Providing support at their current academic and social level, while also providing supports to access grade level academics and social interaction
- Support: SPED staff will have access to the same curriculum to support students, most service time will be done in the classroom with peers and not pulled out.

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Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• Open, collaborative teams • Data focused meetings in place	• Deeper understanding of Tier 1 instruction and curriculum implementation • Implementation of remediation and enrichment groups within the classroom

Problem Statement: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency.

Critical Root Causes of the Problem:

- Devoted, uninterrupted time in PLC's for both administrators and teachers
- Unfamiliarity with standards and progression of standards

Adult Learning Culture

School Goal: By June 2024, we will move from 80% to 100% of grade level teams implementing data data driven discussion at PLC's. **Formative Measures:** ● Data Team Notetaker ● Administrator Walk-throughs	**Aligned to Nevada's STIP Goal:** X STIP Goal 1 X STIP Goal 2 X STIP Goal 3 X STIP Goal 4 ☐ STIP Goal 5

Improvement Strategy #1: Staff will use iReady with fidelity and implement comprehension checks provided by the program
Evidence Level: Level 1: Collective Teacher Efficacy indicates an effect size of 1.57 using Hattie's research on Effective Practices (Visible Learning, John Hattie, 2009)

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Teachers will receive professional development on iReady Comprehension Checks and continued support with iReady to increase fidelity implementation. This will include digital use and data collection
- Administrators will observe classrooms: 2 formals/year and 1 informal/month as a minimum
- Assess each data team 3 times during the year (self-assessment) and provide support on areas set as goals
- Administration to be present at data teams, at minimum every team, every other week.
- Data teams meet during a prep and will use a google note taker each time
- Administration to provide feedback on data team notes

Resources Needed: *What resources do you need to implement this improvement strategy?*

Lead: *Who is responsible for implementing this strategy?*

- Administration to plan on going PD
- SPP Grade level team members to bring strengths and challenges to CIP Team to make adjustments

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- iReady continued training
- Uninterrupted Scheduled Data Team Time
- Data team note taker

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge*: uninterrupted time each week for data talks and planning
- *Potential Solution:* Schedule this time on Monday before school so it is not dependent on specials teachers to provide the prep time, allot additional time on Friday for PD videos from iReady and tailored iReady support from PD Department

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1 Funds-Professional Development Budget Line
- General Funds Professional Development

Improvement Strategy #2: Staff will use HMH with fidelity and implement NWEA Reading Fluency monitoring

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Evidence Level: Level 1: Collective Teacher Efficacy indicates an effect size of 1.57 using Hattie's research on Effective Practices (Visible Learning, John Hattie, 2009)

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Teacher will receive professional development on HMH by using provided Teacher Success Pathways

- Teacher will receive professional development on the Reading Fluency assessment and data analysis with in the program

- Administrators will observe classrooms: 2 formals/year and 1 informal/month as a minimum
- Assess each team 3 times during the year (self-assessment) and provide support on areas set as goals
- Administration to be present at data teams, at minimum every team, every other week.
- Data teams meet during a prep and will use a google note taker each time

- Administration to provide feedback on data team notes

Resources Needed: *What resources do you need to implement this improvement strategy?*
- Uninterrupted Scheduled Data Team Time
- Uninterrupted Scheduled Data Team Time
- Data team note taker

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*
- *Implementation Challenge*: uninterrupted time each week for data talks and planning
- *Potential Solution:* Schedule this time on Monday before school so it is not dependent on specials teachers to provide the prep time, allot additional time on Friday for PD videos from iReady and tailored iReady support from PD Department

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*
- Title 1 Funds-Professional Development Budget Line
- General Funds Professional Development

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners
- Challenge: Building background knowledge and prior experiences to link to. Creating multiple opportunities for students to hear lessons/strategies.
- Support: support from ESL teacher, tutoring, 1:1 support, visual supports, various strategies to support ELL, manipulatives, books in

Foster/Homeless:
- Challenge: Multiple opportunities to access curriculum, create a caring environment to meet ALL student needs
- Support: Children in transition get first placement in tutoring groups, social service support, small group support

Free and Reduced Lunch:
- Challenge: Filling gaps currently there without removing from 1st shot instruction

- Support: tutoring, small group support, monitor during data teams

Migrant:
- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:
- Challenge: taking into consideration the number of students that represent each subgroup in this category
- Support: convert percentages into numbers so the data doesn't look skewed and the numbers give a clearer representation of the overall picture (ie; 100% of Pacific Islander in numbers is 3 students of our entire school population)

Students with IEPs:
- Challenge: Providing support at their current academic and social level, while also providing supports to access grade level academics and social interaction
- Support: SPED staff will have access to the same curriculum to support students, most service time will be done in the classroom with peers and not pulled out.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• Welcoming, safe environment for families	• Communication with families • Planned activities with a lot of notice to families
Problem Statement: Families want more in-person events and more opportunities to be at school. Families also want more communication from school regarding events. **Critical Root Causes of the Problem:** • Hard to come back to school after hours • Schedules (when to reach the most families)	

Connectedness

School Goal: By June 2024, we will increase our parent involvement at events by 30%, going from an average of 27 families in attendance to 35, as measured by parent sign-in sheets at events. **Formative Measures:** ● Parent Sign-In pages from events	**Aligned to Nevada's STIP Goal:** X STIP Goal 1 X STIP Goal 2 X STIP Goal 3 X STIP Goal 4 X STIP Goal 5

Improvement Strategy 1: Bi-Weekly Updates of Events and Sharing School of school events through Class Dojo, Facebook, and Family All-Calls

Evidence Level: 3-Promising: Parental Involvement shows a .50 Effect Size based on John Hattie's research. (Visible Learning, John Hattie, 2009).

Action Steps: *What steps do you need to take to implement this improvement strategy?*
- Create magnet with events for the year so parents have plenty of notice
- Send Bi-Weekly updates and reminders through Class Dojo
- Have events planned in advance to be able to notify families about

Resources Needed: *What resources do you need to implement this improvement strategy?*
- Purchase "S'more" newsletter-$59/year subscription

***Challenges* to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?*
- *Implementation Challenge:* Keeping up with updates to families and following the timeline
- *Potential Solution:* Updates will be discussed at weekly Systems meeting and check-ins with people responsible for posing will happen during this meeting as well

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this*

Lead: *Who is responsible for implementing this strategy?*

- Family Engagement Committee responsible for events
- Administration responsible for contributing to newsletter

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goal?

- Title 1-Family Engagement

Improvement Strategy 2: Quarterly Family Events with interactive activities for families. These events will be tied to our "I Am Proud Showcase" Days and will be held during the day.

Evidence Level: 3-Promising: Parental Involvement shows a .50 Effect Size based on John Hattie's research. (Visible Learning, John Hattie, 2009).

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Get raffle prizes for each quarterly event that supports the events purpose, (ie; games for game day, Hazel Health promotions, books for literacy,
- Create events for the year and give to families ahead of time to allow them time to take off

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Supplies specific to each event (boards games, books, flashcards, deck of cards with math games to play with deck of cards))
- Prizes for event nights to encourage participation

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Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Scheduling events well out in advance so families can take time off
- *Solution:* Notify parents of the event days at the beginning of the year, they are already on the calendar for the year

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1 Family Engagement Funds

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Language Barrier to notify of events
- Support: Translate all flyers into home language, use bi-lingual staff to call EL families about events

Foster/Homeless:

- Challenge: Transportation and consistent means to get to events.
- Support: Be sure to invite foster families, connect this student with other adults that can show up for them, reach out to them individually to determine challenges of families coming to school and set interventions in place to overcome the challenges (pick up the family to get them to school if necessary)

Free and Reduced Lunch:

- Challenge: Families unable to afford to come to several events, have to pick and choose.
- Support: video chat with families that are unable to attend during “I am Proud Showcase”,

Migrant:

- Challenge: NA
- Support: NA

Racial/Ethnic Groups:

- Challenge: Making sure all groups are represented in activities and events
- Support: Be intentional about choosing books and games for literacy with a specific lens for these families so they feel included and a sense of belonging in our community and school

Students with IEPs:

- Challenge: Importance to families and students that they can participate as well.
- Support: phone call from special education teacher with an invite, resource staff to help students prepare work for showcase, showcase items could be related to their IEP

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School Community Outreach

This section highlights our school’s deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
• Parent Teacher Conferences • CIP Plan Presentation • Community Feedback Event	• Nov. 8-9 •	• Add lessons learned after each outreach event.

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Silver Stage High School

www.sshs.lyoncsd.org

2023-2024 School Performance Plan:

A Roadmap to Success

Silver Stage High School has established their school improvement roadmap for the 2023-2024 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Patrick Peters for more information.

Principal: Patrick Peters

School Website: https://www.sshs.lyoncsd.org

Email: ppeters@lyoncsd.org

Phone: 775-577-5071

School Designations: ☒ Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on 9/25/2023.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Patrick Peters	**Principal(s)** *(required)*
Stephanie Coplan	**Other School Administrator(s)** *(required*
Bridget Perez- Social Studies Daniel Senger – PE – Health Patrick Billings – Social Studies Dee Connolly – Math Jenn Golden – English Jessika Batchelor – Science Anna Brueher – Librarian Priscilla Castaneda-Special Education	**Teacher(s)** *(required)*
Welch, Laura	**Paraprofessional(s)** *(required)*
Tiffany Wendell	**Parent(s)** *(required)*
WNC EDU 110 Class	**Student(s)** *(required for secondary schools)*
	Tribes/Tribal Orgs *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Add additional members/roles as necessary	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (http://nevadareportcard.nv.gov/DI/nv/lyon/silver_stage_high_school/2023

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
● *SSHS* Pass Rates above 95% in all core academic areas as before COVID disruptions	● *Social Emotional - All teachers consistently using PBIS rewards*

Problem Statement:

- We are currently not meeting all the students' individual academic and social & emotional learning needs.

Critical Root Causes of the Problem:

- During the past two school years students struggled to be engaged in online learning. Most students struggled with being consistently engaged in the in-person learning model that occurred most of the 2021-2022 school year.

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Student Success

School Goal:	**Aligned to Nevada's STIP Goal:**
By the end of the school year, SSHS students' course pass rate will remain at the successful levels to have Pass Rates above 95% in all core academic areas. **Formative Measures:** ● *Weekly F-Report and Pass-rate. Semester Pass Rate report*	☐ STIP Goal 1 ☒ STIP Goal 2 ☒ STIP Goal 3 ☒ STIP Goal 4 ☐ STIP Goal 5 ☒ STIP Goal 6

Improvement Strategy: Lead: *Who is responsible for*

- Continue Student Intervention Systems - SSHS will use their student intervention activities to meet different

implementing this strategy?

needs of the students. *Staff, Teacher, Counselor and Administration* **Evidence Level:**

- **Level** (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*: 1 – Strong*
- **The Promise of Performance Assessments: Innovations in High School Learning and College Admission by Ronetta Guha, Tony Wagner, Linda Darling-Hammond Terri Taylor, and Diane Curtis**
- The report on which this brief is based describes performance assessments and their value for guiding and evaluating high school students' learning, as well as informing colleges and universities about what students know and can do.It explores state and local policies that support the use of such assessments, along with emerging higher education efforts to incorporate them in college admission, placement, and advising. It discusses steps that can help ensure that performance assessments are high- quality, rigorous, and well understood and that can facilitate the use of these assessments in higher education decisions care and attention.
- **External Reviewers** This report benefited from the insights and expertise of two external reviewers: Jerome A. Lucido, Professor of Practice and Executive Director, Center for Enrollment Research, Policy, and Practice, and Associate Dean for Strategic Enrollment Services, University of Southern California Rossier School of Education; and Steven Mintz, Professor of History, The University of Texas at Austin. We thank them for the care and attention they gave the report care and attempt they gave the report.

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Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Continue to develop Success Criteria for Skills/Strategies and **ALL Academic** Content Area Standards*
- ***F -** Clearinghouse: This is a day that SSHS celebrates students that are passing all their classes with a free bingo celebration and other various activities for rewarding their successes and to provide remediation for students that are struggling academically.*
- *School Student Invention Team to review student data: Attendance, grades, behavior and PBIS*
- *PBIS System- Return to full PBIS implementation. Teachers struggled with Tier I and II. We need to retrain staff on the PBIS Expectations.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

● ● *F-Clearinghouse rewards and incentives* **Challenges to Tackle:** *What implementation challenges do you anticipate? What are the potential solutions?* ● *Implementation Challenge: Update during SPP Roadmap Development.* ● *Potential Solution: Update during SPP Roadmap Development.* **Funding:** *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?* ● *Title I Funding $42,000*	*Update during SPP Roadmap*

Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

English Learners

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Foster/Homeless:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Free and Reduced Lunch:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Migrant:

- Challenge: *Meeting the diverse needs of students.*

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- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Racial/Ethnic Groups:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Students with IEPs:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided*
  to all students through use of success criteria and units of study across all content areas.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• *Professional Learning Community - Using Learning Intention and success criteria*	• *Implement School Wide Success Criteria on Close Reading*

Problem Statement:
SSHS students struggle with information text all assessments the students take

Critical Root Causes of the Problem:

This skill will prepare students for high school and life beyond. This is the mission of SSHS. (Reading directions, reading for class, testing, applications, contracts). The skill is cross-curricular, so all staff can engage students in this skill.

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Adult Learning Culture

School Goal:	Aligned to Nevada's STIP Goal:
GOAL 2: SSHS students will show growth in Informational Text by using close reading strategies across all content areas. **Formative Measures:** • Over 90% of the SSHS students will show growth in Informational Text on their MAPs Reading and 75% of the students will be proficient on the school's Close Reading Success Criteria.	☐ STIP Goal 1 ☒STIP Goal 2 ☒STIP Goal 3 ☒ STIP Goal 4 ☐ STIP Goal 5 ☒STIP Goal 6

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Improvement Strategy: Implement Close Reading Success Criteria across all content areas and use Professional Learning Communities to measure the progress.

.**Lead:** *Who is responsible for implementing this strategy?*

Evidence Level: *Teachers, support staff, counselor and* administration

1-Strong The *process has been cited by researchers and professional organizations as having potential to impact student achievement in a positive manner. As the current era of high- stakes accountability has left teachers struggling to improve the quality of teaching and learning, PLCs have been recommended to foster collaboration and make teacher practices public. Therefore, the purpose of this study was to examine elementary teachers' descriptions of their PLCs to determine if practice of the principles had an effect on student academic performance. A quantitative research design was implemented to explore the extent to which teacher training in PLC principles, the actual practice of PLC principles, and student achievement were related. A survey was utilized to collect data regarding 194 teachers' perceptions of the existence of four dimensions of PLCs within their schools, 4 years of CRCT data was examined to measure student achievement, and descriptive and inferential statistics were used to look for possible relationships between the factors. Statistical examination indicated PLC members who observed peers, provided feedback on instructional practices, worked with colleagues to judge student work quality, and collaboratively reviewed student work to improve instructional analysis were more likely to improve their quality of teaching. Further results indicated positive correlations between teacher level of education and observing peers, and between level of education and providing feedback on instructional practices.*

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Positive correlations were also identified between student achievement on standardized assessments and teacher practice of collaboratively reviewing student work, working with colleagues to judge the quality of student work, and discussing student-centered educational issues.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Implement Close Reading Strategies Units Study Across All Academic Content to be shared in the PLC collaborations
- Share Instructional Unit data and instructional strategies used during school collaborations within the Professional Learning Community to have colleagues to provide input and feedback to build teacher efficacy

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Sibme: Instructional Video Recording System $2,000*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: All staff continue to push collaboration to a more data-driven, student-focused approach.*
- *Potential Solution: Continue doing what we are doing.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title I Funding*

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Foster/Homeless:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Free and Reduced Lunch:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Migrant:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Racial/Ethnic Groups:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas..*

Students with IEPs:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

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Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**

• *Connecting Parents and Students Through Student LED Conferences*	*Develop positive students relationship with all students.*

Problem Statement:

- We are currently not meeting all the student social & emotional learning needs of our students.

Critical Root Causes of the Problem:

- Some of the students have had limited interaction amongst their peers. Students have not accessed needed support to meet the social emotional needs.

Connectedness

School Goal:

By the end of the 2024 School year SSHS will provide targeted support and services to our students' behavior through positive interactions among students-to-students and students-to-staff to improve the social and emotional well-being of our students as measured by the Nevada School Climate survey.

Formative Measures:

- *Monitoring student academic success through Weekly Student Pass Rate Reports and student intervention team meetings.*

Aligned to Nevada's STIP Goal:

☒ STIP Goal 1 ☒STIP Goal 2

☒STIP Goal 3 ☒ STIP Goal 4

☒ STIP Goal 5 ☒STIP Goal 6

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Improvement Strategy: Lead: *Who is responsible for*

Develop Tier Two PBIS interventions to meet the needs of students that have more challenging *implementing this strategy?* Needs

-

Evidence Level: *Facilitator, Administration Staff, PBIS Team, Student Intervention Team, MTSS*

Level 2-Moderate

School culture is the belief and attitude influencing every aspect of how a school functions. Culture shared by all school stakeholders makes the actualization of both short-and long-term objectives easier. In this context, the best practices for shaping school culture for professional educators are personal mastery, team learning, and building a shared vision (Hall & Hord, 2015). Instructional leaders can use school culture as a tool to influence and lead by establishing coordination among employees, having a direct impact on student achievement.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- School Student Invention Team – School wide time analyzes data of students that are struggling; Attendance, grades and behavioral logs.

- Individual Student Intervention meeting – with Students Study Team (SST) – Administration, Counselor, teachers, parent and student.

- School Student Invention Team to review student data: Attendance, grades, behavior and PBIS ● Continue

implementing PBIS System – Retrain teachers on PBIS and develop school wide Staff Expectations.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Tier Two PBIS intervention training*

- *PBIS Reward Software $ 1,200*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential*

solutions?

- *Implementation Challenge:* ***Time Management, Meeting and Collaboration Time. Small Staff, everyone doing a lot.***
- *Potential Solution: Update during SPP Roadmap Development.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Update after Strategy Selection*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

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English Learners

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Foster/Homeless:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Free and Reduced Lunch:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Migrant:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

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Racial/Ethnic Groups:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

Students with IEPs:

- Challenge: *Meeting the diverse needs of students.*
- Support: *Use the current student intervention system, F-Clearinghouse and additional equity support and funding that are provided to all students through use of success criteria and units of study across all content areas.*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community

Halloween Bash, Burger Bash, Taco. Bingo, Fine Arts Night. FASFA, Graduation Celebration. Student	*10/6/23, 10/13/23, 11/14/32, 1/24/24*	Challenges: Funding restriction that we are not allow to provide dinners and lunches for parents

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Lyon County School District

Silver Stage Middle School

School Performance Plan: A Roadmap to Success

Silver Stage Middle School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Amber Taylor
School Website: https://www.ssms.lyoncsd.org
Email: ataylor@lyoncsd.org
Phone: 775-577-5050
School Designations: xTitle I ☐CSI ☐TSI x TSI/ATS

School Designations: ☒ Title I ☐ CSI ☐ TSI ☒ ATSI ☐ Zoom ☐ Victory

Our SPP was last updated on 9/25/2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Amber Taylor	**Principal(s)** *(required)*
Monie Byers	**Other School Administrator(s)** *(required*
Monica Copple, Rachel Leach, Meghann Hackstaff, Kylie Smith, Joshua Wiley, Tiffany Townley, Jessica Volkov	**Teacher(s)** *(required)*
Tiffany Bryden	**Paraprofessional(s)** *(required)*
Danielle Williams	**Parent(s)** *(required)*
Katrina Hillyard	**Student(s)** *(required for secondary schools)*
na	**Tribes/Tribal Orgs** *(if present in community)*
Lilly Bosworth, Chelsea Allred, and Stacey Miguel	**Specialized Instructional Support Personnel** *(if appropriate)*
Add additional members/roles as necessary	

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at the QR code below:

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• *37.5% of students below benchmark in math met 150% of their growth goals.* • *37% of students below benchmark in ELA met 150% of their growth goals.* • *Students are aware of their academic levels and are able to communicate their scores to others.*	• *Compared to the 2018-2019 school year, the Median Growth Percentile (MGP) decreased from 62 to 49 in math on the 22-23 SBAC.* • *Compared to the 2018-2019 school year, the Median Growth Percentile (MGP) decreased from 48 to 46 in ELA on the 22-23 SBAC.* • *Compared to the 2018-2019 school year, the Prior Non-Proficient Met Math Adequate Growth Percentile (AGP) decreased from 24.3 to 10.3 in math on the 22-23 SBAC.* • *Compared to the 2018-2019 school year, the Prior Non-Proficient Met ELA Adequate Growth Percentile (AGP) decreased from 26.1 to 17.7 in ELA on the 22-23 SBAC.*

Problem Statement: *Teachers at SSMS are not proficiently meeting their students' needs at their achievement level.*

Critical Root Causes of the Problem:

- Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma.
- Students lack self-esteem and tend to give up easily once learning becomes difficult for them.
- The Pandemic caused bigger learning gaps and incomplete learning for students.
- Teachers lack efficacy in the area of differentiation.
- Older curriculum does not provide effective differentiation resources for teachers to utilize.
- Teachers are learning a new ELA curriculum while just feeling more confident after learning a new math curriculum.
- Students are missing fundamental math skills.
- Students on IEPs are not showing significant growth in math and ELA on the SBAC.

- 32.6% chronic absenteeism rate

Student Success

School Goal: By the end of Spring MAPs Assessments and iReady Assessments, all students below benchmark in math and ELA will meet 1.5 times their NWEA and iReady growth goal in math and reading (Fall to Spring). *Ex. If a student has a goal of 10 points, they will be expected to reach 15 points.* **Formative Measures:** ● iReady formative assessments after each unit taught in math ● 1:1 conferring sessions ● Diagnostic assessments from HMH and McGraw Hill in area of ELA ● Winter MAPs assessment ELA and winter iReady assessment ● Student and Teacher surveys given out 4 times per year in regards to needs getting met and teacher efficacy in area of differentiation.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 X STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

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Improvement Strategies: Teachers will conduct conferring sessions individually or in small groups providing specific feedback in the subject areas of math and ELA. A roster will be used to check off names and take notes of students' needs. Teachers will also check in with each other each Monday Planning Meeting to hold each other accountable in this area. Success Criteria will be used during 1:1 conferring sessions to promote student metacognition and guide instruction for differentiation.

Evidence Level: 1-John Hattie's Visible Learning Specific Feedback .70 effect size, Specific Feedback .75, record keeping .52

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Ensure all teachers have a pensive to track 1:1 conferring conversations
- Time during Monday Planning Team Meetings and Friday Collaboration to create Success Criteria as vertical teams/departments/grade levels.
- Identify specific students needing support using the MAPs Learning Continuum and iReady Diagnostic Results.
- Work with teachers and schedule peer observation times during small group instruction and 1:1 conferring sessions.
- Teachers will use formative assessments to track the identified students monthly.
- Office staff will refrain from interrupting class instruction and only do all calls at 7:50am and 2:00pm.
- Novice teachers will formally meet with teacher leaders once per week.
- Teachers will identify their Wildly Important Goal (WIG) as a grade level or department and track data each week on their scoreboard.
- Monthly MTSS meetings to review all Tier 2 and Tier 3 students and the interventions being implemented.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- School-wide shared calendar
- Time during Monday Planning Team Meetings and Friday Collaboration
- MAPs and iReady Results and tools
- Schedule for peer observations
- Data to enter into the grade level digital data spreadsheet and on their Scoreboard
- *MTSS Coordinator and CCRI Coach*

Lead: *Who is responsible for implementing this strategy?*
All Classroom Teachers

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Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Time for collaboration, training & vertical/horizontal teaming
- Time to input data into the digital data spreadsheet and on scoreboard
- *Potential Solution:* Plan out a yearlong master plan for Monday Planning Team Meetings, Peer Observations, and Friday Collaboration. Insert meetings into the school-wide master calendar.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Budget for roving sub

Resource Equity Supports[1]**:** *FRL, Racial/Ethnic Minorities, Foster/Homeless, EL, and IEP groups will be addressed through meaningful, authentic collaboration between general education, sped teachers and support staff. We also have a novice SPED teacher who will also need support in inclusion, engagement, and discourse strategies.*

English Learners

- Challenge: *We currently are sharing our EL teacher with Yerington High School. This will not allow our EL teacher to collaborate on Fridays with the teachers she is teaming with at SSMS.*
- Support: *We will continue to work closely with the District Leaders in this area to think outside the box and find a way to support our EL teacher in the area of co-teaching and meeting the needs of all her EL students.*

Foster/Homeless:

- Challenge: *Our CIT population continues to increase with limited resources in this area.*
- Support: *Our counselor will identify the CIT students and provide extra tutoring for them after school.*

Free and Reduced Lunch:

- Challenge: *100% of our population is Free and Reduced.*
- Support: *We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful.*

Migrant:

- Challenge: *NA*
- Support: *NA*

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[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

Racial/Ethnic Groups:

- Challenge: *There is not a lot of diversity at SSMS allowing our students to relate to others that look like them.*
- Support: *We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful. We will also include them into our Quarterly Focus Groups and ask them how we can support them better.*

Students with IEPs:

- Challenge: *Our numbers continue to grow in this area and our scores are dropping. We also have 2 of our 4.5 SPED teachers with a license in SPED. The other two teachers are Long Term Substitutes, both working toward their SPED degree and we haven't been able to find a person for the .5 position.*
- Support: *The district gave us .5 more of an allocation in our CLS program. We will be able to do more inclusion with the added .5 teacher and support our students with their peers while in the gen. ed. Classroom.*

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• *85% staff members reported that they felt more confident in the area of differentiation.* • *100% of staff were observed using small group instruction during their math lessons.* • *iReady MyPath is being used and teachers are liking the progress they are seeing from their students.* • *Staff members are also reaching out to other staff members asking questions about small group instruction.* • *Staff members are becoming more familiar with iReady Diagnostic results and placing kids into groups.* • *Peer Observations were conducted and teachers found them useful.* • *College and Career Interventionist has been allocated as a support for academic intervention for students below benchmark.*	• *All 5th & 6th Grade teachers must learn the new HMH ELA Curriculum. All 7th & 8th grade ELA teachers must learn the new McGraw Hill Curriculum.* • *Having two different ELA curriculums in one school is challenging, administration is going to need to build capacity in both curricula allowing SSMS to streamline and unite the curricula.* • *Videotaping lessons to use for reflection practices.* • *Working on 100% of staff feeling efficacy in the area of differentiation.* • *Effectively utilizing our College and Career Interventionist and getting all students needing tier 2 and tier 3 support they need.*
Problem Statement: Teachers do not know how to implement all new ELA resources (HMH and McGraw Hill) aligned to differentiation.	

Critical Root Causes of the Problem:

- Learning a new ELA curriculum
- Understanding the new reports in the ELA curriculum
- Effectively set up small groups to give direct instruction to and meet the students where they are at while also hitting all grade level standards.

Adult Learning Culture

School Goal: By the end of the first semester of the 2023-2024 school year, all teachers at SSMS will build their capacity in the area of differentiation by matching students in appropriately challenging ways. This goal will be measured by teachers' self-assessment and administration collecting walk-through data specifically in the area of Standard 2 (Meeting Cognitive Demands) on the NEPF. **Formative Measures:** ● Student and Teacher surveys given out 4 times per year in regards to needs getting met and teacher efficacy in area of differentiation. ● Daily Walk-Throughs data collected around Standard 2 (Meeting Cognitive Demands) using the NEPF. ● iReady formative assessments after each unit taught in math ● 1:1 conferring sessions ● Diagnostic assessments from HMH and McGraw Hill in area of ELA ● Winter MAPs assessment ELA and winter iReady assessment	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 X STIP Goal 2 ☐STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

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Improvement Strategy: *Teachers will analyze MAPs data (Reading), iReady Data (Math), and HMH and McGraw Hill Diagnostic data to determine students' strengths and weaknesses and conduct learning centers with small group instruction to meet students' needs more accurately.*

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale)*:* 1-John Hattie's Visible Learning-Teacher Clarity .75 effect size

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Complete Fall MAPs (ELA) and iReady (Math) and identify student strengths and needs.*
- *Complete Fall, Winter, and Spring MAPs, iReady, and HMH and McGraw Hill Diagnostic Assessment.*
- *Monthly MTSS meetings identifying Tier 2 and Tier 3 students and interventions being implemented.*
- *Group students based on skill sets.*
- *Plan small group activities to address each student's needs.*
- *Implement activities and use a roster to track specific teacher/student interactions.*
- *Complete Winter MAPs and identify student strengths and needs.*
- *Adjust small student groups accordingly.*
- *During Monday Planning Team Meetings, teachers will need to analyze 1:1 conferring sessions and progress on Intervention platforms.*
- *Peer Observations during small groups.*
- *Follow school-wide behavior expectations and reward students for displaying positive behaviors.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Professional development in the areas of differentiation, intervention, acceleration, and on how to schedule and implement centers/rotations*
- *PD Manager and Assistant Manager*
- *Supplies for centers*
- *Access to skill appropriate learning materials*
- *McGraw Hill and HMH PD in Teacher Dashboard*
- *Planning Team Meetings on Mondays*
- *Roving Sub for Peer Observations*
- *Professional Development around school-wide behavior expectations.*
- *MTSS Coordinator and CCRI Coach*

Lead: *Who is responsible for implementing this strategy?*
All classroom teachers

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Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Time for professional development & teacher collaboration/observation and teacher buy-in*
- *Potential Solution: Plan out a yearlong master plan for Monday Planning Team Meetings, Peer Observations, and Friday Collaboration. Insert meetings into the school-wide master calendar.*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- General Budget for roving sub

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

Free and Reduced Lunch:

- Challenge: *100% of our population is Free and Reduced.*
- Support: *We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful.*

Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

- Challenge: *There is not a lot of diversity at SSMS allowing our students to relate to others that look like them.*
- Support: *We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful. We will also include them into our Quarterly Focus Groups and ask them how we can support them better.*

Students with IEPs:

- Challenge: *Our numbers continue to grow in this area and our scores are dropping. We also have 2 of our 4.5 SPED teachers with a license in SPED. The other two teachers are Long Term Substitutes, both working toward their SPED degree and we haven't been able to find a person for the .5 position.*
- Support: *The district gave us .5 more of an allocation in our CLS program. We will be able to do more inclusion with the added .5 teacher and support our students with their peers while in the gen. ed. classroom.*

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Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• *100% of our students felt connected to at least two adults last year.* • *Students are reporting that adult to student relationships are strong.* • *7th and 8th Grade students are reporting that they love the new SEL program, Character Strong.*	• *We need to figure out how to improve in the area of Social Emotional Competence on the NV Climate Survey. We have remained at 65/100 for the past two years. We are also the lowest scoring middle school in this area.* • *Students are reporting that relationships between students are low and need improvement.* • *Continue to teach SEL lessons consistently during Advisory.*

Problem Statement: *100% of our students feel connected to at least two adults at SSMS, but only 58% of our students are reporting that they feel joy at school and 62% are reporting that they have started planning for their future.*

Critical Root Causes of the Problem:

- *Chronic absenteeism is 32.6%-students are not attending school consistently receiving SEL instruction on how to cope and manage their feelings.*
- *Misbehaviors-causing students to miss class due to In-School Suspension, Out of School Suspension, and APEP*
- *School culture*
- *Families in this area are transient and do not stay in one location a long time.*
- *Lack of skills in building a trauma-sensitive environment*

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Connectedness	
School Goal: By the end of the 2023-2024 school year, *100% of the students at SSMS will feel respected, safe and empowered while being supported by consistent staff implementation of Second Step and Character Strong. An emphasis will also be highlighted in the area of student to student respect and relationships. This goal will be measured by staff and student surveys (Portrait of Learner and Nevada Climate Surveys).* **Formative Measures:** • *POL Student Surveys-3 times per year*	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 X STIP Goal 6

• *NV Climate Survey-1 time per year*	

Improvement Strategy: All Teachers will implement the two SEL programs, Character Strong and Second Step, during their Advisory Time.

Evidence Level: 2-John Hattie's Visible Learning-Teacher and Student Relationships .52 effect size

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Greet every student each day with a positive interaction.*
- *Implement Character Strong and Second Step with fidelity.*
- *Use SEL check-ins to identify students that are struggling.*
- *Read the book "Strategies for Building a Trauma Sensitive Classroom."*
- *Monthly MTSS meetings identifying Tier 2 and Tier 3 students and interventions being implemented.*
- *Emphasize the lessons that highlight student relationships with one another.*
- *Random and frequent groupings of students getting them familiar with everyone in class.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Family Engagement Activities done monthly-Parenting Classes, Parent Universities, and Community Outreach Events.*
- *Character Strong SEL 2nd Shot Curriculum*
- *Book- "Strategies for Building a Trauma Sensitive Classroom."*
- *Teacher Leaders and Grade Level Teams to lead the book studies.*
- *MTSS Coordinator and CCRI Coach*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Navigating negative behaviors in class. Getting all staff on board. Getting students to "buy-in" to the initiative. Providing time for grade level teams to collaborate and conduct book study lessons to staff. Staff consistently following all PBIS expectations and behavior management strategies.*
- *Potential Solution: Set up buddy room systems to help teachers navigate negative behaviors demonstrated in class, consistent and frequent SEL observations, Training on the importance of*

Lead: *Who is responsible for implementing this strategy? Teachers, custodians, administration, paraprofessionals, and secretaries*

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SEL, Place all collaboration times onto the school-wide master calendar

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1 funding for parent engagement activities*

Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

Free and Reduced Lunch:

- Challenge: *100% of our population is Free and Reduced.*
- Support: *We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful.*

Migrant:

- Challenge: *NA*
- Support: *NA*

Racial/Ethnic Groups:

- Challenge: *There is not a lot of diversity at SSMS allowing our students to relate to others that look like them.*
- Support: *We will continue to support all of our students and ensure struggling students go through the SST process if tier 1 interventions are not successful. We will also include them into our Quarterly Focus Groups and ask them how we can support them better. Emphasis on trauma sensitive classrooms will give teachers more strategies to develop healthy and authentic relationships.*

Students with IEPs:

- Challenge: *Our numbers continue to grow in this area and our scores are dropping.*
- Support:*The district gave us .5 more of an allocation in our CLS program. We will be able to do more inclusion with the added .5 teacher and support our students with their peers while in the gen. ed. classroom.*

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School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Parent Advisory Committee Meeting	*9/11/23*	• Parents are concerned about their child's mental health. They are also

		concerned about the safety concerns of students getting picked on because they are “different” from the other students. Parents are also worried about keeping their children safe from predators on the internet. They do appreciate seeing our SRO out and about and really like the buzz-in system getting into our school. Parenting classes were suggested.

Lyon County School District

Smith Valley School

School Performance Plan: A Roadmap to Success

Smith Valley School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Mr. Duane Mattice
School Website: svs.lyoncsd.org
Email: dmattice@lyoncsd.org
Phone: 775-465-2332
School Designations: ☐Title I ☐CSI ☐TSI ☐ TSI/ATSI

Our SPP was last updated on October 12, 2023.

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Mr. Duane Mattice	**Principal(s)** *(required)*
Mr. Eric Ozolins (Counselor)	**Other School Administrator(s)** *(required)*
Mrs. Kristin Paine, Mrs. Kristina Thran, Mrs. Hollie Acciari, and Mrs. Elizabeth Stanton	**Teacher(s)** *(required)*
Mrs. Melissa Marshek and Ms. Jennifer Mason	**Paraprofessional(s)** *(required)*
Mrs. Dana Fenili-Doll (elementary/secondary)	**Parent(s)** *(required)*
Ms. Ruby DeChambeau	**Student(s)** *(required for secondary schools)*
N/A	**Tribes/Tribal Orgs** *(if present in community)*
Mrs. Kristina Matheson (Special Education Teacher) Mrs. Marla Gleason (College and Career Interventionist)	**Specialized Instructional Support Personnel** *(if appropriate)*

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (http://nevadareportcard.nv.gov/DI/nv/lyon/smith_valley_schools/2022)

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
● More than 50% of students who scored below the 40th percentile decreased (from Fall to Spring) ● Literacy rates did not decrease due to summer slide	● Middle school struggled with overall literacy rates ● Prepare kindergarten students for MAP testing before Winter MAP assessment.

Problem Statement: Student Performance Problem Statement:
Kindergarten through 8th grade students at Smith Valley Schools are scoring anywhere between 7% to 44% at each grade level in the Low or Low Average area for Reading according to the MAP's testing. For example, 42% of 6th graders scored Low or Low Average and 44% of 8th graders scored Low or Low Average.

Critical Root Causes of the Problem:
Student Performance Critical Root Causes:

- Students need access to reading interventions.
- Students need reading strategies throughout their classrooms/grade levels.
- Students need test taking strategies and practice on questions designed and asked in the same way as the MAP's test.

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Student Success	
School Goal: Using the 2023-24 MAP's data, the percentage of students K - 8 who score in the Low or Low Average level, in respective grades/classes, will decrease at each testing session (Winter and Spring) by 5% or will be below 15%. **Formative Measures:** ● After reviewing the Winter and Spring data for 2021-2022 and 2022-2023, Kindergarten, Third and Fifth met the goal of 15% or lower students at low/low average.	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 ☐ STIP Goal 2 ☑STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

● Second decreased more than 5 percent from Fall to Winter ● A majority of the grade levels had an increase in the low/low average range. Because of this data, we will continue this student success goal for 2023-2024.	

Improvement Strategy: 6th, 7th and 8th grade to receive reading intervention in the classroom. This will be one on one or in a small group setting at least four times a week.
K-6th grade low to low average achieving students will receive Tier 2 reading intervention with the resource teacher when available and/or in the classroom. This will be one on one or in a small group setting at least four times a week.

Evidence Level: 4- Demonstrates a Rationale

Action Steps: What steps do you need to take to implement this improvement strategy?

- Identify specific students needing support.
- Working with the teachers to receive specific strategies (RAP Plans).
- Collecting data and using the data to drive the remediation.
- Work with teachers to set up a weekly push in schedule/tracker.
- CCRI and the special education teacher will provide targeted intervention in the area of reading.

Resources Needed: What resources do you need to implement this improvement strategy?

- A Reading Interventionist
- Financial resources for a Reading Interventionist

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- Implementation Challenge:
  - Teachers getting familiar with our district's new adopted reading curriculum (HMH)
  - Finding financial resources given a limited budget.
  - Time in the classroom to implement the reading strategies.
- Potential Solution: Training the College and Career Readiness Interventionist to do LLI support 4 days a week.

Lead: Who is responsible for implementing this strategy? Classroom teachers, College and Career Readiness Interventionist and the resource teacher (when available).

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Additional district funding

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Resource Equity Supports[1]**:** *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Language barrier for specific test vocabulary. EL teacher is here only every other Friday to provide support.
- Support: Access to the EL para during advisory/class time for extra support. EL para will be providing both push in and pull out services during the school day.

Foster/Homeless:

- Challenge: Smith Valley currently does not have any students who are identified as CIT at this time.
- Support: Students will be provided the resources needed for their education.

Free and Reduced Lunch:

- Challenge: Not knowing who are free and reduced due to lack of new applications.

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- Support: Students will be provided the resources needed for their education.

Migrant:

- Challenge: Transient and EL teacher is he only every other Friday to provide support.
- Support: Access to EL para during advisory/class for extra support. EL para will be providing both push in and pull out services during the school day.

Racial/Ethnic Groups:

- Challenge: We are a non diverse school and we have limited exposure to different cultures/races..
- Support: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs:

- Challenge: SPED Resource Teacher is only here part time to provide services to students.
- Support: IEP accommodations and small group environment

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• Student metacognition is a priority because four years of NEPF data shows that K-12 teachers averaged as a whole below a level 3 rating on Standard 4, Indicator 1. Focusing on this goal last year (year four) led to growth in this area, but did not bring our average above 3, so it has been agreed upon by our team that the focus should remain on metacognition to sustain continual growth. Additionally, NEPF data from the last four years shows that the average score of all K-12 teachers on Standard 4, Indicator 3 is just above 3, and we would like to see this improve. A teacher-wide focus in this area will increase student metacognition. Research shows that when students engage in metacognitive activities such as owning their learning, growth and success are much more likely across all grade levels.	• The information obtained from four years of NEPF evaluations shows teacher integration/student use of metacognition as an area in need of improvement in all grade levels K-12. The fact that the overall average scored by teachers was below 3 over four years is a cause for concern. With last year's focus on Standard 4, Indicator 1, there was a noticeable amount of growth, and we would like to continue that momentum. Therefore, this information, in conjunction with the Performance Levels document provided by NEPF will be used as tools to establish the amount of growth/achievement that should take place during the school year. This information will help create a goal that will lead to an overall increase in student metacognition which will, in turn, increase evaluation scores compared to the last four years in this particular area.
Problem Statement: Data from the last four years of NEPF evaluations of K-12 educators shows a need for improving student metacognition. Specifically, the learning challenge is increasing students' understanding of what they are learning, why they are learning it, and how they will know they have learned it (Standard 4, Indicator 1) as well as supporting students in taking actions based on their own self monitoring	

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processes (Standard 4, Indicator 3). The data shows that the average score of SV teachers K-12 on Standard 4, Indicator 1 is 2.914, and Standard 4, Indicator 3 is 3.178 for the last four evaluation cycles as measured by the NEPF performance evaluation matrix for Standard 4.

Critical Root Causes of the Problem:

- Teachers prioritizing NEPF standards 1, 2, 3, and 5 as they are more directly aligned to teacher centered instruction.
- NEPF standard 4 is a student centered, not teacher centered activity.
- Lack of integration in teacher lesson design due to the need for additional training/modeling.
- Metacognitive activities look dramatically different across the elementary, middle, and secondary levels.

Adult Learning Culture

School Goal: Our goal is that by April 2024, students will have achieved mastery (Level 3 or 4) of "What am I learning? Why am I learning it? How do I know?" AND students will advance their learning by taking action based on their self-assessment of their current learning status as measured by the NEPF evaluation process.

Formative Measures:

- The assessments that will be used to measure student progress and teacher implementation are 1) daily classroom walkthroughs (monitoring of observable evidence of metacognition strategies being implemented and used in the classroom. For example: lesson plans, classroom anchor charts, metacognition worksheets, etc.), 2) conversations with students during formal and informal observations (NEPF standard 4 formative data), 3) evidence of integration of metacognition strategies in lesson design/plans during pre-observation meetings, and 4) twice monthly collaboration teacher share outs/PD.

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1 ☑ STIP Goal 2

☐STIP Goal 3 ☐ STIP Goal 4

☐ STIP Goal 5

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Improvement Strategy: Increase teachers proficiency of implementation of student metacognition strategies K - 12th grade.

Evidence Level: 2 - Moderate

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Add student-metacognition teacher strategy share-outs during monthly staff collaboration meetings (professional development).
- Document strategies used by teachers in elementary, middle, and high school within their lesson plan design.
- Conduct formal and informal observations weekly in order to document and rate in the Evaluwise NEPF platform the students' understanding of what they are learning, why they are learning it, and what successful performance looks like.
- Monitoring of observable evidence of metacognition strategies being implemented and used in the classroom. For example: lesson plans, classroom anchor charts, metacognition worksheets, etc. during daily classroom walkthroughs.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Dedicated professional learning time for all instructional staff.
- Access to the NEPF Evaluwise platform.

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* There are limited opportunities to implement professional development specific to the NEPF instructional practice standard 4 indicators 1 and 3.
- *Potential Solution:* Reserve monthly collaboration time for student metacognition professional development. Provide for monthly instructional staff peer observations specific to standard 4 indicators 1 and 3.

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Site budget - Cost of substitutes to cover classrooms when teachers are observing a peers lesson.

Lead: *Who is responsible for implementing this strategy?*
Smith Valley School principal and teacher leaders.

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome*

these challenges?
English Learners ● Challenge: The majority of our English learners speak English as a second language and may have difficulty in explaining their metacognitive understanding. ● Support: Opportunity for EL students to demonstrate their understanding using a variety of methods. **Foster/Homeless:** ● Challenge: Smith Valley currently does not have any students who are identified as CIT at this time. ● Support: N/A **Free and Reduced Lunch:** ● Challenge: Not knowing who are free and reduced due to lack of new applications. ● Support: No specific support identified. **Migrant:** ● Challenge: Majority of the school's migrant students are English learners. ● Support: EL teacher/aide support during class time. **Racial/Ethnic Groups:** ● Challenge: No specific challenge identified. ● Support: No specific support identified. **Students with IEPs:** ● Challenge: Students ability to perform at peer expected level. ● Support: IEP accommodations and specially designed instruction.

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
● The Smith Valley School scored above the state and district averages in all climate categories. In addition, 5th/6th, 7th/8th and 9th-12th grades scored in the favorable range in all categories exceeding district and state results.	● Although in the favorable range and above district and state averages, Smith Valley School scored lowest in the area of Relationships across grade levels 5th through 12th. Our school scored 2 points below the most favorable range for 5th/6th grade, 29 points below the most favorable range for 7th/8th, and 10 points below the most favorable range for 9th/12th grades.

Problem Statement: Based on trend data for relationships since 2015-2016, a flatline can be observed in the relationship category across all grade levels, ethnicities, and gender.

Connectedness

School Goal: 5th through 12th grade students will move from the favorable range to the most favorable range on the Culture and Climate Survey in the category of Relationships as measured by student survey results for the 2023-2024 school year.

Formative Measures:

- 2023-2024 Climate Survey
- PBIS Data (Decrease in Minor Behavior Reports in category of disrespect and increase in PBIS points given in the category of Respect)
- Character Strong SEL Curriculum

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1 ☐ STIP Goal 2

☐STIP Goal 3 ☐ STIP Goal 4

☐ STIP Goal 5 ☑ STIP Goal 6

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Improvement Strategy: Social emotional learning (SEL) continued to be taught to grades K-6 on a weekly basis. In addition, all 8th graders will participate and complete Pathways To Success training. This 6 week training will assist with transition from middle to high school. This SEL curriculum focuses on future goals as it strengthens the SEL of the students. We will also be implementing the Character Strong SEL Curriculum for grades 7-12 during Advisory and for first and second tier MTSS interventions.

Evidence Level: 2 - Moderate.

Action Steps: What steps do you need to take to implement this improvement strategy?

- Teach Pathways curriculum to 8th graders Spring of 2024
- Design opportunities in Advisory to have students of different grade levels (7-12) interacting with one another using Character Strong SEL Curriculum
- 7-12 grade teachers will create advisory enrichment opportunities for collaborative interaction amongst the student body
- SEL opportunities in advisory once per month (activities with younger students, workshops with the counselor, etc)
- Student of the week and various student recognition activities

Lead: *Who is responsible for implementing this strategy?*
All school staff

Resources Needed: What resources do you need to implement this improvement strategy?

- Pathways curriculum
- Character Strong SEL Curriculum for 7th through 12th
- Second Step for K through 6th

Challenges to Tackle:

- Cultural inertia
- Purposeful exposure to cultures and ethnicities outside of the Smith Valley area
- Potential Solution: guest speakers, field trips, classroom lessons/activities addressing healthy relationships

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- School budget
- Fundraising
- Local community organizations

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Language barrier for specific relationship building. EL teacher is here only every other Friday to provide support.
- Support: EL para works very closely with these students and families

Foster/Homeless:

- Challenge: Smith Valley currently does not have any students who are identified as CIT at this time.
- Support: N/A

Free and Reduced Lunch:

- Challenge: Not knowing who are free and reduced due to lack of new applications.
- Support: Provide SEL curriculum for all.

Migrant:

- Challenge: Transient and EL teacher is he only every other Friday to provide support.
- Support: EL para works very closely with these students and families.

Racial/Ethnic Groups:

- Challenge: We are a non diverse school and we have limited exposure to different cultures/races.
- Support: We celebrate the hispanic cultures with various events and celebrations

Students with IEPs:

- Challenge: SPED Resource Teacher is only here part time to provide services to students.
- Support: Provide supports in the classroom and in small groups and provide special social supports for students who are on IEP's.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Event 1: Family Survey (K - 5)	September 29, 2023	**2023-24 Survey Data** ● Based on the survey results, we can conclude that of the 47 surveys returned, most elementary families view state mandated tests as "somewhat important" (62%) or "very important" (21%) and few families view them as "not important" (17%). As far as opinions on metacognition, our survey results show that all families believe it is "somewhat important" (2%) or "very important" (98%) for students to know what they are learning, why they are learning it, and how they will know they've got it. Analysis of data about the importance of relationships to a student's learning shows that families view them as "somewhat important" (13%) or "very important" (87%).

Event 2: Family Survey (6 - 12)	September 29, 2023	**2023-24 Survey Data** ● Based on the survey results, we can conclude that of the 42 surveys returned, most secondary families view state mandated tests as "somewhat important" (53%) or "very important" (40%) and few families view them as "not important" (7%). As far as opinions on metacognition, our survey results show that all families believe it is "somewhat important" (10%) or "very important" (90%) for students to know what they are learning, why they are learning it, and how they will know they've got it. Analysis of data about the importance of relationships to a student's learning shows that families view them as "somewhat important" (14%) or "very important" (86%).
Event 3: Student Focus Group Meeting (Grades 3 - 6)	October 12, 2023	**2023-24 Student Focus Group Data** ● 1. Thoughts on Assessments: Overall, students felt that classroom based tests are valuable but that state mandated test did not have the same importance to them. ● 2. Importance of why learning something: Overall, students truly believe that they need to know the why but if it is not linked to real life scenarios, it is harder to relate to and to find value in doing the assignments. ● 3. Importance of Relationships: Overall, if students didn't have relationships with peers and staff alike that school would be dreadful and they would not want to be here. Without relationships, students would not be emotionally well rounded and in turn their work ethic and abilities would reflect those emotions versus their true abilities. ● During the 2022-23 and 2023-24 school years 3rd - 6th grade students at Smith Valley School have participated in focus groups sessions in order for them to provide feedback regarding 3 questions essential to the Smith Valley School continuous improvement plan.

		• The 3 questions are: #1 How important is a students' performance on state mandated assessments? #2 How important to a students' learning is their understanding of what they are learning, why they are learning it, and how they will know they have learned it? #3 How important are relationships to a students' learning?
Event 4: Student Focus Group Meeting (Grades 7 - 12)	October 12, 2023	**2023-24 Student Focus Group Data** • During the 2022-23 and 2023-24 school years 7th - 12th grade students at Smith Valley School have participated in focus groups sessions in order for them to provide feedback regarding 3 questions essential to the Smith Valley School continuous improvement plan. The 3 questions are: #1 How important is a students' performance on state mandated assessments? (MAPs, SBAC, ACT, CTE, etc.) #2 How important to a students' learning is their understanding of what they are learning, why they are learning it, and how they will know they have learned it? #3 How important are relationships to a students' learning? Question responses are categorized as Not Important, Somewhat Important, or Very important. 78% of students indicated that state assessments are somewhat important with 22% indicating they are very important. 89% of students reported that knowing what they are learning, why they are learning it, and how they will know is very important. 12% reported somewhat important. Lastly, 100% of students shared that relationships are very important to their learning.
Event 5: Staff Survey	September 29, 2023	**2023-24 Survey Data** Survey results show that of the 12 staff members surveyed, most view state mandated tests as being important to some degree. Analysis of the survey data shows they view them as "somewhat important" (83%) or "very important" (8%). Of the 12, one responded with "not important" (8%). As far as opinions on metacognition, our survey results show that all staff members believe it is "somewhat important"

		(8%) or “very important” (92%) for students to know what they are learning, why they are learning it, and how they will know they’ve got it. Survey data about the importance of relationships to a student’s learning shows that families view them as “very important” (100%).

Lyon County School District

Yerington Elementary School

School Performance Plan: A Roadmap to Success

Yerington Elementary School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

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Principal: Shannon Coombs
School Website: https://www.yes.lyoncsd.org
Email: scoombs@lyoncsd.org
Phone: 775-463-6844
School Designations: XTitle I ☐CSI ☐TSI X☐ TSI/ATSI

Our SPP was last updated on September 29, 2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Shannon Coombs	**Principal(s)** *(required)*
Alfredo Martinez	**Other School Administrator(s)** *(required*
Jill Page, Kerry Stevens, Daylene Foli, Angela Sciarani, Lissa Kellogg, Jerilee Kent, Holly Koscinski, Christine Mayes (School Counselor)	**Teacher(s)** *(required)*
Sarah Thomas	**Paraprofessional(s)** *(required)*
Tiffany Rogers, Brandon Coombs	**Parent(s)** *(required)*
Rowan Manford, Clara Joyner, Logan Coombs, Landon Reyes, Sadee Smith, Molly Pineda	**Student(s)** *(required for secondary schools)*
Lorna Conway, YPT Tutoring Director	**Tribes/Tribal Orgs** *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*

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School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/yerington_elementary_school/2022/nspf/

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**

• SBAC growth of one level from 2022 3rd grade to 2023 4th grade in Reading: 13.6%
• SBAC growth of one level from 2022 3rd grade to 2023 4th grade in Math: 6.8%
• NWEA MAP Reading proficiency > 60th percentile in Spring 2023: 22%
• iReady growth from Fall 2022 to Spring 2023 overall: 26.5% moving from below grade level to at or above grade level
• iReady proficiency in Spring 2023: 33% overall;
  ○ In Grade 3, 31%
  ○ In Grade 4, 39%
	• SBAC Reading and Math proficiency growth needs to increase, making year after year growth
	• WIDA proficiency needs to increase, demonstrated by a higher percentage of students receiving overall scores of 4.5 or higher (9% of students tested in 2023 were proficient)
	• NWEA MAP Reading proficiency needs to increase
	• Student use of academic and social vocabulary correctly needs to improve

Problem Statement: Yerington Elementary School has historically remained stagnant in Reading growth year after year or has had decreases in overall reading proficiency when compared to prior years when using MAP and SBAC data to determine growth. Math proficiency growth has been inconsistent in recent years.

Critical Root Causes of the Problem:

- Inconsistent phonemic awareness and phonics skills amongst all students in all grade levels impacts reading abilities.
- Inconsistent and low oral language development among students.
- Language used at home vs. at school is lower than normal with many students not understanding normal everyday language causing teachers to simplify the language used in the classroom rather than elevating the language used.
- High ELL learning population needing oral language practice.

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- Inconsistent data collection amongst grades and no consistent data vertically amongst the school.
- Teachers are unsure of research based strategies and methods to teach academic vocabulary.
- SEL needs within our school appear to impact academic performance.

Student Success	
School Goal: *Increase the percentage of students at or above the 60th percentile in Reading, specifically in the strand of vocabulary, as measured by MAP, and in Math, as measured by iReady Diagnostics* **Formative Measures:** • *MAP data, HMH (Houghton Mifflin Harcourt Curriculum) assessment data, i-Ready Diagnostic data*	**Aligned to Nevada's STIP Goal:** ☒ STIP Goal 1 ☐ STIP Goal 2 ☒ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 ☐ STIP Goal 6

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Improvement Strategy: Whole Group, Small Group, and individualized instruction based on students' current academic needs

- *Use HMH Growth Measure Assessment data to determine students' areas of deficiency*
- *Use MAP Reading Fluency results to monitor consistent data across the school.*
- *Use i-Ready resources to provide guided and targeted instruction based on individual student needs rather than just whole group lessons.*
- *Use MAP Reading vocabulary strand to determine students' areas of strength and deficiency*

Evidence Level: i-Ready assessment data provides information about student performance in grade level curriculum as well as progress in individual student skillset to monitor the vocabulary that has been retained and that needs further instruction on.

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Teachers need to know how to analyze the reports within the MAP database.*
- *Teachers need to use HMH curriculum to implement linear academic vocabulary for consistency amongst grade levels, while still supplementing evidence-based vocabulary and reading strategies that promote the development of vocabulary and oral language.*
- *Teachers need to continue whole group and small group literacy instruction in addition to interventions and provide multiple exposures for specific students needing more.*
- *Teachers will utilize MAP Fluency for data tracking to indicate student progress in targeted areas at least every three weeks.*
- *Teachers will monitor vocabulary growth with MAP Testing three times per year.*
- *SAC meetings in 1st and 3rd quarter where literacy progress, interventions, and vocabulary strategies are discussed and implemented.*
- *Grade level data teams will focus on analyzing MAP data and choosing weekly academic vocabulary for district adopted curriculum, HMH, to be taught explicitly in each lesson.*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Heggerty Subscription to skills videos to supplement HMH Phonemic Awareness instruction*
- *Student computers to utilize skills videos, HMH online resources and i-Ready online resources*
- *Headphones if using student computers for either Literacy or Math instruction/intervention*
- *Headphones with drop down mics for MAP Reading Fluency assessments*
- *Interventionist positions (CCRI and Title position) to provide additional small group targeted instruction*
- *Second Step Curriculum to assist in providing SEL lessons to all students in Tier 1*

Lead: *Who is responsible for implementing this strategy?*
Principal
Asst. Principal
Teachers

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- *SRSS data to indicate student SEL needs within Tier 2*
- *ELLevations training and strategies to be implemented weekly in the classroom*
- *GLAD strategies and training to implement within the classroom*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: All teachers having the time to collaboratively plan the academic language to be explicitly taught for the weekly modules in HMH and iReady. Teachers will need training on how to read the MAP test results as well as training on research based strategies for teaching vocabulary.*
- *Potential Solution: Grade level team collaboration/strategy groups, Teacher Leaders are offering mini-PD sessions in literacy and math, specifically on vocabulary strategies on a regular basis*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1*
- *General Budget*

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Resource Equity Supports[1]: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Understanding the tasks assigned by teachers, how to complete the task, and how to correctly use academic vocabulary*
- Support: *EL staff collaborating with classroom teachers and providing support within the classroom to help provide accommodations to increase student understanding. Students are grouped into classrooms based on WIDA scoring so that licensed EL teachers can provide support to higher need students.*

Foster/Homeless:

- Challenge: *Making sure that student SEL needs are met and that students have the foundational resources needed to be ready for*

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

school. Parents may not have the resources they could use to meet these needs at home. There is more need than we feel we have resources for.

- Support: *CIT Supports, Counselor monthly meetings to discuss the students qualifying for CIT and to collaborate on how to meet these students' needs, Counselor collaborating with staff and parents to meet student needs, Resource Coordinator through HCC who facilitates assistance to students and families*

Free and Reduced Lunch:

- Challenge: *Students living in poverty often struggle academically and socially more than students who are from families with financial stability*
- Support: *YES Staff will provide small group and individual instruction when needed to help students gain the academic skills they are lacking; emphasis on social skill growth will be provided through Second Step and targeted communication of expectations through PBIS*

Migrant:

- Challenge: *Some students have received limited schooling and have enrolled at multiple schools within a short time frame and are significantly below grade level with their peers*
- Support: *EL support for students when at school, family support through Remind and Family Newsletters from EL staff*

Racial/Ethnic Groups:

- Challenge: *Make sure that all students feel supported and that their cultures/demographic areas are embraced*
- Support: *Muti-Cultural Committee will continue to plan school-wide events and educational opportunities that expose students to a variety of cultural traditions*

Students with IEPs:

- Challenge: *Students with IEPs traditionally have not made accelerated growth to perform at grade level*
- Support: *SpEd staff will collaborate with classroom teachers to help learn how to appropriately make accommodations and modifications as written into IEPs, MAP and Able Space data tracking to carefully examine growth in particular academic areas. Students with IEPs will be grouped into specific classrooms to make the General Education Teacher/SpEd teacher collaboration easier to achieve*

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Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• *YES Certified teachers are utilizing PLC time to examine Math and Reading assessment data to assist with strategy grouping and interventions* • *MTSS provides support to teachers who are uncertain of how to make instructional matches for students; teachers are actively involved throughout the entire process of evaluating*	• *Using small group strategy grouping as a grade level* • *Implementation of i-Ready curriculum and HMH Curriculum to include structured literacy and vocabulary instruction.* • *Plan PD Menus or alternatives for staff on planned bi-weekly PD meeting dates*

student performance, determining needs, designing interventions, and implementing interventions. • *School-wide PD will focus on providing support to teachers with the HMH Curriculum, iReady curriculum, and PBIS/Love and Logic review - teachers will be able to learn strategies for when students exhibit undesired behaviors and collaborate with others regarding using these strategies*	

Problem Statement: PLCs amongst various grade levels elicited inconsistent data analysis that drives instructional decision making

Critical Root Causes of the Problem:

- *Attendance at PLCs last year was not consistent*
- *PLCs occurring only 1x/month was not beneficial*
- *Not all teachers brought data to meetings*

Problem Statement: PD that is offered bi-weekly is not relevant to all staff, therefore not beneficial to those staff members

Critical Root Causes of the Problem:

- *One planned PD is offered to the staff bi-weekly*
- *PD is planned based on high needs of the school, but not all staff needs that PD*
- *There are no alternative PDs for teachers to attend if a particular PD is not relevant*

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Adult Learning Culture

School Goal: *YES Staff will improve instructional techniques in PLCs by examining class, grade level and school wide data from i-Ready, MAP Reading Test and MAP Reading Fluency* **Formative Measures:** • *i-Ready, MAP Reading Assessment and MAP Reading fluency class data* • *For Kindergarten, standards-based assessments are also tracked with ESGI to monitor growth*	**Aligned to Nevada's STIP Goal:** X☐ STIP Goal 1 X☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 X☐ STIP Goal 6

Improvement Strategy: *Structured PLCs (Data Team) once a week on Tuesdays*

Evidence Level: PLC Agendas/note taker provided by administration, data reports provided by i-Ready, and MAP, Note takers from meetings

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *Administration attending PLC meetings on Tuesday afternoons (Every grade level will get 2 visits/month)*
- *Data Team Agenda/Notetaker provided school-wide*
- *Printing grade level and school-wide data results for discussion*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *I-Ready reports, MAP Reading Test, MAP Reading Fluency Reports*
- *HMH PD Support*
- *iReady PD Support*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Full implementation of i-Ready curriculum, utilizing all aspects of new curriculum; Full implementation of HMH curriculum, utilizing all aspects of new curriculum*
- *Potential Solution: Continue to provide support and PD to teachers about the aspects of i-Ready curriculum and HMH curriculum*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1*
- *General Budget*

Lead: *Who is responsible for implementing this strategy?*
Principal
Asst. Principal
Teachers

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome*

these challenges?

English Learners

- Challenge: *Understanding the tasks assigned by teachers, how to complete the task, and how to correctly use academic vocabulary*
- Support: *EL staff collaborating with classroom teachers and providing support within the classroom to help provide accommodations to increase student understanding. Students are grouped into classrooms based on WIDA scoring so that licensed EL teachers can provide support to higher need students.*

Foster/Homeless:

- Challenge: *Making sure that student SEL needs are met and that students have the foundational resources needed to be ready for school. Parents may not have the resources they could use to meet these needs at home. There is more need than we feel we have resources for.*
- Support: *CIT Supports, Counselor monthly meetings to discuss the students qualifying for CIT and to collaborate on how to meet these students' needs, Counselor collaborating with staff and parents to meet student needs, Resource Coordinator through HCC who facilitates assistance to students and families*

Free and Reduced Lunch:

- Challenge: *Students living in poverty often struggle academically and socially more than students who are from families with financial stability*
- Support: *YES Staff will provide small group and individual instruction when needed to help students gain the academic skills they are lacking; emphasis on social skill growth will be provided through Second Step and targeted communication of expectations through PBIS*

Migrant:

- Challenge: *Some students have received limited schooling and have enrolled at multiple schools within a short time frame and are significantly below grade level with their peers*
- Support: *EL support for students when at school, family support through Remind and Family Newsletters from EL staff*

Racial/Ethnic Groups:

- Challenge: *Make sure that all students feel supported and that their cultures/demographic areas are embraced*
- Support: *Muti-Cultural Committee will continue to plan school-wide events and educational opportunities that expose students to a variety of cultural traditions*

Students with IEPs:

- Challenge: *Students with IEPs traditionally have not made accelerated growth to perform at grade level*
- Support: *SpEd staff will collaborate with classroom teachers to help learn how to appropriately make accommodations and modifications as written into IEPs, MAP and Able Space data tracking to carefully examine growth in particular academic areas. Students with IEPs will be grouped into specific classrooms to make the General Education Teacher/SpEd teacher collaboration easier to achieve*

Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• *Family Nights encourage family engagement in students' education* • *PBIS Diamond Award for 2022-23 School Year*	• *Utilizing SRSS results for providing appropriate SEL services* • *Providing Newsletters and Videos that EL families to help provide support to all families* • *Communicating what interventions are available in all Tier Levels* • *Consistently using PBIS Rewards*

Problem Statement: Some staff members are utilizing PBIS Rewards and regularly recognizing students for following expectations. However, staff who work with younger students have voiced frustration because awarding points in the app is not meaningful for a young child as they can't grasp the concept of a digital point. Additionally, staff is uncertain about who is Tier 1, Tier 2, and Tier 3 at YES.

Critical Root Causes of the Problem:

- *Different systems are in place across the school to reward students for being respectful, responsible, and safe.*
- *PBIS Team meets to discuss Tier 1, Tier 2 and Tier 3. This information has not been shared out to staff.*

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Connectedness	
School Goal:School Goal: *YES will have all staff members using the PBIS databases, with all staff explicitly teaching and reviewing expectations and documenting student interventions. For our youngest students or those who struggle to grasp the abstract idea of a digital reward, a physical token system and/or more frequent access to rewards will be used at staff members' discretion.* **Formative Measures:** • *SWIS data regarding student behavior* • *PBIS Rewards system data*	**Aligned to Nevada's STIP Goal:** X☐ STIP Goal 1 ☐ STIP Goal 2 ☐ STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 X☐ STIP Goal 6

Improvement Strategy: *YES staff will be more consistent with the use of SWIS and PBIS Rewards to collect data as well as encourage responsible, respectful and safe behavior.*

Evidence Level: PBIS Team Meeting notes

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- *SEL Lesson support (Tier 1)*
- *Provide directions to staff about using SWIS and PBIS Rewards*
- *Develop a plan with PBIS team about communicating Tier 1 and Tier 2 interventions and their effectiveness*

Resources Needed: *What resources do you need to implement this improvement strategy?*

- *Second Step SEL lessons in classrooms*
- *Staff access to PBIS Apps SWIS Suite*
- *Staff access to PBIS Rewards*
- *Student and group codes for PBIS Rewards printed*
- *School Wide incentives (class/grade levels)*

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge: Lack of consistency across YES Staff*
- *Potential Solution: Provide optional PD sessions to staff on PBIS Rewards and SWIS usage*

Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- *Title 1*
- *General Budget*

Lead: *Who is responsible for implementing this strategy?*
Principal
Asst. Principal
Counselor
MTSS Coordinator (PBIS Lead)
Teachers

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: *Understanding the tasks assigned by teachers, how to complete the task, and how to correctly use academic vocabulary*
- Support: *EL staff collaborating with classroom teachers and providing support within the classroom to help provide accommodations to increase student understanding. Students are grouped into classrooms based on WIDA scoring so that licensed EL teachers can provide support to higher need students.*

Foster/Homeless:

- Challenge: *Making sure that student SEL needs are met and that students have the foundational resources needed to be ready for school. Parents may not have the resources they could use to meet these needs at home. There is more need than we feel we have resources for.*
- Support: *CIT Supports, Counselor monthly meetings to discuss the students qualifying for CIT and to collaborate on how to meet these students' needs, Counselor collaborating with staff and parents to meet student needs, Resource Coordinator through HCC who facilitates assistance to students and families*

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- Challenge: *Students living in poverty often struggle academically and socially more than students who are from families with financial stability*
- Support: *YES Staff will provide small group and individual instruction when needed to help students gain the academic skills they are lacking; emphasis on social skill growth will be provided through Second Step and targeted communication of expectations through PBIS*

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Migrant:

- Challenge: *Some students have received limited schooling and have enrolled at multiple schools within a short time frame and are significantly below grade level with their peers*
- Support: *EL support for students when at school, family support through Remind and Family Newsletters from EL staff*

Racial/Ethnic Groups:

- Challenge: *Make sure that all students feel supported and that their cultures/demographic areas are embraced*
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- Challenge: *Students with IEPs traditionally have not made accelerated growth to perform at grade level*
- Support: *SpEd staff will collaborate with classroom teachers to help learn how to appropriately make accommodations and modifications as written into IEPs, MAP and Able Space data tracking to carefully examine growth in particular academic areas. Students with IEPs will be grouped into specific classrooms to make the General Education Teacher/SpEd teacher collaboration easier to achieve*

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Open House Meet and Greet	*8/31/2023*	• *Meeting classroom teachers and seeing the new playground equipment generated excitement for the 2023-24 school year prior to school starting on 9/5/23!*
Literacy Night	*10/18/2023*	•
Family Fall Harvest	*11/14/2023*	•
		•

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Lyon County School District

Yerington High School

School Performance Plan: A Roadmap to Success

Yerington High School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Kathy Bomba-Edgerton, PhD
School Website: https://www.yhs.lyoncsd.org
Email: kbomba-edgerton@lyoncsd.org
Phone: 775-463-6822, ext. # 60306
School Designations: Title I

Our SPP was last updated on September 25, 2023

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Kathy Bomba-Edgerton, principal	**Principal(s)** *(required)*
Ally Sceirine, assistant principal	**Other School Administrator(s)** *(required)*
Jennifer Smith, Melissa Wood, Royce Aldridge, Nicole LaFleur, Jennifer Sexson	**Teacher(s)** *(required)*
Judie Cleary	**Paraprofessional(s)** *(required)*
Sarah Thomas	**Parent(s)** *(required)*
Lilly Trunk, senior	**Student(s)** *(required for secondary schools)*
Dawna Jackson, NYCP College & Career Coach	**Tribes/Tribal Orgs** *(if present in community)*
	Specialized Instructional Support Personnel *(if appropriate)*
Todd Hunt	**School Counselor**

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at http://nevadareportcard.nv.gov/DI/nv/lyon/yerington_high_school/2022.

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• According to the 2022-2023 Nevada Climate Survey, our strength is being able to build positive relationships with students.	• Reduce failure rates
Problem Statement: We feel that too many students are failing classes at the end of each semester, so students are not on track to graduate on time. **Critical Root Causes of the Problem:** • We are not using data to drive instruction; therefore, we are not providing adequate tier 1, 2, and 3 strategies in the classroom.	

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Student Success	
School Goal: Our goal is to reduce failure rates each semester by 5%. Last year, first semester, we had 77 students who failed at least one class. Second semester we had 82 students fail at least one class. **Formative Measures:** • Fall, winter, and spring MAP data • Staff collaboration to analyze data • Grade checks every Monday • Progress report grades & semester grades • Administration classroom observations	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 **X** STIP Goal 2 **X** STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5

• Provide amnesty days for students to get work turned in and teachers can provide feedback	

Improvement Strategy: Use MAP data to help guide instruction and to provide tiered instruction for students based on data

Evidence Level: Grade checks, planning, staff collaboration, observation data to track instructional strategies

Action Steps: What steps do you need to take to implement this improvement strategy?

- MAP test students
- Provide time for teachers to review and analyze data to identify areas where students need support
- Collaboration time for teachers to share strategies that they are using
- Students in credit recovery courses will set goals to complete courses
- Track high yield strategies used in the classroom through observation data (tiered strategies based on students' needs)

Resources Needed: What resources do you need to implement this improvement strategy?

- Collaboration time
- High yield, research based instructional strategies to use in the classroom

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Time for teachers to dive into MAP data to analyze what strategies are needed in the classrooms
- *Potential Solution:* Provide time during staff collaboration & during department meetings

Lead: *Who is responsible for implementing this strategy?*
All of the YHS teachers and the administration are responsible for implementing this strategy.

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Funding: *What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?*

- Title 1 funds

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Resource Equity Supports[1]: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: We have 43% of our students who are in the ESL program. Some of these students do not speak English so MAP data may not be data that help us.
- Support: We will also use WIDA data and reach out to ELIS (English Language Implementation Specialist) for support.

Foster/Homeless:

- Challenge: Attendance can be a challenge for these students. We will schedule enough time to ensure we can get these students tested so we have data for them as well.
- Support: Attendance secretary can help us know when these students are present at school, so these students can take the MAP tests.

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

We will work closely with foster parents so they understand what we are doing at our school allowing them to help their foster students.

Free and Reduced Lunch:

- Challenge: Research states that students perform better academically when they have meals. Students are ready to learn when they have meals.

- Support: During Open House we have copies of the free and reduce form in both English and Spanish for families. We encourage families to fill it out so no student goes without breakfast or lunch. We also send a message through Infinite Campus reminding families to fill out the form. We attach the both forms, English and Spanish for families. Our message is also in both English and Spanish. When we run grades weekly, we will make note of these students to ensure that our advisory teachers check in with them regarding their grades.

Migrant:

- Challenge: Some of our students do not speak English so MAP data may not be data that help us. We will also use WIDA data to support daily instruction.
- Support: We will support these students like we do our ELL students, getting support and help from ELIS (English Language Implementation Specialist).

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Racial/Ethnic Groups:

- Challenge: 43% of our students are Hispanic and several of these students do not speak English. We have several students who haven't spent much time in school in their native country, so data can be hard to obtain. We have students' transcripts that do not report grades, only attendance. We have students with gaps in their school career so it is difficult to gauge where students are in their learning.
- Support: We will also use WIDA data for students in the ESL program and reach out to ELIS (English Language Implementation Specialist) for support.

Students with IEPs:

- Challenge: Students with IEPs struggle with mastering curriculum. Some teachers do not know how to correctly accommodate students~~accommodate for students~~.
- Support: Administration and special education teachers will provide detailed support for teachers with ways to accommodate students. We will continue to review IEPs and ensure that instruction is consistently aligned to meet students' needs. Specific discussions during collaboration will surround accommodations for these students.

Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• According to the 2022-2023 Nevada Climate survey data, 59% of the students feel physically safe at YHS. 73% of students feel emotionally safe at YHS.	• An area of growth is to strengthen our PBIS program among the staff to ultimately reduce referrals, allowing more students to feel both physically and emotionally safe at YHS.
Problem Statement: Not all staff fully implement PBIS. We need to know the purpose and the "why" behind using PBIS. Last year, we had 65% of the staff using the PBIS online program. **Critical Root Causes of the Problem:** • We need to dedicate more time during collaboration to train and collaborate on PBIS.	

Adult Learning Culture	
School Goal: As a staff at YHS, we want to strengthen our PBIS program and reduce referrals by 5% every semester. **Formative Measures:** • Follow our PBIS behavior flowchart/discuss as a staff • Communication logs with parents/guardians • Review referrals written by teachers in IC • Track how many students are recognized by staff for positive behaviors through the online PBIS program • Share PBIS data with staff monthly	**Aligned to Nevada's STIP Goal:** ☐ STIP Goal 1 **X** STIP Goal 2 ☐STIP Goal 3 ☐ STIP Goal 4 ☐ STIP Goal 5 **X** STIP Goal 6

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Improvement Strategy: Review with staff the PBIS Behavior Flowchart to promote communication with families and reduce referrals, keeping students in class, and get all staff an online PBIS account in order to recognize students for positive behaviors.

Evidence Level: Number of referrals in IC

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Review PBIS Behavior Flowchart/review expected behaviors
- Train staff on how to recognize students for positive behaviors through the PBIS online program
- Review referral data quarterly during staff collaboration

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Copies of PBIS Behavior Flowchart for all classrooms and staff members
- Online PBIS program needed

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* A challenge is making all staff members confident using the PBIS online program. This is new for several staff members.
- *Potential Solution:* We will train staff on how to use the PBIS online program in August before school starts, and continue to discuss this at collaboration to ensure that there aren't any questions from staff so we can support them along the way. We want this to be an open dialogue all year.

Funding: *What funding sources can you use to pay for this improvement strategy associated with this goal?*

- Title I

Lead: *Who is responsible for implementing this strategy?* Administration will provide training on the PBIS online program. Teachers are responsible for communicating with parents/guardians. Staff is responsible for recognizing students for positive behaviors.

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Ensuring our Spanish speaking students understand why they are receiving tickets for positive behaviors, and using them in the PBIS store. PBIS is not in Spanish.
- Support: Remind students to use their tickets earned in the PBIS store, and through our Spanish speaking staff, they can help us translate this for our students since the PBIS online program is only in English

Foster/Homeless:

- Challenge: Ensuring students know why they are getting PBIS tickets and to use them in the PBIS student store.
- Support: Remind students to use their tickets earned in the PBIS store.

Free and Reduced Lunch:

- Challenge: Ensuring students understand why they are receiving tickets for positive behaviors, and using them in the PBIS store.
- Support: Remind students to use their tickets earned in the PBIS store.

Migrant:

- Challenge: Ensuring our Spanish speaking students understand why they are receiving tickets for positive behaviors, and using them in the PBIS store.
- Support: Remind students to use their tickets earned in the PBIS store.

Racial/Ethnic Groups:

- Challenge: Ensuring Spanish speaking students, specifically our newcomers understand why they are receiving tickets for positive behaviors, and using them in the PBIS store. PBIS notifications for students are only in English so our newcomers who do not speak or read English may not understand what the notification is telling them.
- Support: Our Spanish speaking ESL paraprofessional is working with these students so they understand the PBIS notifications and how to use their tickets earned in the PBIS store.

Students with IEPs:

- Challenge: Ensuring students understand why they are receiving tickets for positive behaviors, and using them in the PBIS store.
- Support: Remind students to use their tickets earned in the PBIS store.

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Inquiry Area 3 - Connectedness

Connectedness

Areas of Strength	Areas for Growth
• According to our Nevada Climate survey data from 2022-2023, 84% of our students feel like they belong to the school.	• We would like more parent involvement, especially at events such as parent/teacher conferences. We need to have more events at YHS to get more parents and families involved.

Problem Statement: We do not have enough parent involvement.

Critical Root Causes of the Problem:

- We are not communicating well enough and we need to offer more events for parents at YHS. We are not maximizing ways to involve parents through our website, social media, school newsletter, and IC messages, and school events.

Connectedness

School Goal: As a school, we want to offer more school events and also send out a monthly newsletter.

Formative Measures:

- Checklist of ways to communicate to ensure we have used all ways of communication. Every event that we offer will go through the checklist to ensure that we have it advertised. We will advertise it on our website, Facebook page, send a message through Infinite Campus, and post flyers for parents to see when they enter the office.
- Take attendance at events so we can count how many parents are attending.
- Offer events for parents and families to attend at YHS. We will offer Open House in August, two bingo nights with one in the winter and the other one in the spring, along with parent/teacher conferences in the fall and spring.
- Create monthly newsletter in both English and Spanish. This newsletter is sent out the first week of every month.

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1 ☐ STIP Goal 2

☐STIP Goal 3 ☐ STIP Goal 4

☐ STIP Goal 5 **X** STIP Goal 6

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Improvement Strategy: We would like to offer more events and create a monthly newsletter to increase communication and parent/guardian involvement.

Evidence Level: Checklist of ways to communicate and offer more events for YHS families

Action Steps: *What steps do you need to take to implement this improvement strategy?*

- Create checklist so all of our events get posted and communicated to families
- Create and send out a monthly newsletter in other English and Spanish
- We will be doing two bingo nights for parents and families. During the night, we will be sharing important information regarding YHS in between games.

Resources Needed: *What resources do you need to implement this improvement strategy?*

- Webmaster
- List of current events and brainstorm other events for YHS families
- Newsletter template created in Google
- Bingo materials and supplies

Challenges to Tackle: *What implementation challenges do you anticipate? What are the potential solutions?*

- *Implementation Challenge:* Some parents do not notify us when their information changes, so some of this information like cell phone numbers and email addresses are not updated or correct, which makes it hard to communicate with all families.
- *Potential Solution:* At the entrance of events, we will have a table for parents to stop at to ensure demographic information is up to date. If information has changed, we will ask our registrar to update the information in IC. An adhoc will be set up through IC to see how many parents/guardians do not have an email address listed so we can reach out to these families to get this information.

Funding: *What funding sources can you use to pay for this improvement strategy associated with this goal?*

- Title 1

Lead: *Who is responsible for implementing this strategy?*
Administration, staff, and webmaster

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Resource Equity Supports: *Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?*

English Learners

- Challenge: Our ELL students have parents who do not speak English, so communication can be challenging.
- Support: Translate information into Spanish for parents, and have translators available at events so all families feel welcomed.

Foster/Homeless:

- Challenge: It be a challenge for our homeless/foster families to get to school events because they may not have the means to do so. Homeless families may not have a car to get back to the school for evening events, or they may be staying in Schurz making it tough to get back to the school for evening events. Schurz is a 30 minute drive one way to Yerington High School. Foster families can have several children making it hard to find the time to come to evening events due to child care.
- Support: We can work with the families and arrange a time to do a home visit with them.

Free and Reduced Lunch:

- Challenge: Like our foster/homeless families, our free and reduced lunch students may have families that cannot make it to the school for events because they do not have the means to do so. Some of these parents also work multiple jobs so they do not have the time to attend. They also may not have child care for other siblings in the household.
- Support: We can work with the families and arrange time to do a home visit with them.

Migrant:

- Challenge: Some of these students have parents who do not speak English, so communication can be challenging.
- Support: Translate information into Spanish for parents, and have translators available at events so all families feel welcomed.

Racial/Ethnic Groups:

- Challenge: Some of these students have parents who do not speak English, so communication can be challenging.
- Support: Translate information into Spanish for parents, and have translators available at events so all families feel welcomed.

Students with IEPs:

- Challenge: There are families who feel that the information does not pertain to them because their student is in the special education program and attending their students' IEP is the only event that they need to attend.
- Support: When communicating about events at school, we need to be clear that all students and families are invited and that the

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events are important for all families. Information shared is equally important and pertinent to all of our families. Students on an IEP get to see their parents as part of the school community, interacting with others and building positive relationships.

School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
Open House FAFSA Night Parent University- Sharing student MAP data with parents/guardians Family Bingo Night	August 31, 6pm October 18h, 6pm Nov. 8 & 9, 2023 End of Nov., beginning of Dec., TBA	• We learned that parents enjoyed Open House. Feedback from families was positive. The parents liked meeting the teachers and having the opportunity to talk to them before the school year started. This year teachers were in their classrooms and the families enjoyed seeing teachers' classrooms. It helped the freshmen learn where their classes were at YHS. • We had 45 families attend our FAFSA night on October 10, 2022, so hope to increase this year. • We had 89 students represented at our MAP Parent University, so we hope to increase this number this year, especially since this is the second year of MAP testing. • We hope to get more parents and families at our Bingo night so we can share important information with them.

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Lyon County School District

Yerington Intermediate School

School Performance Plan: A Roadmap to Success

Yerington Intermediate School has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement plan (CIP) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Scott Gillespie
School Website: www.yis.lyoncsd.org
Email: sgillespie@lyoncsd.org
Phone: 775.463.6833
School Designations: XTitle I ☐CSI ☐TSI X TSI/ATSI

Our SPP was last updated on 9/16/23

School Continuous Improvement Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Scott Gillespie	**Principal**
Jed Marciniak	**Other School Administrator(s)**
Lynn Jeka	**Teacher(s)** (required)
Vince Angle	**Teacher(s)** (required)
Vicky Ow-Wing	**Teacher(s)** (required)
Rebecca Lee	**Teacher(s)** (required)
Lillian Thomas	**Paraprofessional(s)** (required)
Melanie Carlson	**Parent(s)** (required)
Student Focus Group	**Student(s)** (required for secondary schools)
Dawna Jackson NYCP	**Tribes/Tribal Orgs** (if present in community)
Carrie Osborne	**Specialized Instructional Support Personnel** (if appropriate)

School Demographics and Performance Information

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (http://nevadareportcard.nv.gov/DI/nv/lyon/yerington_intermediate_school/2022/nspf/)

School Goals and Improvement Plan

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

Inquiry Area 1 - Student Success

Student Success	
Areas of Strength	**Areas for Growth**
• Student Centered staff placing a premium on building relationships with our students. • Technology usage and implementation levels have increased in recent years.	• Standardized Test scores have declined in almost every measure. YIS is below the district average in multiple areas. • Second Step and Character Strong implementation has been inconsistent in past years. No apparent goal/vision for this type of curriculum. • New curriculum knowledge and implementation. • Project Based learning/ differentiation of content and methods.

Problem Statement:

- Student scores in standardized measures continue to decline or remain stagnant. In multiple areas falling below the LCSD average.

Critical Root Causes of the Problem:

- Critical learning gaps remain in multiple areas and current efforts to close them are ineffectual.
- Lack of knowledge and implementation of new curriculums causing ineffective instructional practices.
- Usage of current data to drive instruction is lacking. Limited differentiation and usage of innovative techniques.
- Student, staff and family motivation to complete standardized testing measures is very low.

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Student Success	
School Goal: By Spring of 2024, Yerington Intermediate School will have 75% of their students meeting their **projected** growth goals and 95% making **any measurable** growth in ELA and Mathematics, measured by MAPs testing, HMH diagnostics and I READY math diagnostic testing. **Formative Measures:**	**Aligned to Nevada's STIP Goal:** X STIP Goal 1 X STIP Goal 2 X STIP Goal 3 X STIP Goal 4

• Each quarter YIS administration and Math/ELA/EL teachers will monitor student progress through I-Ready, ELA curriculum(s), and classroom assignments. YIS will identify students who are at risk of not meeting proficiency levels and intervene as appropriate for each individual. The MTSS team along with classroom Teachers will look at pertinent data in order to create targeted interventions for groups of students.	☐ STIP Goal 5	☐ STIP Goal 6

Improvement Strategy: YIS will provide increased differentiation and targeted interventions for identified students during normal school hours (advisory, enrichments, and PRIDE Fridays) as well as after school tutoring for students to receive additional help in all subjects.

Evidence Level: 1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising

What Works Clearinghouse indicates this strategy is a level 3).

Action Steps: What steps do you need to take to implement this improvement strategy?

- Adjust school schedule to provide TIME for needed intervention (PRIDE FRIDAY) by adding 50 minutes of extra time for SEL, PBIS, informational meetings, remediation and acceleration and other events as needed.
- Allocate a portion of Title I funding for after school tutoring to expand programming for students.
- Increase productive student discourse in all classrooms by providing updated training for staff during collaboration/team meetings, in order to ensure effective implementation. Monthly check-ins with Administration/ Teacher Leaders for updates.
- Teachers will provide increased opportunities for students to engage in Metacognition and reflection in all classrooms at least once per week (i.e. exit tickets).
- MTSS Team, Data Teams & Teachers analyze student pre/post assessments from LCSD curricula and MAP data to drive differentiation, acceleration, and/or remediation. These meetings will occur on a monthly basis.
- ALL Teachers and Staff will successfully implement the LCSD-adopted curricula with fidelity, during instruction, remediation and enrichment. All subject areas are responsible for core skill development. Cross-curricular meetings will be held monthly to ensure effective implementation.

Resources Needed: What resources do you need to implement this improvement strategy?

- Increased, continued and consistent usage and training in new & old curriculum programs

Lead: Who is responsible for implementing this strategy
Administration
MTSS Team
School Counselor
ALL Teachers/ Paras

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- Increased emphasis on data collection, analysis and effective usage to drive instruction
- Teacher Leader, MTSS Team and administrative Support
- District/ School Professional development/ trainings
- Title I/ School funding and time allocation.

- **Challenges to Tackle:** What implementation challenges do you anticipate?
- Resistance to new curricula/method implementation
- MOTIVATION of stakeholder groups
- Staff PD / training availability and efficacy
- Massive learning/skill level gaps within the same class/grade level.

What are the potential solutions?

- Provide the time, evidence & resources for effective implementation
- LEADERSHIP: Discipline > Motivation. School leadership must set the tone for implementing high yield strategies and testing practices.
- Focus on staff training/PD. In person, virtual, team meetings, peer mentoring. Whatever it takes to help staff members become fluent and motivated to use curricula and tools.
- Use of individualized paths and iReady to meet the incredibly diverse individual needs of our students and provide training as needed for staff

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Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

Title I, school budgets, outside stakeholder groups

Resource Equity Supports[1]: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

English Learners

Challenge: Language barriers for Second Step/Character Strong lessons (reading, writing, speaking, and listening) and activities to focus on EL students in planning and implementation of successful SEL lessons.

[1] "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)

- Support: Ensure multilingual Second Step and Character Strong materials

Free and Reduced Lunch:
- Challenge: Free breakfast and lunch available to all. Hierarchy of needs. If students are hungry or worried about their next meal, it is difficult to focus on any subject.
- Support: Connecting students and parents with resources

Foster/Homeless:
- Challenge: Coordination with Counselor and CIT program for needs and strategies to use, Chronic absenteeism. .
- Support: CIT funding and resources, family communication.

Migrant:
- Challenge: Track formative data across groups to investigate existence of disparities
- Support: Connecting with students and parents to provide resource links

Racial/Ethnic Groups:
- Challenge: Track formative data across groups to investigate existence of disparities
- Support: Connecting with students and parents to provide resource links

Students with IEPs:
- Challenge: Comprehension levels of higher order concepts may need to be addressed. Pre-teaching of content and vocabulary during study skills.
- Support: Second Step and Character Strong differentiated for lower levels

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Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture	
Areas of Strength	**Areas for Growth**
• YIS has a majority of veteran experienced teachers that are committed to the profession and linked to the community. • Very low staff turnover over the past few years.	• YIS would benefit in an increased use of platforms/project based learning. • Resistance to change/ updates to school curricula, methods, classroom/ school expectations. • Second Step and Character Strong usage and implementation

Problem Statement: YIS has not effectively implemented, with fidelity, a common SEL curriculum and collective school vision/verbiage for staff, student and family expectations.

Critical Root Causes of the Problem:

- Perceived optional nature of Second Step and Character Strong implementation
- Lack of essential curriculum training and materials
- Insufficient time allotment for Second Step and Character Strong implementation
- Lack of prioritization of Social Emotional Learning (SEL) as a whole school function

Adult Learning Culture

School Goal: YIS teachers will increase their level of Second Step and Character Strong implementation and usage from 0% to 100% based on observation data, student work samples and survey data.

Formative Measures:

- Classroom Observations
- Student Work Samples
- Survey data

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1 X STIP Goal 2

☐STIP Goal 3 X STIP Goal 4

X STIP Goal 5 X STIP Goal 6

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Improvement Strategy: YIS Administration will set the tone from the beginning on Second Step and Character Strong implementation expectations, modeling what is expected. Teacher Leaders will meet weekly with new/existing teachers to provide opportunity for discourse, administration and invited experts will provide training at collaboration and on-going training in Second Step and Character Strong platforms and strategies. SEL lessons will be scheduled and observed during school hours.

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1

Action Steps: What steps do you need to take to implement this improvement strategy?

- Solidify understanding of expectations for Second Step and Character Strong implementation
- Provide scheduled opportunities to engage in Second Step and Character Strong lessons
- Provide PD to new/existing teachers by our Teacher Leaders and Administration
- Training on Character Strong and Second Step as well as SEL concepts.
- Facilitate and encourage discourse among staff, students and families on SEL topics

Resources Needed: What resources do you need to implement this improvement strategy?

- Second Step and Character Strong
- Designated Teacher Leaders
- Administrative/staff trainings in SEL
- Data collection procedures

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- Implementation Challenge: Staff buy-in and time for training.
- Potential Solution: Continued support and praise with staff individually, and scheduled targeted training in advance.

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- PBIS funding for prizes. Teacher Leader funding provided by the district

Lead: Who is responsible for implementing this strategy?
Administration
Teacher Leaders

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Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

English Learners

Challenge: Language barriers for SEL lessons (reading, writing, speaking, and listening) and activities to focus on EL students in planning and implementation of successful SEL lessons.

- Support: Ensure multilingual Second Step and Character Strong materials

Free and Reduced Lunch:

- Challenge: Free breakfast and lunch available to all. Hierarchy of needs. If students are hungry or worried about their next meal, it is difficult to focus on any subject.
- Support: Connecting students and parents with resources

Foster/Homeless:

- Challenge: Coordination with Counselor and CIT program for needs and strategies to use, Chronic absenteeism. .
- Support: CIT funding and resources, family communication.

Migrant:

- Challenge: Track formative data across groups to investigate existence of disparities
- Support: Connecting with students and parents to provide resource links

Racial/Ethnic Groups:

- Challenge: Track formative data across groups to investigate existence of disparities
- Support: Connecting with students and parents to provide resource links

Students with IEPs:

- Challenge: Comprehension levels of higher order concepts may need to be addressed. Pre-teaching of content and vocabulary during study skills.
- Support: Second Step and Character Strong differentiated for lower levels

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Inquiry Area 3 - Connectedness

Connectedness	
Areas of Strength	**Areas for Growth**
• Time and effort have been spent to create a clean, updated and welcoming environment for families, staff and students. • School Aesthetics have been updated significantly	• Communication with YIS families of all cultures and backgrounds • Increased number of family events provided by YIS

Problem Statement: Yerington Intermediate School families report that they would like increased positive communication from the school as well as planned family events for the YIS community.

Critical Root Causes of the Problem:

- Post-covid gatherings and return to “normal” gathering styles and events is slowly progressing
- Organization and planning amongst the different schools in order to eliminate double booking

- Resistance to new and innovative types of events from stakeholder groups
- Communication from school is often seen as negative
- Leadership emphasizing positive communication and adding to community events has been stagnant

Connectedness

School Goal: By the end of the 2024 school year, Yerington Intermediate School will increase parent/ family participation for scheduled events: Student Led conferences, Parent university nights, community events (Harvest Festival, Athletic Events, PAC meetings, etc.) by 25% as measured against 2022-2023 School year data.

By the end of the 2024 school year, Yerington Intermediate School will increase the number of community events by 100%, from (5) five events in 2022-2023 to (10) ten events as measured by school calendars, informational sheets and event flyers.

Formative Measures:

- Engage with school leadership to look at old schedules of events and create new/ additional ones
- Student and family survey data
- Event sign in sheets
- Positive Parent contact log

Aligned to Nevada's STIP Goal:

☐ STIP Goal 1	X STIP Goal 2
☐ STIP Goal 3	☐ STIP Goal 4
X STIP Goal 5	X STIP Goal 6

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Improvement Strategy: YIS PBIS and MTSS teams, student council and leadership will create new family/community outreach events, to add to the YIS calendar as well as a tracking sheet for positive parental contacts for the 2023-2024 school year.

Evidence Level: (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1- Strong

What Works Clearinghouse indicated this strategy is a Level 1 intervention.

Action Steps: What steps do you need to take to implement this improvement strategy?

- School administration will engage with stakeholder groups to determine what types of events would likely be well attended.
- Staff will calendar dates and times for new community events.
- Planning and preparation jobs will be delegated to different groups to increase efficacy.
- Positive Parent contact log will be created for staff for ease of implementation.
- Community/ family events will conclude with surveys and information gathering to make improvements in the future.

Resources Needed: What resources do you need to implement this improvement strategy?

- Planning/ Prep time
- Staff, student, community member and family involvement
- Funding from multiple sources

Challenges to Tackle: What implementation challenges do you anticipate? What are the potential solutions?

- Implementation Challenge: Finding needed resources (time, funding, volunteers, materials, locations) for successful planning and implementation of events and ideas.
- Potential Solution: Involve all stakeholders in the planning and preparation process to increase buy-in. Ensure effective communication and expectations for these improvements in order to eliminate possible issues before they arise.

Funding: What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Title 1 , General Budget, outside stakeholder groups.

Lead: Who is responsible for implementing this strategy? **Administration, YIS student council, PBIS Committee**

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Resource Equity Supports: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?
English Learners ● Challenge: Provide communication in multiple ways/ languages to ensure effective advertisement. ● Support: EL staff, bilingual paras **Free and Reduced Lunch:** ● Challenge: FRL students may have difficulties participating in after-school events due to reliance on school transportation. ● Support: When possible, school events will be held during school hours or provide transportation **Foster/Homeless:** ● Challenge: Attendance at school can be a problem, and attendance becomes more prevalent for after-school events. ● Support: CIT supports, counseling supports, and SRO supports can all be utilized. **Migrant:** ● Challenge: Provide supports as needed. Community outreach resources ● Support: CIT resources **Racial/Ethnic Groups:** ● Challenge: Community events may not be as diverse as needed to effectively engage with all racial and ethnic groups. ● Support: Be racially/ ethnically sensitive when designing and planning events and communicating. **Students with IEPs:** ● Challenge: Events need to accommodate all students at all levels. ● Support: Plan for students of all ability levels to be able to actively engage in events.

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School Community Outreach

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
YIS Meet the teacher Event	8/31/23	● Participation from our families was the most represented, as it was meet the teacher night.
ELL Parent night (planned)	10/23/23	●
Will continue to add events as the occur		●

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LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees: Grants Department- Kayleen Larkins, Kristin Menezes & 1 additional attendee TBD

SCHOOL: District Office

NAME OF CONFERENCE: (Do Not Use Acronyms) National Elementary and Secondary Education Act Conference '24

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Portland, Oregon

DATE OF DEPARTURE: 02/06/2023 DATE OF RETURN: 02/10/2023

Training/Travel/Conference is (check all that apply): Mandated by the state Mandated by the district Needed for certification/licensing Related to the District Performance Plan 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.

The National ESEA Conference is intentionally aimed at coordination among federal education programs under the Elementary and Secondary Education Act (ESEA) and other federal programs. The National ESEA Conference is an annual project of the National Association of ESEA State Program Administrators (NAESPA) and the only conference focused entirely on federal education programs for disadvantaged students. The Conference emphasizes the critical nature of doing what's right and what's needed today - to help every child succeed and achieve at high levels. While Title I, Part A is the largest federally-funded program focused on the needs of disadvantaged students, the Elementary and Secondary Education Act (ESEA) offers a host of other related programs. Other related programs include McKinney-Vento Homeless Assistance, Title IC, Title IIA & Title III (EL). Attending this conference will help ensure compliance with federal regulations, but more importantly to see that all children, especially those living in economically disadvantaged conditions have the opportunity to receive a high quality education.

TRAVEL APPROVED: Date 9/29/23

Jeremy Lattin

Site administrator or supervisor signature

TRAVEL APPROVED: Date 10/2/23

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 10/2/23

Board Approved: Yes ( ) No ( ) Date

Please ensure that you read and comply with Lyon County School District Policy DG: Travel Policy when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title I

BUDGET#	280.633.0000.100.2213.330.1000.00.000								Total		District Office	Grant	School Site	Other
Registration Fees:	Attendees	3	x	$629.00	Reg. fee				$ 1887.00			✔		
BUDGET#	280.633.0000.100.2213.580.1000.00.000													
Travel By:	Airline fees reflect round trip *3* $277.80								$ 833.40			✔		
(Air, district car, private car for personal convenience, etc.)														
BUDGET#	280.633.0000.100.2213.580.1000.00.000													
Lodging:	Room rate	$ $279.00	X	4 x 2 Rooms	nights				$ 2,232.00			✔		
(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	$ 17	x	4 x 3 indi.	days				$ 204.00			✔		
	Lunch	$ 18	x	4 x 3 indi.	days				$ 216.00			✔		
	Dinner	$ 34	x	4 x 3 indi.	days				$ 408.00			✔		
	Incidental	$ 5	x	5 x 3 indi.	days				$ 75.00			✔		
Substitutes:	# of Days		X	$_____/day								✔		
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)									$ 200.00			✔		
Other Miscellaneous expenses: (attach explanation)									$					
TOTAL EXPENSES									$ 6,055.40					

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

Conference Information

Conference Dates & Times:	February 7-10, 2024
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Portland Oregon Convention Center

Airline Information

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

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

Date & Time you wish to **DEPART:**	Tuesday, February 6th, 2024 @ 11:35 AM
Date & Time you wish to **RETURN:**	Saturday, February 10th, 2024 @ 9:30 AM
List any special notes here:	Reno has very limited flights to Portland. Flights are not avaiable through Southwest Airlines.

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) : $152.00	All travelers agree to share lodging as appropriate?	☑ **Yes** ☐ **No**
Register under what name(s)?	Kayleen Larkins & Kristin Menezes	
Name, Address, Phone number of lodging establishment:	Portland, OR	

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

NOTE: *Please furnish a copy of any information you have on the conference, workshop, training, etc.* ***Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval.***

2024 NATIONAL ESEA CONFERENCE

ATTENDEE GUIDE

A Hybrid Event

Hosted by, NAESPA - the National Association of ESEA State Program Administrato

This year's theme: CreaTe THE POSSIBILITIES

As educators, we are blessed every day with many opportunities to create the possibilities for our students to reach their potential. Success is obtained in various ways, but we hold many pieces through the use of federal funds to create new avenues for our students to navigate. How we utilize our base component of the comprehensive needs assessment to build our school improvement plans and then our budgets can create unfathomable possibilities for our students, teachers, administrators, parents, guardians, and community. We can cultivate a creative culture for our schools to reach for the stars with the possibilities. Join us in Portland, Oregon or online at the National ESEA (Elementary and Secondary Education Act) Conference as we:

Create the possibilities...

...to review current research and data to guide instruction for students' success,

...for students by exploring vendor resources,

...to develop professional learning for faculty and staff to increase effectiveness,

...to build strong connections with our parents and stakeholders,

...to provide all children, in public and nonpublic schools, significant opportunity to receive a fair, equitable, and high-quality education, and

...to close educational achievement gaps as defined in ESEA.

As educators, we hold the key to create the possibilities of building the capacity of education professionals to provide children served by ESEA programs with a high-quality education.

- Ken Banter, 2024 Conference Planning Committee Chair

February 7-10, 2024
Portland, Oregon
at the Oregon Convention Center
& Online

Federal programs practitioners from around the country will convene in Portland and online for meaningful and timely professional development – you've got to be there!

"Very inspiring keynote speakers and presenters. Overall, I gained a lot of knowledge on various topics that I can share with leadership and staff."
- 2023 National ESEA Conference Attendee

WHAT IS THE ESEA CONFERENCE?










The National ESEA Conference is an annual project of the National Association of ESEA State Program Administrators (NAESPA) and the only conference focused entirely on federal education programs for disadvantaged students. The Conference emphasizes the critical nature of doing what's right and what's needed today - to help every child succeed and achieve at high levels.

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon B. Johnson as a legislative priority of the "War on Poverty." ESEA has undergone several forms of reauthorization, which initiated and augmented educational programs designed to improve the quality of elementary and secondary education in the United States. Title I, Part A is the largest federally funded ESEA program designed to address the educational needs of underprivileged children. Along with Title I, Part A, the following ESEA programs serve as the cornerstone for all sessions and programming of the National ESEA Conference:

- **Title I, Part A** - Education for the Disadvantaged
- **Title I, Part C** - Education of Migratory Children
- **Title I, Part D** - Neglected & Delinquent
- **Title II, Part A** - Supporting Effective Instruction
- **Title III, Part A** - English Learners & Immigrant Education
- **Title IV, Part A** - Student Support & Academic Enrichment
- **Title IV, Part B** - 21st Century Community Learning Centers
- **Title V, Part B** - Rural Education Initiative
- **Title VI, Part A** - Indian, Native Hawaiian, and Alaska Native Education
- **Title VII, Part B** - McKinney-Vento Homeless Assistance Act, Education for Homeless Children and Youth
- **IDEA** - Individuals with Disabilities Act (Special Education)

CONFERENCE SCHEDULE

Times shown are listed in Pacific Time
(local time Portland, OR)

Tuesday, February 6

12:00 PM – 9:00 PM - Badge Pick Up

Wednesday, February 7

7:00 AM – 5:00 PM - Badge Pick Up
9:00 AM – 10:30 AM - Opening Keynote
10:45 AM – 5:00 PM - Concurrent Sessions

Thursday, February 8

7:00 AM – 4:30 PM - Badge Pick Up
8:00 AM – 9:15 AM - Keynote
9:30 AM – 11:00 AM - Concurrent Sessions
10:30 AM – 5:00 PM - Exhibit Hall Open
11:00 AM – 12:00 PM - Dedicated Exhibit Hall Time
12:00 PM – 1:30 PM - Dedicated Exhibit Hall & Sponsored Sessions
1:30 PM – 5:00 PM - Concurrent Sessions

Friday, February 9

7:00 AM – 4:30 PM - Badge Pick Up
8:00 AM – 9:15 AM - Keynote
9:30 AM – 11:00 AM - Concurrent Sessions
9:15 AM – 3:00 PM - Exhibit Hall Open
11:00 AM – 12:00 PM - Dedicated Exhibit Hall Time
12:00 PM – 1:30 PM - Dedicated Exhibit Hall & Sponsored Sessions
1:30 PM – 5:00 PM - Concurrent Sessions

Saturday, February 10

8:15 AM – 12:30 PM - Badge Pick Up
8:30 AM – 9:45 AM - Keynote
10:00 AM – 12:45 PM - Concurrent Sessions

Schedule subject to change.
Complete schedule with session details will be available in fall 2023.

"This was my first time attending the Conference and it was a great experience! I'm super excited to implement some of the strategies I learned."

– 2023 National ESEA Conference Attendee



The Attendee Guide has all the information you'll need to attend the 2024 National ESEA Conference.
DOWNLOAD IT NOW!



Registration Types & Prices

INDIVIDUAL REGISTRATION
In-Person & Virtual

$629 – EARLY BIRD PRICE
Available June 1 - December 31, 2023

$699 – STANDARD PRICE
Starting January 1, 2024

Download the Attendee Guide for More Information
NOTE: If paying by check, the check must be received no later than February 2, 2024.

GROUP REGISTRATION
10 or more people

$589/each
June 1 - November 30
No Group Packages available after November 30, 2023

Group Registration FAQs

REGISTER NOW

Exhibit Hall Schedule

Your cart

Departing

Change flights

AS 2415 1h 35m

11:35 am ——— 1:10 pm

RNO PDX

Reno (RNO) to Portland, OR (PDX)

Tuesday, February 6th

1h 35m 444 miles

Non-refundable - Main (O)



AS 2415 - Operated by Horizon Air As Alaskahorizon: RNO to PDX

Details Preview Seats

Returning

AS 2415 1h 24m

9:30 am ——— 10:54 am

PDX RNO

Alaska AIRLINES

Portland, OR (PDX) to Reno (RNO)

Saturday, February 10th

1h 24m 444 miles

Non-refundable - Main (O)



AS 2415 - Operated by Horizon Air As Alaskahorizon: PDX to RNO

Details Preview Seats

Travel in unrivaled comfort

First seated. First served. First Class.

- Roomy seats with spacious legroom.
- Check in two complimentary bags.
- Pre-order complimentary meals and snacks.

+$260 USD
round-trip per passenger

Total $780.60
(for all passengers)

Upgrade to First Class

Alaska AIRLINES

Remind me

Starting at $21 USD
per seat, per passenger

4 extra inches of legroom compared to Main.

Fare rules

Change and cancellation policy

Baggage policy

Currency converter

Price summary

RNO - PDX

Non-refundable - Main (O) | Nonstop

PDX - RNO

Non-refundable - Main (O) | Nonstop

Taxes and fees breakdown

Passengers x3

Total price $833.40

or starting at $75/mo

Hyatt Regency

Pricing:
$279 (including all taxes and fees)

Make a Reservation

Conference rate of $240 plus taxes and fees of $39
$299 - triple occupancy
$329 - quad occupancy

Adjacent to a light rail station and 4 minutes' walk from the Oregon Convention Center, this refined hotel with views of the Willamette River is just across the river from downtown. Polished rooms provide flat-screen TVs and safes, along with minifridges and coffeemakers. Amenities include a sleek restaurant, a bar and a 24-hour snack shop, as well as a gym.



Address:

375 NE Holladay St
Portland, OR 97232

0.3 mile walk to the Oregon Convention Center

Amenities:

- Free WiFi
- Plush bedding
- Bar & Restaurant
- Market grab-and-go items
- Free in-room coffee & tea
- Fitness center
- Business services

Parking:

Self-parking: $35 per day
Valet: $45 per day

View hotel policies on the Hotels & Travel Page

An official website of the United States government

U.S. General Services Administration

FY 2024 Per Diem Rates for PORTLAND, Oregon

Daily lodging rates (excluding taxes) | October 2023 - September 2024

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	2023 Oct	Nov	Dec	2024 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Portland	Multnomah	$182	$152	$152	$152	$152	$152	$152	$152	$182	$182	$182	$182

Meals & Incidentals (M&IE) rates and breakdown

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. See More Information

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination	County	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel
Portland	Multnomah	$74	$17	$18	$34	$5	$55.50

Additional Per Diem Topics

Need more information?

Related topics

- Travel Resources

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees: Ryan Cross, Patrick Whitehead, Robert Jacobson

SCHOOL: Fernley High School

NAME OF CONFERENCE: (Do Not Use Acronyms) National Elementary and Secondary Education Conference

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Portland, OR

DATE OF DEPARTURE: 2/6/24 DATE OF RETURN: 2/10/24

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.

The National ESA Conference is an annual project of the National association of ESEA State Program Administrators (NAESPA) and the only conference focused entirely on federal education programs for disadvantaged students. The Conference emphasizes the critical nature of doing what's right and what's needed today to help every child succeed and achieve at high levels.

TRAVEL APPROVED: Date 10/2/23

Site administrator or supervisor signature

TRAVEL APPROVED: Date 10/4/23

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 10/3/23

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

Please ensure that you read and comply with Lyon County School District Policy DG: Travel Policy when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title 1

					District Office	Grant	School Site	Other
BUDGET#	280.633.000.100.2113.560.10601.32.000			Total				
Registration Fees:	Attendees 3	x 629	Reg. fee	$ 1887		✓		
BUDGET#	280.633.00.100.2213.580.10601.32.000							
Travel By: (Air, district car, private car for personal convenience, etc.)	Price reflects 3 round trip tickets at 277.80 ea			$ 833.40		✓		
BUDGET#	280.633.00.100.2213.580.10601.32.000							
Lodging:	Room rate $ 2 rooms @ 250	x 4	nights	$ 2000.00		✓		
(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 $ 17	x 4x3	days	$ 204.00		✓		
	Lunch $ 18	x 5x3	days	$ 270.00		✓		
	Dinner $ 34	x 4x4	days	$ 544.00		✓		
	Incidental $ 5	x 5x3	days	$ 75.00		✓		
Substitutes:	# of Days 4	x $ 120 /day		480.00				
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)				$ 140.00		✓		
				$				
Other Miscellaneous expenses: (attach explanation)								
TOTAL EXPENSES				$ 6433.40				

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

Conference Information

Conference Dates & Times:	2/7/24-2/10/24
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Oregon Convention Center

Airline Information

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

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

Date & Time you wish to **DEPART:**	2/6/24@ 6:00 PM
Date & Time you wish to **RETURN:**	2/10/24 @ 10:00 AM
List any special notes here:	

Are you renting a car? ☐ **Yes** ☑ **No** How many days?

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

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) : 152.00	All travelers agree to share lodging as appropriate?	☑ **Yes** ☐ **No**
Register under what name(s)?	Ryan Cross	
Name, Address, Phone number of lodging establishment:	Courtyard Marriott-Convention Center 435 NE Wasco St. Portland OR 97232	

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

*NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email **ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval.***

NATIONAL ESEA CONFERENCE

February 7-10, 2024
Portland, OR & Online

Registration and Hotel Reservations Open Now!

ATTEND

ATTENDEE POLICIES

HOTELS & TRAVEL

Join Us in Portland, Oregon or Online

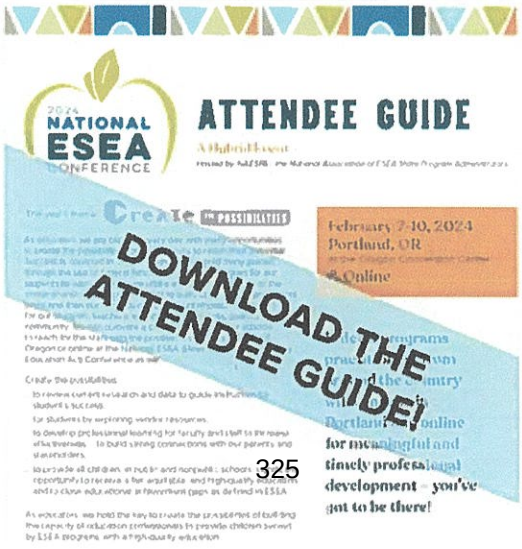
The annual National ESEA Conference is coming to Portland February 7-10, 2024. In addition to hearing from renowned educational experts on stage, you will have multiple engagement opportunities with presenters, colleagues, and exhibitors, as well as learn about the latest developments in education - from the local school, district, state, and federal level. The National ESEA Conference is a hybrid event, allowing you to engage with peers in-person or virtually.

Over 100 Sessions

Over one hundred sessions and four outstanding keynote presentations are scheduled for the event, along with ample time for networking. View some of the outstanding keynote speakers from previous conferences.

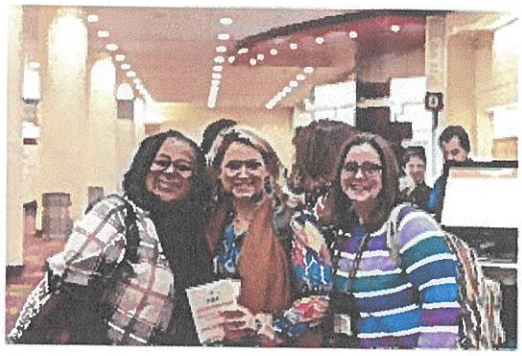
Continuing Education

Attendees have the opportunity to earn up to two graduate-level extension credits (GLECs) for attending a majority of Conference sessions. Once registered for the Conference, enroll here through the University of San Diego. (Extra $79 fee per credit applies, enrollment open now through March 31, 2024.)





The Attendee Guide has all the information you'll need to attend the 2024 National ESEA Conference.
DOWNLOAD IT NOW!



Registration Types & Prices

INDIVIDUAL REGISTRATION
In-Person & Virtual

$629 – EARLY BIRD PRICE

Available June 1 - December 31, 2023

$699 – STANDARD PRICE

Starting January 1, 2024

Download the Attendee Guide for More Information

NOTE: If paying by check, the check must be received no later than February 2, 2024.

GROUP REGISTRATION
10 or more people

$589/each

June 1 - November 30

No Group Packages available after November 30, 2023

Group Registration FAQs

REGISTER NOW

Exhibit Hall Schedule

Courtyard Marriott - Convention Center

Make a Reservation

Pricing:
$250 (including all taxes and fees)

Conference rate of $215 plus taxes and fees of $35
$260 - triple occupancy
$270 - quad occupancy

This modern downtown hotel is a 7-minute walk from shopping at the Lloyd Center Mall and an 8-minute walk from the Oregon Convention Center. Contemporary rooms offer free WiFi and flat-screen TVs with premium cable channels, plus desks, minifridges, and coffeemakers. Social spaces include a living room-style lobby and an outdoor courtyard with a fire pit, as well as an all-day American restaurant.



Address:

435 NE Wasco St
Portland, OR 97232

0.5 mile walk to the Oregon Convention Center

Amenities:

- Free WiFi
- Plush bedding
- Bar & Restaurant
- Market grab-and-go items
- Free in-room coffee & tea
- Fitness center
- Business services

Parking:

On-Site/Valet: $36 per day

View hotel policies on the Hotels & Travel Page

GSA U.S. General Services Administration

FY 2024 Per Diem Rates for Portland, Oregon

Meals & Incidentals (M&IE) rates and breakdown

Primary Destination	County	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & LastDay of Travel
Portland	Multnomah	$74	$17	$18	$34	$5	$55.50

GSA U.S. General Services Administration

FY 2024 Per Diem Rates for Portland, Oregon

Daily lodging rates (excluding taxes) | October 2023 - September 2024

Primary Destination	County	2023 Oct	Nov	Dec	2024 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Portland	Multnomah	$182	$152	$152	$152	$152	$152	$152	$152	$182	$182	$182	$182

Alaska AIRLINES

Portland, OR (PDX) to Reno (RNO)

Saturday, February 10th

1h 24m 444 miles

Non-refundable - Main (O)



AS 2415 - Operated by Horizon Air As Alaskahorizon: PDX to RNO

Details Preview Seats

Travel in unrivaled comfort

First seated. First served. First Class.

- Roomy seats with spacious legroom.
- Check in two complimentary bags.
- Pre-order complimentary meals and snacks.

+$260 USD
round-trip per passenger

Total $780.60
(for all passengers)

Upgrade to First Class

Alaska AIRLINES

Remind me

Starting at $21 USD
per seat, per passenger

4 extra inches of legroom compared to Main.

Fare rules

Change and cancellation policy

Baggage policy

Currency converter

Price summary

RNO - PDX

Non-refundable - Main (O) | Nonstop

PDX - RNO

Non-refundable - Main (O) | Nonstop

Taxes and fees breakdown

Passengers x3

Total price $833.40

or starting at $75/mo

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees: Class of 2024

SCHOOL: Yerington High School

NAME OF CONFERENCE: (Do Not Use Acronyms) Senior Trip

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Vallejo and San Francisco, California

DATE OF DEPARTURE: 5/24/24 DATE OF RETURN: 5/25/24

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.

We want to take the class of 2024 to Six Flags and Alcatraz Island then have dinner before returning home. This event supports our climate and culture by serving as a long anticipated celebration of the culmination of 13 years of successful education and provides several opportunites for real world student learning.

TRAVEL APPROVED: Date 10/5/2023

KB Eggleston

Site administrator or supervisor signature

TRAVEL APPROVED: Date 10/5/23

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 10/4/23

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

Please ensure that you read and comply with Lyon County School District Policy DG: Travel Policy when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Class of '24 fund raising/parent deposits

						Total	District Office	Grant	School Site	Other
BUDGET#	70 x 543									
Registration Fees:	Attendees	X	Reg. fee		$	38,010				✔
BUDGET#										
Travel By:	MGM transport/charter				$	included				✔
(Air, district car, private car for personal convenience, etc.)										
BUDGET#										
Lodging:	Room rate	$ 0	X 0	nights	$	0				✔
(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	$	X	days	$	included				✔
	Lunch	$	X	days	$	included				✔
	Dinner	$	X	days	$	included				✔
	Incidental	$	X	days	$					
Substitutes:	# of Days	5	X $ 110	/day		550			✔	
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)					$					
					$	22|2|01				
Other Miscellaneous expenses: (attach explanation)										
	TOTAL EXPENSES				$	38,560				

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

Conference Information

Conference Dates & Times:	5/24/24-5/25/24
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Six Flags Vallejo, Alcatraz Island, San Francisco, California

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 DG: Travel Policy.

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

Date & Time you wish to **DEPART:**	5:00 a.m. 5/24/24
Date & Time you wish to **RETURN:**	2:00 a.m. 5/25/24
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

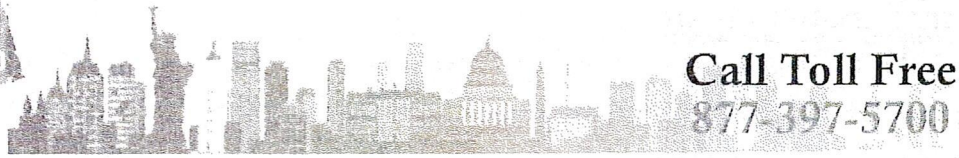
Note: Lodging must be made by Attendee or Site for purchase order payments only. No district office credit card charges.

Lodging GSA (Per Diem Rate) : 0	All travelers agree to share lodging as appropriate?	☐ Yes ☐ No
Register under what name(s)?		
Name, Address, Phone number of lodging establishment:		

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

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. ***Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval.***





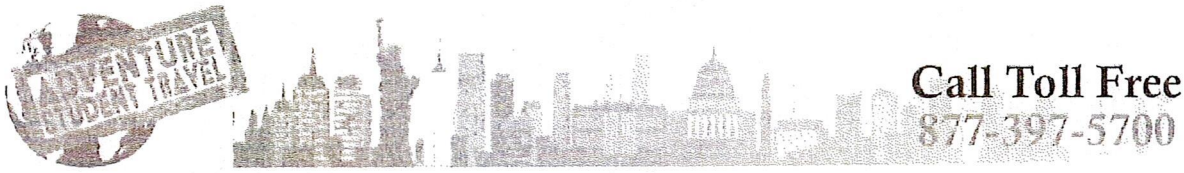
Call Toll Free
877-397-5700

Yerington High School

1-Day Senior Trip

DAY 1:	**Friday - May 24th, 2024**
5:00 AM	Depart on Motor Coach from Yerington, NV
8:30 AM	***Breakfast Stop in Roseville (Brookfield's)***
9:45 AM	Depart for Vallejo, CA
11:15 AM	**Six Flags Discovery Kingdom** Lunch Included (Meal voucher)
5:00 PM	Depart on Motorcoach for San Francisco
6:30 PM	**Alcatraz Island** Ferry time
TBD	Return Ferry time
8:00 PM	Dinner-***Hard Rock Café Pier 39***
9:00 PM	Depart on Motorcoach for Yerington, NV. (5 Hours) (All meals & stops on own en route)
2:00 AM	Arrive Home

Itineraries are subject to change including, but not limited to traffic, crowds, Covid-related restrictions, and weather conditions.



Trip Pricing:

Paying	Free	Price
70	7	$543

INCLUDED:

- ❖ All Gratuities are Included
- ❖ All Admission Fees & Meals (per itinerary)
- ❖ Prices Listed are Per Person
- ❖ Round trip Motor Coach with Gratuity

OPTIONAL (Not included but can be added):

- ❖ Group Travel Protection Plan (see attachment)
- ❖ Night Security
- ❖ Individual Payment Plan
- ❖ Tour Guide with Gratuity
- ❖ Post Departure Student Protection

Why Choose Adventure Student Travel?

- Customized trips that will give students and parents the best experience.
- A team that cares about you and your experience.
- 24 Hour Customer Service while you are on your trip.

Adventure Student Travel is a Proud Member of these Associations:

IATAN

BBB

ABA

CLIA

NTA

SYTA

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees: Tamara Roseberry

SCHOOL: District Office

NAME OF CONFERENCE: (Do Not Use Acronyms) 2023 Annual Conference on Advancing School Mental Health

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: New Orleans, LA

DATE OF DEPARTURE: December 4, 2023 DATE OF RETURN: December 7, 2023

Training/Travel/Conference is (check all that apply): Mandated by the state Mandated by the district Needed for certification/licensing Related to the District Performance Plan ✓ 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.

The 2023 Annual Conference on Advancing School Mental Health, Building Hopeful Futures for All Youth, (https://www.schoolmentalhealth.org/Annual-Conference/) is hosted by the National Center for School Mental Health. This conference emphasizes a shared school, family, community agenda to bring mental health promotion, prevention, and intervention to students and families as part of a multi-tiered system of supports (MTSS). It also brings together leaders, practitioners, researchers, family members, advocates, and other partners in the school mental health field to share the latest research and best practices. This conference will support our efforts in implementing trauma informed practices in schools and eventually the billing of Medicaid for school based behavioral health services for sustainable funding.

TRAVEL APPROVED: Date 10/17/23

Site administrator or supervisor signature

TRAVEL APPROVED: Date 10/18/23

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 10/18/23

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

Please ensure that you read and comply with Lyon County School District Policy DG: Travel Policy when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Trauma Informed Services in Schools

										District Office	Grant	School Site	Other
BUDGET#	280.700.0000.100.2213.330.10000.00.000								**Total**				
Registration Fees:	**Attendees** 1		x 530		**Reg. fee**			$	530.00		✓		
BUDGET#	280.700.0000.100.2213.580.10000.00.000												
Travel By:	Air							$	491.97		✓		
(Air, district car, private car for personal convenience, etc.)													
BUDGET#	280.700.0000.100.2213.580.10000.00.000												
Lodging:	**Room rate**	$ 342.00	x 3	**nights**				$	1201.22		✓		
(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**	$ 17	x 3	**days**				$	51.00		✓		
	Lunch	$ 18	x 4	**days**				$	72.00		✓		
	Dinner	$ 34	x 4	**days**				$	136.00		✓		
	Incidental	$ 5	x 4	**days**				$	20.00		✓		
Substitutes:	**# of Days**		**X $**	**/day**									
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)								$	92.00		✓		
								$					
Other Miscellaneous expenses: (attach explanation)													
					TOTAL EXPENSES			$	2594.19				

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

Conference Information

Conference Dates & Times:	December 5,6,& 7, 2023
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	New Orleans Marriott

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 DG: Travel Policy.

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

Date & Time you wish to **DEPART:**	December 4, 2023 @ 8:45 am SWfl#494/2176
Date & Time you wish to **RETURN:**	December 7, 2023 @ 5:20 pm SW fl#1679/1946
List any special notes here:	Southwest Airlines

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) : 162	All travelers agree to share lodging as appropriate? ☑ **Yes** ☐ **No**
Register under what name(s)?	Tamara Roseberry
Name, Address, Phone number of lodging establishment:	New Orleans Marriot, 555 Canal Street, New Orleans, LA 70130

DEADLINE DATE : November 13, 2023 **Code Information:** https://book.passkey.com/event/50543664/owner/6139/home

NOTE: *Please furnish a copy of any information you have on the conference, workshop, training, etc.* ***Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval.***

National Center for School Mental Health (NCSMH)

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Annual Conference

The 2023 Annual Conference on Advancing School Mental Health

Building Hopeful Futures for All Youth

December 5-7 | New Orleans, LA



Registration

Registration is NOW OPEN!

Prices:

	Standard (through 11/30/23)	Late (12/1/23 - 12/7/23)
Attendee	$530	$550
Presenter	$430	$450
Advisory Board	$410	$410
Student*	$330	$350

**Must upload student identification during registration.*

Cancellations, Substitutions, and Refunds
Substitutions will be accepted. Registration cancellations must be submitted by September 29, 2023. No verbal requests will be excepted. All requests must be made via email BEFORE September 29, 2023. Follow the instructions below for registration cancellations or substitutions.

- Return to the registration confirmation email if you wish to substitute your registration. Click the link provided to modify your registration. Enter your email address and the confirmation number to access your registration. You may also contact Christina Walker at **cnwalker@som.umaryland.edu** no later than September 16, 2023.
- If you wish to **cancel** your registration and receive a refund, you must contact Christina Walker at **cnwalker@som.umaryland.edu** BEFORE September 29, 2023. A $95 administrative fee will be applied to all refunds. Allow four weeks for refunds to be processed.
- No cancellations will be accepted after September 29, 2023, for medical-, personal-, or work-related reasons.

MARRIOTT

Reserve Your Room Before Time Runs Out!

Room(s) held for: 14:01

CONTINUE

Review Reservation Details



Feedback

Guest room, 2 Doubles, City view

ROOM DETAILS

Check in: Monday, December 4, 2023

Check out: Thursday, December 7, 2023

Room(s): 1

Guest(s) per room: 1

EDIT

Choose Room Features

Room Accessibility & Bed Type

Summary of Charges



Get a $250 Marriott Bonvoy® eGiftCard upon approval. Plus, earn 50,000 bonus points after qualifying purchases.

LEARN MORE

1201.22 USD
Total Stay

- 250.00 USD
eGiftCard

951.22 USD
Total after eGiftCard

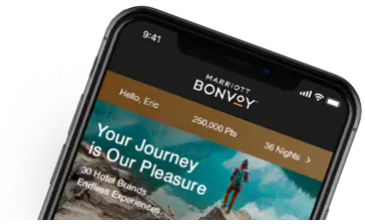
Simply present eGiftCard at a Marriott Bonvoy property to redeem.

Hotel Cancellation Policy

About this reservation:
You may cancel your reservation for no charge before 11:59 PM local hotel time on December 1, 2023 (3 day[s] before arrival). Please note that we will assess a fee of 394.42 USD if you must cancel after this deadline.

LEARN MORE

CONTINUE



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342

Log in Español

DEC 4 - 7
RNO → MSY

Trip & Price Details

Price Payment Confirmation

Flight Modify

Mon 12/4 # 494 / 2176
RNO 8:45 AM → **MSY** 4:30 PM
5 hr 45 min | 1 stop | Wanna Get Away
Only 5 left!

Thu 12/7 # 1679 / 1946
MSY 5:20 PM → **RNO** 10:05 PM
6 hr 45 min | 1 stop | Wanna Get Away

Price per Passenger	$412.62
Taxes and fees per Passenger	$79.35
Total per Passenger	$491.97
Passenger(s)	x1
Flight total	**$491.97**

or from $49/mo*
with uplift Learn more

Helpful Information:

- Starting July 1, 2023 (12:00 a.m. CT), for Wanna Get Away® or Wanna Get Away Plus™ reward travel reservations (booked with points): If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, any points used for booking will be forfeited, along with any taxes and fees associated with your reward travel reservation. For Anytime or Business Select® reward travel reservations: the points used for booking will be redeposited to the purchaser's Rapid Rewards® account, and any taxes and fees associated with the reward travel reservation will be converted into a Transferable Flight Credit™ for future use.
- Please read the fare rules associated with this purchase.
- When booking with Rapid Rewards points, your points balance may not immediately update in your account.
- **REAL ID Requirement:** Do you have a **REAL ID**? Beginning May 7, 2025, you will need a state-issued **REAL ID** compliant license or identification card, or another acceptable form of ID (such as a U.S. Passport), to fly within the United States. Visit www.tsa.gov for a list of acceptable forms of ID and additional information regarding **REAL ID** requirement.

Flight Extras

Upgrade to Wanna Get Away *plus*

Prices shown per passenger, per one-way.

- Free same-day confirmed change *(taxes and fees may apply)*[6]
- Transferable Flight Credit™[5]
- **8** Rapid Rewards points per dollar per qualifying flight[11]

*Please read the fare rules associated with this purchase.

- ○ Upgrade departing trip for $20
- ○ Upgrade returning trip for $20
- ○ Upgrade both for $40

Apply upgrade

Flexibility comes with every fare.

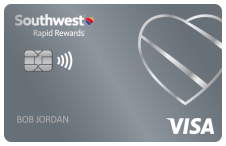
Two bags fly free®.[1]

No change[2] or cancel[3] fees. Change your flight later without a fee. Fare difference may apply.

[1]1st and 2nd checked bags. Weight and size limits apply. [2]Fare difference may apply. [3]Failure to cancel a reservation at least 10 minutes prior to scheduled departure may result in forfeited flight credits.

BAG FEE *	$0.00
SUBTOTAL	$412.62
TAXES & FEES	$79.35
TRIP TOTAL	$491.97

Show price breakdown



Get a $200.00 statement credit[1] and 10,000 Rapid Rewards® points.[2]

1. After first purchase. 2. After you spend $500 in first three months.

Apply now ›

YOU PAY TODAY	$491.97
CREDIT ON YOUR STATEMENT	-$200.00
TOTAL AFTER STATEMENT CREDIT	$291.97

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

*1st and 2nd checked bags fly free®. Weight and size limits apply.

Continue to payment

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

Add a Car

Products not confirmed until purchase.

No worries, your flight will remain in your cart while you search for a car.

Add a car



Book now. Pay later!

From $66.49*/day in New Orleans

*Taxes and fees excl. Terms apply.

Book now

PICK-UP LOCATION	PICK-UP DATE	PICK-UP TIME
New Orleans,	12/04	6:00 PM
New Orleans, LA - MSY	Mon, Dec 4, 2023	

RETURN LOCATION	RETURN DATE	RETURN TIME
New Orleans,	12/07	4:00 PM
New Orleans, LA - MSY	Thu, Dec 7, 2023	

RENTAL COMPANY (Optional): No preference

VEHICLE SIZE (Optional): No preference

Search

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

*1st and 2nd checked bags fly free®. Weight and size limits apply.

Continue to payment

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

Fare Benefits

Two bags fly free®[1]

First and second checked bags. Weight and size limits apply. A golf bag or skis in a container acceptable to Southwest® can be substituted for one checked bag.

No change[2] or cancel fees[3]

If you need to change an upcoming flight itinerary, you'll only pay the difference in fare (if one applies). Failure to cancel a reservation at least 10 minutes prior to scheduled departure may result in forfeited travel funds.

Flight credit[4]

Flight credits will be issued as long as the flight is canceled at least 10 minutes prior to the scheduled departure. Flight credits don't expire and are non-transferable. For travel booked with Rapid Rewards points: starting July 1, 2023 (12:00 a.m. CT), for Wanna Get Away® or Wanna Get Away Plus™ reward travel reservations (booked with points): If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, any points used for booking will be forfeited, along with any taxes and fees associated with your reward travel reservation.

Transferable Flight Credit™[5]

Transferable Flight Credit™ will be issued as long as the flight is canceled at least 10 minutes prior to the scheduled departure. Transferable Flight Credit can be transferred between Rapid Rewards® Members. Only one transfer is permitted. For bookings made through a Southwest® Business channel, there is a limitation to transfer only between employees within the organization. Transferable Flight Credits don't expire. For travel booked with Rapid Rewards points: starting July 1, 2023 (12:00 a.m. CT), for Wanna Get Away® or Wanna Get Away Plus™ reward travel reservations (booked with points): If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, any points used for booking will be forfeited, along with any taxes and fees associated with your reward travel reservation.

Free same-day change/standby[6]

Same-day change: On the day of travel, you can switch free of airline charges to another flight with space available departing on the same calendar day between the same origin airport and destination airport as your original flight. Wanna Get Away fares are not eligible for free same-day change.

Same-day standby: You can list for same-day standby on an earlier flight via a Southwest Customer Service Agent at the airport or the Southwest app or mobile web. You will receive a message based on the contact preference selected during booking if you are cleared on the flight.

For both same-day change and same-day standby, you must change your flight or request to be added to the same-day standby list at least 10 minutes prior to the scheduled departure of your original flight or the no-show policy will apply. If using the app or mobile web for standby, you must list your name 30 minutes ahead of scheduled departure. You will be required to pay any government taxes and fees associated with these itinerary changes but refunds will be provided. Your original boarding position is not guaranteed. Southwest Business Customers booked through travel agencies may need to see a Southwest agent at the airport for both a same-day change or standby listing. See southwest.com/standby for more details.

Refundable[7]

As long as you cancel your reservation at least ten (10) minutes prior to the scheduled departure of your flight. If you cancel, you're eligible to receive 100% of your ticket value as a refund to your original form of payment. A Southwest flight credit from a previous reservation that is applied toward a Business Select or Anytime fare will be refunded as a Transferable Flight Credit. For travel booked with Rapid Rewards points, if canceled, points will be returned to the Rapid Rewards account holder who booked the ticket.

*Starting July 1, 2023 (12:00 a.m. CT), for Wanna Get Away® or Wanna Get Away Plus® reward travel reservations (booked with points): If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, any points used for booking will be forfeited, along with any taxes and fees associated with your reward travel reservation.

For Anytime or Business Select reward travel reservation: the points used for booking will continue to be redeposited to the purchaser's Rapid Rewards account, and any taxes and fees associated with the reward travel reservation will be converted into a Transferable Flight Credit™ for future use.

Priority and Express Lanes[8]

Priority and Express Lanes, (where available), can be accessed by Business Select and Anytime Customers and A-List and A-List Preferred Members. Priority Lanes are at Southwest check-in counters, and Express Lanes are at security checkpoints.

EarlyBird Check-In®[9]

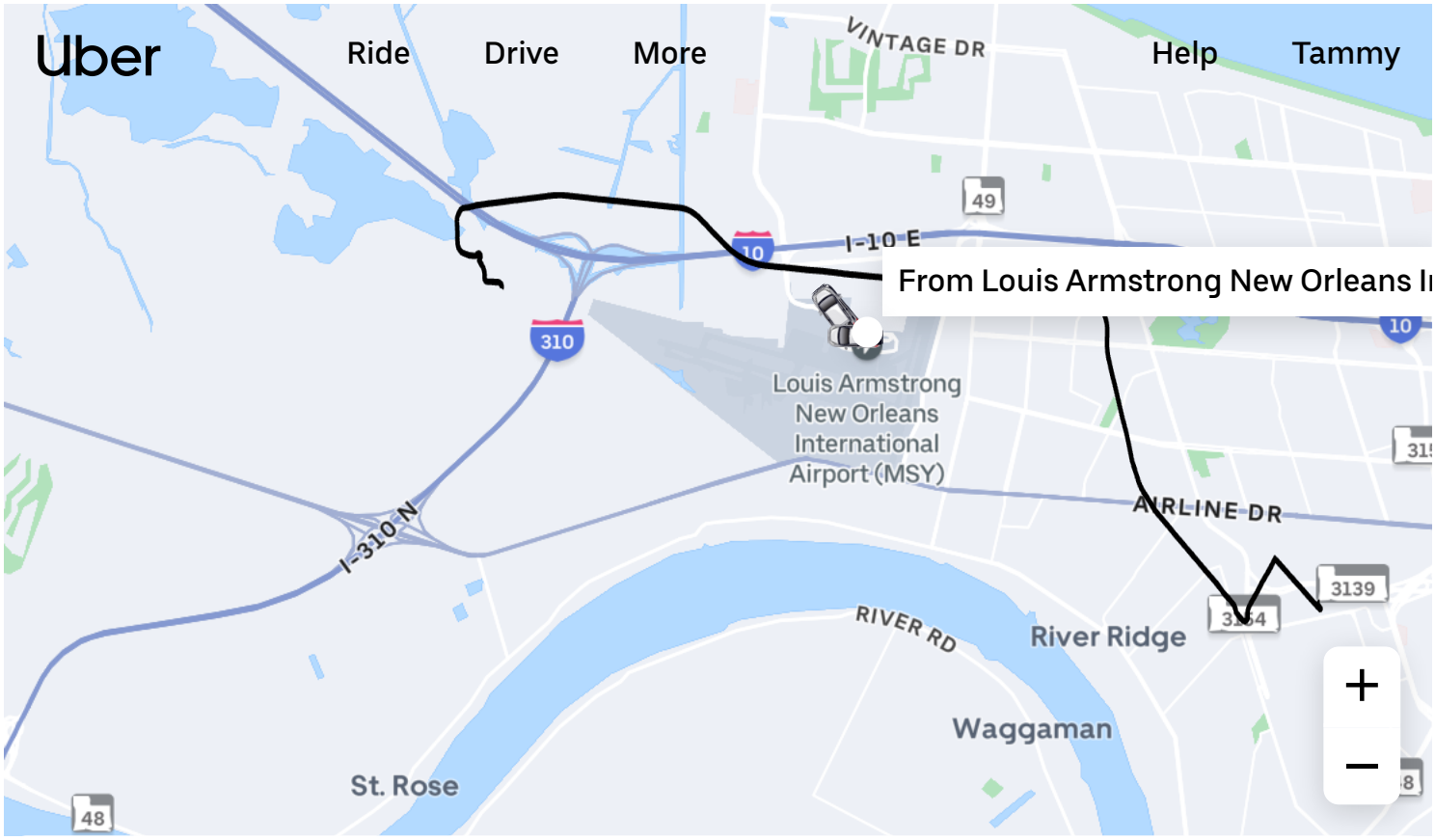
You will automatically be checked in to your flight 36 hours prior to scheduled departure. For Anytime fares purchased between 36 and 24 hours, the boarding position assignment process has begun so this may impact the boarding position assigned to you. If you purchase an Anytime fare within 24 hours of your flight's scheduled departure, you will not receive the EarlyBird Check-In benefit. In an irregular operation situation, the boarding position is not guaranteed.

U.S. General Services Administration

FY 2024 Per Diem Rates for new orleans, Louisiana

Meals & Incidentals (M&IE) rates and breakdown

Primary Destination	County	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & LastDay of Travel
New Orleans	Orleans / Jefferson Parishes	$74	$17	$18	$34	$5	$55.50



Pickup now

UberX 4 — $45.98
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Affordable, everyday rides

Comfort Electric 4 — $61.95
1 min away • 1:50 PM
Premium zero-emission cars

Comfort 4 — $57.27
1 min away • 1:49 PM
Newer cars with extra legroom

Uber Cash: $0.35
+ PayPal - tamteaches@gmail.com

Request UberX

LYON COUNTY SCHOOL DISTRICT

Staff Travel Report to School Board of Trustees

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

Please Download & <u>TYPE</u> the following information.

Staff Member: Shannon Hirman School: District Office

Assignment: Program & AT Specialist Name of Conference : (Do not use acronyms) Closing the Gap

Location of Conference: Minneapolis, MN Dates Attended: 10/10/23 - 10/13/2023

General Overview: Do not use acronyms

The Closing the Gap Conference is an annual assistive technology conference that presents an opportunity to deepen a person's assistive technology (AT) knowledge and strengthen their implementation strategies. The conference week is designed to dig deeper into critical areas that have the power, when implemented strategically, to transform the classroom, the school, the district, and the practice. When a person starts thinking differently about how to reach ALL students, how to infuse technology into learning, and how to leverage assistive technology (AT) strategies in all areas – then people begin to transform these areas and ultimately increase achievement and independence.

How will this impact student learning in a positive way?

This Closing the Gap conference that I have attended will have a positive impact on student learning. The courses I have attended will help me find different ways to help assist our students in the way they access their curriculum and communicate with those around them. I will also be able to assist teachers in finding different ways for students to access the curriculum in their classrooms to help encourage and access the learning they need to connect to the world around them. Through these courses I took, I want to help support teachers to find a way to foster and nurture the students in a positive way to access the curriculum, to learn, and take ownership of their learning. I want to encourage the parents of these students to see how assistive technology can help their children to access what they are learning and be able to communicate in the world around them. Giving our students a chance to be in an environment with their peers through assistive technology to help them learn and communicate allows for them to feel like they are interacting with their peers.

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

I will be able to implement the things I learned by supporting all of our special education teachers, while focusing on the CLS (Comprehensive Life Skills) and Strategies teachers, with some new tools that can help with structure and behaviors in the classroom, and how AAC (Augmentative and Alternative Communication) devices, whether low tech or high tech, can be used in the classroom for our students to access their learning as well as be able to communicate with those around them.

I will share this information with my colleagues through my State of NV Assistive Technology Consortium by presenting at the Consortium, along with professional development for our special education staff. Learning about how AI (Artificial Intelligence) from a professor from Japan, and how it is changing the way people who cannot communicate and are severely impacted with little to no movement can now be able to communicate and access the environment around them through AI (Artificial Intelligence) is amazing! I cannot wait to share this with others.

Other Comments:

What I would like to recommend for future Closing the Gap conferences would be to rotate a SLP (Speech Language Pathologist), an OT (Occupational Therapist), and a PT (Physical Therapist) to attend every year. A good percentage of the attendees are Speech Language Pathologists and OT's (Occupational Therapists); therefore, they should be part of the Assistive Technology team because they work with language, body movement, and positioning when it comes to using different devices.

I want to thank the board and the district office for allowing me the opportunity to learn and increase my skills at this very valuable learning experience! This event will help me better serve the needs of our students and support our staff when it comes to assistive technology in the classroom.

Rachel Stewart
Site Principal/Supervisor Approval

Tim Scott
Deputy Superintendent Approval

10/16/2023
Date

10/16/23
Date

PART I: IDENTIFYING INFORMATION AND PLAN SELECTION

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

School District	**Lyon County School District**
Total # of Elementary Schools	**11**
Kindergarten Enrollment for SY23-24	**559**
Combined Grades 1-3 Enrollment for SY23-24	**1995**

Authorized Contact #1	**Wayne Workman**
Contact's Title	**Superintendent**
Contact's Email	**wworkman@lyoncsd.org**
Contacts Phone	**775-463-6800**
Authorized Contact #2	**Dawn Huckaby**
Contact's Title	**Executive Director of Human Resources**
Contact's Email	**dhuckaby@lyoncsd.org**
Contacts Phone	**775-463-6800**

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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**

PART II: RATIOS, VARIANCES, AND SHORTAGES

Please provide the following information for the 2023-24 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
17:1	19:1	22:1	22:1	23:1	23:1	23:1

Supporting documentation, to include the total number of educators contracted for SY23-24, 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.

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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	2	3	3	0	0	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, disaggregated by grade; and the number of schools that will be requesting a variance due to facility limitations, should be provided as attachments.

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.

Lyon CSD plans to review the average daily attendance on a quarterly bases to determine if allocations should be modified, moved to a different grade level, or added to school allocations. Based on the trends in student attendance, the district weighs the time of year, location of the schools, the NSPF rating, and the ability to hire teachers with the need in the schools. Allocations for the FY24 year began in April, 2023 with a review of the student roll up numbers and is monitored by reports from Infinite Campus. If ratios continue to increase, allocation modifications may be implemented which could mean movement within and among school or an additional allocation. In the Spring of 2023, LCSD provided an additional five teacher allocations to schools based on class sizes and risk factors. 352

Upon providing schools with the allocations for the next school year, student enrollment is monitored and discussions occur regularly with school principals regarding allocations. Student count data is obtained from Infinite Campus, reviewed by the Superintendent, Deputy Superintendent, and Executive Director of Human Resources. Quarterly reports are utilized and comparisons to previous years are analyzed to forecast trends.

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.

The Superintendent, Deputy Superintendent, and Executive Director of Human Resources plan to review the formula used to allocate specialists. College and Career Readiness Interventions have been added to each elementary school in order to assist students identified as At-Risk and support their success in school. Additional paraprofessionals have been added to assist students learning the English language as well as special needs students.

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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.

Lyon CSD has budgeted for salaries of 21 EL paraprofessional funded from PCFP English Learners. LCSD budgeted for salaries of 15 College & Career Readiness Interventionist and additional support in the schools for At-Risk students. Additional staff includes reading interventionist specialist at schools In order to reinforce licensed certified teachers in the classroom, the LCSD has developed a Grow Your Own program for classified employees and substitute teachers. LCSD has also developed a robust Internship program collaborating with many institutions of higher ed. LCSD is one of the first school district's to partner with UNR and the NV Department of Education on the Teacher Residency pilot program. The LCSD Board of Trustees approved unprecedented salary increases for teachers for 2023-24 and 2024-25 school years. For retention purposes, 354 LCSD has also continues to pay 100% of employee benefits, something not all school districts do.

SY23-24 Goals

Please describe the specific goals identified for SY23-24 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.

Lyon CSD's goal is to have class sized aligned to the CSR regular plan. The plan and allocations are reviewed regularly by the Superintendent, Deputy Superintendent and Executive Director of Human Resources. The goal is to reduce the sizes of classes in the district to achieve lower pupil to teacher rations in classrooms districtwide. Lyon CSD plans to continue to allocate funding to reduce the class sized in K-6th grade with general funded positions as well as state and federal grant funded position to support recruitment and retention of teaching staff.

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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, Click or tap here to enter text., 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: Lyon County Education Association; 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 October 24, 2023.

Education Association:		Date:	
Signature:			

District Superintendent:		Date:	
Signature:			10/10/23

Nevada Department of Education
Quarterly Class Size Reduction Certification

Pursuant to Nevada Revised Statute (NRS) 388.700-725, districts must submit information related to class size ratios on a quarterly basis, and for each school and grade that exceeds the target ratio, must request a variance to include reasonable justification for the exceeded target ratio. Every quarter, regardless of the need to request a variance, each district must submit and certify the requested data pursuant to this report.

Please answer all questions included within this certificationt to the best of your ability and return a signed copy to sidcompliance@doe.nv.gov.

School Year:	2023-2024
Submission Quarter:	July 1 - September 30
School District:	Lyon
Superintendent's Name:	Wayne Workman

Primary CSR Contact:	Dawn Huckaby
Title:	Executive Director of Human Resources
Email:	dhuckaby@lyoncsd.org
Phone:	775-463-6800

District-Wide Class Size Ratios by Grade

Kindergarten:	17	Fourth Grade:	23
First Grade:	19	Fifth Grade:	23
Second Grade:	22	Sixth Grade:	23
Third Grade:	22		

Did any class size ratio reported for this quarter differ from the established annual base district ratio, requiring the submission of a new plan for class size reduction?

☐	Yes	☑	No

Were they any significant revisions or changes to the district's plan for class size reduction?

☐	Yes	☑	No

Has the district's website been updated to reflect the average daily enrollment, class size ratios, and variances requested and granted from the previous quarter's report?

☑	Yes	☐	No

The district is requesting the following:	Only New Variances

Overall for this quarter, the district's number of variance requests has:	Remained the same

CERTIFICATION

I, Wayne Workman hereby certify that to the best of my knowledge, the information contained in this report is accurate and complete.

Signature, Superintendent

10/10/23
Date

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2023-2024
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Cottonwood Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	18		4	#N/A
	1	23		5	#N/A
	2	#N/A		6	#N/A
	3	24			

Reason for Variances

X	Facility Limitations	X	Difficulty Hiring	X	Funding Limitations		Other

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools.There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional $80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers are stable and have largely been stable for our district for years. If these class sizes do grow larger we would look at adding teachers. If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Wayne Workman hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.

Signature, Superintendent

10/10/23
Date

Questions? Email sidcompliance@doe.nv.gov

Nevada Department of Education
New Request for Class Size Variance and Justification

Please submit **one** New Request for Class Size Variance and Justification **per school** that has exceeded the prescribed ratio of pupils per class in a given grade. A New Request for Class Size Variance and Justification should be submitted for any school/grade that calculates "Yes" under Column W, "New Variance" within the District Data Entry Tab. Each New Request for Class Size Variance and Justification must include the reasons for the request, the justification for exceeding the prescribed ratio, and a plan of actions the district will take to reduce the ratio of pupils, pursuant to Nevada Revised Statute (NRS) 388.700. Please complete each of the following sections completely.

School Year:	2023-2024
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Dayton Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	23	4	#N/A
1	#N/A	5	#N/A
2	25	6	#N/A
3	23		

Reason for Variances

X	Facility Limitations	X	Difficulty Hiring	X	Funding Limitations	X	Other

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools.There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional $80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers are stable and have largely been stable for our district for years. If these class sizes do grow larger we would look at adding teachers. If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

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School Year:	2023-2024
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	East Valley Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	17		4	#N/A
	1	#N/A		5	#N/A
	2	23		6	#N/A
	3	#N/A			

Reason for Variances

X	Facility Limitations	X	Difficulty Hiring	X	Funding Limitations	X	Other

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools.There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional $80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

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School Year:	2023-2024
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Fernley Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	22		4	#N/A
1	#N/A		5	#N/A
2	#N/A		6	#N/A
3	#N/A			

Reason for Variances

X	Facility Limitations	X	Difficulty Hiring	X	Funding Limitations	X	Other

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools.There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional $80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

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School Year:	2023-2024
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Riverview Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	#N/A		4	#N/A
	1	#N/A		5	#N/A
	2	#N/A		6	27
	3	#N/A			

Reason for Variances

X	Facility Limitations	X	Difficulty Hiring	X	Funding Limitations	X	Other

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools.There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional $80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

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School Year:	2023-2024
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Silver Stage Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	#N/A		**4**	#N/A	
1	24		**5**	#N/A	
2	#N/A		**6**	#N/A	
3	#N/A				

Reason for Variances

X	Facility Limitations	X	Difficulty Hiring	X	Funding Limitations		Other

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools.There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional $80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

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School Year:	2023-2024
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Sutro Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

	K	17		4	#N/A
	1	#N/A		5	#N/A
	2	#N/A		6	#N/A
	3	#N/A			

Reason for Variances

X	Facility Limitations	X	Difficulty Hiring	X	Funding Limitations		Other

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools.There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional $80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

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School Year:	2023-2024
Submission Quarter:	Q1
School District:	Lyon
Elementary School:	Yerington Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	#N/A	**4**	#N/A
1	#N/A	**5**	#N/A
2	25	**6**	#N/A
3	24		

Reason for Variances

	Facility Limitations		Difficulty Hiring		Funding Limitations		Other

Justification for Variances

With the all day kindergarten, our facilities are being limited in elementary schools.There are difficulties hiring teachers in all LCSD schools due to the rural setting and five unique areas within the District. We designated Elementary teachers as a critical labor shortage area to aide in filling classrooms with qualified teacher. In order to add another teacher we would need an additional $80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

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Signature, Superintendent

10/10/23

Date

Questions? Email sidcompliance@doe.nv.gov

Lyon County School District
Board Memo

Date: October 24, 2023

To: Board of School Trustees

From: Jim Gianotti, Executive Director of Educational Services

Re: Work Based Learning Application Renewal

Recommendation
That the board approves the renewal of the Lyon County School District's Work Based Learning Application.

Background Information
During the 2023 Legislative session there were changes made to requirements around Work Based Learning in schools across Nevada. AB 256 requires a process for vetting employer hosts, including background checks. The Work Based Learning Coordinator will be responsible for ensuring that all employer partners are vetted prior to the placement of students in the program. Additionally, AB 256 requires that students are provided Anti-Harassment Training as well as training to recognize predatory behaviors. This training will be provided to students through e-learnings that we receive from Pool/Pact as well. AB 207 requires that students are covered with liability insurance, which the district provides through Pool/Pact. As a result, the Lyon County School District (LCSD) had to update its Work Based Learning (WBL) application and resubmit to the state with the updated information contained within.
The Board may recall that we recently submitted a renewal last year for Work Based Learning, so this resubmission is simply to bring our application into compliance with new Legislation.

Budget Considerations
N/A

Discussed at Previous Meeting
N/A

Attachment(s)
Application for Work Based Learning
WBL Student Training Plan
WBL Student Training Agreement

Respectfully Submitted,
Jim Gianotti, Executive Director of Educational Services

Work-based Learning (WBL) Application

Application Renewal (New, Renewal or Amended)

Amended Application _____ (Amendment Number)

CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is accurate and that the Work-based Learning program will be operated as described in the application. As the authorized representative of the school district or charter school submitting the application, assurance is provided to the Nevada Department of Education (NDE) that all persons responsible for program operation will comply with all applicable Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), NDE policy and regulations, and all rules and policies of the school district.

Name and Signature of the school district superintendent or appropriate designee of the applicant authorized to submit this application must be provided below:

_____

Name and Title (Please type) Signature Date

APPLICANT INFORMATION

Applicant (Name of School District)	**Mailing Address**
Lyon County School District	25 E. Goldfield Ave, Yerrington NV 89447
Name and Title of Authorized Contact Person Jim Gianotti, Director of Educational Services	**Telephone Number** 775-463-6800X10051
Email Address Jimgianotti@Lyoncsd.org	**Fax Number** 775-463-6808
Date approved by Local School Board or Governing Body of a Charter School	

For Department use only:

Date Received

Recommend for Approval by the WBL Program Review Coordinator:

_____ Date_____

Verification by Huda Hassan, WBL Program Professional

_____ Date_____

Approval by the Superintendent of Public Instruction

Information

The district application must first be approved by the local school board before submitting to the Nevada Department of Education (NDE) for approval by the Superintendent of Public Instruction.

Applications can be emailed to huda.hassan@doe.nv.gov.

An approved Work-based Learning Application will be in effect for five fiscal years beginning on July 1 and extending for five years until June 30.

Districts will only need to resubmit applications if there are significant changes to the student application, the process, or any other elements of the application.

If revisions are made to a district's work-based learning application, they must be submitted to NDE by September 1 of each year after approval from the local governing board.

Content of the Application

1. Check all the types of work-based learning you intend to offer.

- ☑ School-based Enterprises
- ☑ Job Shadowing
- ☑ Simulated Workplace
- ☑ Supervised Agricultural Experience (school-based SAE)
- ☑ Clinical Experiences
- ☑ Apprenticeship Ready Program
- ☑ Internships
- ☑ Career and Technical Education (CTE) Work Experience

2. Explain the student qualifications for participation in the work-based learning program. Such qualifications must not be so restrictive as to prevent a majority of pupils from being eligible to participate.

1. Enrolled in a Lyon County School District High School as a Junior or Senior
2. At least 16 years old at the time of application
3. Complete the Work-Based Learning Application
4. Obtain parent/guardian approval
5. Maintain a good attendance record
6. Maintain a solid academic record and be in good standing towards graduation
7. Maintain a positive discipline record
8. If leaving school grounds, can ensure reliable transportation to the place of work

3. Describe the method used to evaluate a student's participation and completion of the program.

1. Attendance and punctuality
2. Adherence to workplace policies and regulations
3. Appropriate and clear communication
4. Willingness and ability to learn new skills
5. Management of time
6. Collaboration/teamwork skills
7. Technical skill ability/performance of job duties

4. Provide a description of the process for vetting employer hosts, including background checks. Districts should use the state vetting form provided.

The Work-Based Learning Coordinator will vet all employer partners prior to the placement of students. The Lyon County Host Vetting Rubric to ensure all criteria are met and to review expectations and responsibilities with host partners.

5. List the workplace safety trainings that will be completed by students participating in the work-based learning program on (1) identifying and reporting harassment in the workplace; (2) developing and maintaining healthy relationships in the workplace; and (3) identifying the signs of certain predatory behavior.

The Lyon County School District will work with Pool/Pact to provide workplace safety trainings that will address harassment in the workplace, healthy relationships in the workplace and identifying predatory behaviors.

6. Attach a copy of the student application to participate in a work-based learning program.

7. Attach a copy of the district's training agreement (for any WBL that is over 30 hours).

Lyon County Work-Based Learning Application and Training Plan 2023/2024

Student Information

First Name:	**Middle Initial:**	**Last Name:**
Areas of Study/Interests:	**Grade:**	**Date of Birth:**
Phone #:	**Counselor**	**Address:**

Parent/Guardian Information

First Name:	**Last Name:**
Phone #:	**Email:**

Emergency Contact (if other than Parent/Guardian)

First Name:	**Last Name:**
Relationship to Student:	**Contact Information:**

Complete the following information if applying to use current work experience for Work Based Learning-WBL Coordinator may need to speak with supervisor

Company Name:	**Supervisory Name:**	**Supervisor Email:**
Supervisor Phone:	**Student Position:**	**Student Start Date:**

Select the Work Based Learning experience you are interested in applying for—may select multiple options

- ☐ Internship
- ☐ Pre-Apprenticeship
- ☐ Job Shadowing
- ☐ Career Mentoring
- ☐ Specify other type of workexperience
- ☐ Work Experience (includes CTE work experience, clinical experiences, and Supervised Agricultural Experiences (SAE's)

Career Goals and Learning Objectives:

Consider your interests, skills, past experiences, and future career and education goals to answer the questions below:

1. What is career and technical program of study or elective course focus of the student?

2. What are the student's plans after high school? If college, specify area of study.

3. Describe career goals:

4. What does the student hope to gain from this work-based learning experience?

Academic and Employability Knowledge and Skills

Mark all the skills the student is proficient in

☐ Reliable and Honest	☐ Strong Work Ethic	☐ Understands Appropriate Work Behavior
☐ Team Player/Works Well With Co-workers	☐ Effective Communicator	☐ Proficient at Reading and Writing
☐ Takes Initiative	☐ Conflict Resolution	☐ Understands Best Practices for Safe Internet Use
☐ Computer Skills	☐ Customer Service	☐ Industry Related Safety Practices
☐ Problem Solving	☐ Cash Handling	

Technical Skills

1. What course(s) have you taken, or currently enrolled in, that is relevant to this placement?

2. If applicable list any industry certifications earned or prepared for (including CPR, Serve Safe, OSHA, etc)

3. What safety trainings have you had related to the industry?

4. List specific skills and experiences related to this placement, including specific equipment you
have used

Evaluation Components

1. Attendance and punctuality
2. Adherence to workplace policies and regulations
3. Appropriate and clear communication
4. Acceptance of assignments and responsibilities Willingness and ability to learn new skills Management of time
5. Collaboration/teamwork skills
6. Technical skill ability/performance of job duties

Responsibilities

The **employer host** recognizes that a student learning plan is being followed and agrees to:

1. Provide close supervision of the student in a work experience that meets the objectives of the learning plan.
2. Provide training for at least the minimum number of hours required for course credit (90.)
3. For paid WBL, provide worker's compensation coverage as you would for other employees in a similar position.
4. Adhere to all federal and state child labor laws and regulations.
5. Consult with the Work-based Learning Coordinator, teacher, and/or site facilitator to discuss any challenges the student is encountering.
6. Assign jobs to the student and otherwise treat the student without regard to race, color, gender, national origin, or handicap.
7. Provide company orientation and safety training appropriate to the job.

The **student** understands this training is for pass/fail course credit, following the student's learning plan, and agrees to:

1. Be in regular attendance both in school and on the job.
2. Conform to the rules and regulations of the employer host.
3. Demonstrate appropriate work behaviors, including punctuality and willingness to learn.
4. Communicate with the teacher of record, site facilitator, and/or Work-based Learning Coordinator as requested and necessary, submitting all necessary documentation in a timely manner.
5. Provide documentation of hours by 1/26/2024 for the fall semester and 5/31/2024 for the spring semester—failure to provide documentation will result in a failing grade

The **parent/guardian**, realizing the importance of work-based learning, agrees to:

1. Encourage the student to carry out the requirements of the training in a professional demeanor.
2. Accept responsibility for the safety and conduct of the student while traveling to and from school, employer site, and home.
3. Assist the student to develop a plan for transportation to and from the employer site.

The **Work-based Learning Coordinator or site facilitator/teacher of record**, representing the school or district, agrees to:

1. Vet all employer hosts and ensure they receive an orientation to work-based learning.
2. Ensure that the employer host is providing training that meets the student learning plan.
3. Conduct site visits to observe the student and address any issues with the supervisor.
4. Evaluate the student in relation to the goals of the student learning plan.

We, the undersigned, give permission for the above-named student to participate in the WBL program, and we understand and agree to meet the requirements of the WBL.

SIGNATURES

Student: **Date:**

Parent or Guardian: **Date:**

Endorsed Teacher: **Date:**

Work-based Learning Coordinator **Date:**

Lyon County School District TRAINING AGREEMENT

Student Name:

DOB:

Email:

Phone:

City/Zip:Phone:

Employer Host:

Supervisor:

Job Title:

Address:

Start and End Dates:

Work Schedule (hours/days): Hours

Required for Credit:

Mark the type of work-based learning experience:

- ☐ CTE Work Experience
- ☐ Student Based Enterprise
- ☐ Internship (paid)
- ☐ Internship (unpaid)
- ☐ Supervised Agricultural Experience
- ☐ Apprenticeship Ready Program
- ☐ Clinical

Job Description/Duties:

Standards and Performance Indicators:

Technical Standards: List standards and indicators to be addressed in WBL

1.
2.
3.
4.
5.

Employability Skills Standards: List the standards and indicators to be addressed in WBL

1.
2.
3.
4.
5.

Responsibilities

The **employer host** recognizes that a student learning plan is being followed and agrees to:

1. Provide close supervision of the student in a work experience that meets the objectives of the learningplan.
2. Provide training for at least the minimum number of hours required for course credit.
3. For paid WBL, provide worker's compensation coverage as you would for other employees in a similarposition.
4. Adhere to all federal and state child labor laws and regulations.
5. Consult with the Work-based Learning Coordinator, teacher, and/or site facilitator to discuss anychallenges the student is encountering.
6. Assign jobs to the student and otherwise treat the student without regard to

race, color, gender,national origin, or handicap.

7. Provide company orientation and safety training appropriate to the job.

The **student** understands this training is for course credit, following the student's learning plan, and agrees to:

1. Be in regular attendance both in school and on the job.
2. Conform to the rules and regulations of the employer host.
3. Demonstrate appropriate work behaviors, including punctuality and willingness to learn.
4. Communicate with the teacher of record, site facilitator, and/or Work-based Learning Coordinator as requested and necessary, submitting all necessary documentation in a timely manner.

The **parent/guardian**, realizing the importance of work-based learning, agrees to:

1. Encourage the student to carry out the requirements of the training in a professional demeanor.
2. Accept responsibility for the safety and conduct of the student while traveling to and from school, employer site, and home.
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We, the undersigned, give permission for the above-named student to participate in the WBL program, and we understand and agree to meet the requirements of the WBL.

SIGNATURES

Student: **Date:**

Parent or Guardian: **Date:**

Host Supervisor: **Date:**

Work-based Learning Coordinator or Teacher: **Date:**

ADDENDUM

AGREEMENT FOR DAYTON HIGH SCHOOL DUAL ENROLLMENT PROGRAMS

This is an Addendum to the Interlocal Agreement for the Delivery of Dual Enrollment Coursework between Lyon County School District's **Dayton High School (DHS)** and the Board of Regents of the Nevada System of Higher Education on behalf of Western Nevada College (WNC). (Individually, a "Party" and collectively, the "Parties.")

TERM AND TERMINATION

The term of this Addendum shall be for one year, commencing on July 1, 2023, and ending on June 30, 2024. Either party may terminate the Addendum for any reason following written notice to the other Party of the intent to terminate, delivered not less than 90 days prior to the intended date of termination. The Addendum may be extended, by mutual agreement, to coincide with the dates of the initial Agreement.

I. PURPOSE AND SCOPE

A. PURPOSE

The purpose of this Addendum is to set forth the understanding of the Parties as to their respective responsibilities and rights in delivering Dual Enrollment programs at Dayton High School.

B. SCOPE

This Addendum is subject to the terms and conditions as defined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.

II. ACADEMIC RESPONSIBILITIES AND OBLIGATIONS

A. MUTUAL AGREEMENTS

1. DHS and WNC mutually agree to offer the following dual enrollment programs:
    a. Jump Start – this program is delivered by a WNC instructor, and/or an approved high school teacher ("Affiliate") to a selected cohort of high school students enrolled in prescribed courses each year.
    b. Concurrent Enrollment – this program is delivered by an approved high school teacher ("Affiliate") on the high school campus to high school students only.
2. DHS and WNC agree that college level courses are rigorous and demanding; the standards and criteria of any dual credit course shall meet statutory and WNC criteria; and such criteria shall not be diminished for the purpose of the Dual Enrollment program.

B. WNC OBLIGATIONS

1. WNC will charge the following fees, in accordance with the Nevada System of Higher Education Policies and Guidelines:
    a. Jump Start: $85 per credit general or $58 per credit for high school students qualifying for free and reduced lunch in dual enrollment courses
    b. Concurrent Enrollment courses: $75 per course (note: DHS Jump Start includes concurrent enrollment courses)
2. WNC will maintain regular communication with Dayton High School administration and counseling to facilitate the activities and requirements associated with dual enrollment in support of student success.
3. WNC will begin invoicing after the third week of the WNC fall and spring semesters until the balance is paid in full.

C. DHS OBLIGATIONS

1. DHS will adhere to the agreements and obligations outlined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.
2. The District will be responsible for the following payments to WNC:
    a. 50% of tuition and fees for students in Jump Start dual enrollment courses. The remaining 50% of payment will be the responsibility of DHS students/parents.
    b. 100% of tuition and fees for high school students qualifying for free and reduced lunch in Jump Start dual enrollment courses.

c. 100% of the per course fee for students in concurrent enrollment courses.

3. Students/parents are responsible for the purchase of textbooks and required course materials (such as licenses, lab equipment, personal protective equipment, supplies, etc.) for Jump Start and Concurrent Enrollment courses.
4. For students that choose to independently enroll in college classes, all payments are the responsibility of the students/parents.
5. DHS will ensure that concurrent enrollment courses taught by Affiliate instructors comply with WNC's student learning objectives, content, syllabi and assessment criteria, as well as meeting all the instructor responsibilities outlined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.
6. DHS will ensure that students enrolled in the dual enrollment classes have the academic talent, social maturity and readiness to be successful in the dual enrollment course.
7. DHS will maintain regular communication with WNC dual enrollment personnel to facilitate the activities and requirements associated with dual enrollment in support of student success.
8. DHS and the District will submit invoice payments within thirty (30) days of receipt.

III. All other provisions of the Interlocal Agreement for the Delivery of Dual Enrollment remain in full force and effect, other than any provision that conflicts with the terms and spirit of this Agreement, which shall be deemed to be amended appropriately in order to be consistent with this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date first written above.

On behalf of Lyon County School District:

Date _____

By _____
Dayton High School Principal or designee

Date _____

By _____
Superintendent or designee

Board of Regents, Nevada System of Higher Education
on behalf of Western Nevada College:

Date 9/26/23

By _____
J. Kyle Dalpe, President, or designee

ADDENDUM

AGREEMENT FOR FERNLEY HIGH SCHOOL DUAL ENROLLMENT PROGRAMS

This is an Addendum to the Interlocal Agreement for the Delivery of Dual Enrollment Coursework between Lyon County School District's **Fernley High School (FHS)** and the Board of Regents of the Nevada System of Higher Education on behalf of Western Nevada College (WNC). (Individually, a "Party" and collectively, the "Parties.")

TERM AND TERMINATION

The term of this Addendum shall be for one year, commencing on July 1, 2023, and ending on June 30, 2024. Either party may terminate the Addendum for any reason following written notice to the other Party of the intent to terminate, delivered not less than 90 days prior to the intended date of termination. The Addendum may be extended, by mutual agreement, to coincide with the dates of the initial Agreement.

I. PURPOSE AND SCOPE

A. PURPOSE

The purpose of this Addendum is to set forth the understanding of the Parties as to their respective responsibilities and rights in delivering Dual Enrollment programs at Fernley High School.

B. SCOPE

This Addendum is subject to the terms and conditions as defined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.

II. ACADEMIC RESPONSIBILITIES AND OBLIGATIONS

A. MUTUAL AGREEMENTS

1. FHS and WNC mutually agree to offer the following dual enrollment programs:
    a. Jump Start – this program is delivered by a WNC instructor, and/or an approved high school teacher ("Affiliate") to a selected cohort of high school students enrolled in prescribed courses each year.
    b. Concurrent Enrollment – this program is delivered by an approved high school teacher ("Affiliate") on the high school campus to high school students only.
2. FHS and WNC agree that college level courses are rigorous and demanding; the standards and criteria of any dual credit course shall meet statutory and WNC criteria; and such criteria shall not be diminished for the purpose of the Dual Enrollment program.

B. WNC OBLIGATIONS

1. WNC will charge the following fees, in accordance with the Nevada System of Higher Education Policies and Guidelines:
    a. Jump Start: $85 per credit general or $58 per credit for high school students qualifying for free and reduced lunch in dual enrollment courses
    b. Concurrent Enrollment courses: $75 per course (note: FHS Jump Start includes concurrent enrollment courses)
2. WNC will maintain regular communication with Fernley High School administration and counseling to facilitate the activities and requirements associated with dual enrollment in support of student success.
3. WNC will begin invoicing after the third week of the WNC fall and spring semesters until the balance is paid in full.

C. FHS OBLIGATIONS

1. FHS will adhere to the agreements and obligations outlined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.
2. The District will be responsible for the following payments to WNC:
    a. 50% of tuition and fees for students in Jump Start dual enrollment courses. The remaining 50% of payment will be the responsibility of FHS students/parents.
    b. 100% of tuition and fees for high school students qualifying for free and reduced lunch in Jump Start dual enrollment courses.

c. 100% of the per course fee for students in concurrent enrollment courses.

3. FHS is responsible for the purchase of textbooks and required course materials (such as licenses, lab equipment, personal protective equipment, supplies, etc.) for students in Jump Start and Concurrent Enrollment courses.
4. For students that choose to independently enroll in college classes, all payments are the responsibility of the students/parents.
5. FHS will ensure that concurrent enrollment courses taught by Affiliate instructors comply with WNC's student learning objectives, content, syllabi and assessment criteria, as well as meeting all the instructor responsibilities outlined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.
6. FHS will ensure that students enrolled in the dual enrollment classes have the academic talent, social maturity and readiness to be successful in the dual enrollment course.
7. FHS will maintain regular communication with WNC dual enrollment personnel to facilitate the activities and requirements associated with dual enrollment in support of student success.
8. FHS and the District will submit invoice payments within thirty (30) days of receipt.

III. All other provisions of the Interlocal Agreement for the Delivery of Dual Enrollment remain in full force and effect, other than any provision that conflicts with the terms and spirit of this Agreement, which shall be deemed to be amended appropriately in order to be consistent with this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date first written above.

On behalf of Lyon County School District:

Date _____

By _____
Fernley High School Principal or designee

Date _____

By _____
Superintendent or designee

Board of Regents, Nevada System of Higher Education on behalf of Western Nevada College:

Date 9/25/23

By _____
J. Kyle Dalpe, President, or designee

ADDENDUM

AGREEMENT FOR SILVER STAGE HIGH SCHOOL DUAL ENROLLMENT PROGRAMS

This is an Addendum to the Interlocal Agreement for the Delivery of Dual Enrollment Coursework between Lyon County School District's **Silver Stage High School (SSHS)** and the Board of Regents of the Nevada System of Higher Education on behalf of Western Nevada College (WNC). (Individually, a "Party" and collectively, the "Parties.")

TERM AND TERMINATION

The term of this Addendum shall be for one year, commencing on July 1, 2023, and ending on June 30, 2024. Either party may terminate the Addendum for any reason following written notice to the other Party of the intent to terminate, delivered not less than 90 days prior to the intended date of termination. The Addendum may be extended, by mutual agreement, to coincide with the dates of the initial Agreement.

I. PURPOSE AND SCOPE

A. PURPOSE

The purpose of this Addendum is to set forth the understanding of the Parties as to their respective responsibilities and rights in delivering Dual Enrollment programs at Silver Stage High School.

B. SCOPE

This Addendum is subject to the terms and conditions as defined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.

II. ACADEMIC RESPONSIBILITIES AND OBLIGATIONS

A. MUTUAL AGREEMENTS

1. SSHS and WNC mutually agree to offer the following dual enrollment programs:
   a. Jump Start – this program is delivered by a WNC instructor, and/or an approved high school teacher ("Affiliate") to a selected cohort of high school students enrolled in prescribed courses each year.
   b. Concurrent Enrollment – this program is delivered by an approved high school teacher ("Affiliate") on the high school campus to high school students only.
2. SSHS and WNC agree that college level courses are rigorous and demanding; the standards and criteria of any dual credit course shall meet statutory and WNC criteria; and such criteria shall not be diminished for the purpose of the Dual Enrollment program.

B. WNC OBLIGATIONS

1. WNC will charge the following fees, in accordance with the Nevada System of Higher Education Policies and Guidelines:
   a. Jump Start: $85 per credit general or $58 per credit for high school students qualifying for free and reduced lunch in dual enrollment courses
   b. Concurrent Enrollment courses: $75 per course (note: SSHS Jump Start includes concurrent enrollment courses)
2. WNC will maintain regular communication with Silver Stage High School administration and counseling to facilitate the activities and requirements associated with dual enrollment in support of student success.
3. WNC will begin invoicing after the third week of the WNC fall and spring semesters until the balance is paid in full.

C. SSHS OBLIGATIONS

1. SSHS will adhere to the agreements and obligations outlined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.
2. The District will be responsible for the following payments to WNC:
   a. 50% of tuition and fees for students in Jump Start dual enrollment courses. The remaining 50% of payment will be the responsibility of SSHS students/parents.
   b. 100% of tuition and fees for high school students qualifying for free and reduced lunch in Jump Start dual enrollment courses.

c. 100% of the per course fee for students in concurrent enrollment courses.

3. SSHS is responsible for the purchase of textbooks and required course materials (such as licenses, lab equipment, personal protective equipment, supplies, etc.) for students in Jump Start and Concurrent Enrollment courses.
4. For students that choose to independently enroll in college classes, all payments are the responsibility of the students/parents.
5. SSHS will ensure that concurrent enrollment courses taught by Affiliate instructors comply with WNC's student learning objectives, content, syllabi and assessment criteria, as well as meeting all the instructor responsibilities outlined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.
6. SSHS will ensure that students enrolled in the dual enrollment classes have the academic talent, social maturity and readiness to be successful in the dual enrollment course.
7. SSHS will maintain regular communication with WNC dual enrollment personnel to facilitate the activities and requirements associated with dual enrollment in support of student success.
8. SSHS and the District will submit invoice payments within thirty (30) days of receipt.

III. All other provisions of the Interlocal Agreement for the Delivery of Dual Enrollment remain in full force and effect, other than any provision that conflicts with the terms and spirit of this Agreement, which shall be deemed to be amended appropriately in order to be consistent with this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date first written above.

On behalf of Lyon County School District:

Date _____

By _____
Silver Stage High School Principal or designee

Date _____

By _____
Superintendent or designee

Board of Regents, Nevada System of Higher Education on behalf of Western Nevada College:

Date 9/26/23

By _____
J. Kyle Dalpe, President, or designee

ADDENDUM

AGREEMENT FOR SMITH VALLEY HIGH SCHOOL DUAL ENROLLMENT PROGRAMS

This is an Addendum to the Interlocal Agreement for the Delivery of Dual Enrollment Coursework between Lyon County School District's **Smith Valley High School (SVHS)** and the Board of Regents of the Nevada System of Higher Education on behalf of Western Nevada College (WNC). (Individually, a "Party" and collectively, the "Parties.")

TERM AND TERMINATION

The term of this Addendum shall be for one year, commencing on July 1, 2023, and ending on June 30, 2024. Either party may terminate the Addendum for any reason following written notice to the other Party of the intent to terminate, delivered not less than 90 days prior to the intended date of termination. The Addendum may be extended, by mutual agreement, to coincide with the dates of the initial Agreement.

I. PURPOSE AND SCOPE

A. PURPOSE

The purpose of this Addendum is to set forth the understanding of the Parties as to their respective responsibilities and rights in delivering Dual Enrollment programs at Smith Valley High School.

B. SCOPE

This Addendum is subject to the terms and conditions as defined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.

II. ACADEMIC RESPONSIBILITIES AND OBLIGATIONS

A. MUTUAL AGREEMENTS

1. SVHS and WNC mutually agree to offer the following dual enrollment programs:
    a. Jump Start – this program is delivered by a WNC instructor, and/or an approved high school teacher ("Affiliate") to a selected cohort of high school students enrolled in prescribed courses each year.
    b. Concurrent Enrollment – this program is delivered by an approved high school teacher ("Affiliate") on the high school campus to high school students only.
2. SVHS and WNC agree that college level courses are rigorous and demanding; the standards and criteria of any dual credit course shall meet statutory and WNC criteria; and such criteria shall not be diminished for the purpose of the Dual Enrollment program.

B. WNC OBLIGATIONS

1. WNC will charge the following fees, in accordance with the Nevada System of Higher Education Policies and Guidelines:
    a. Jump Start: $85 per credit general or $58 per credit for high school students qualifying for free and reduced lunch in dual enrollment courses
    b. Concurrent Enrollment courses: $75 per course (note: SVHS Jump Start includes concurrent enrollment courses)
2. WNC will maintain regular communication with Smith Valley High School administration and counseling to facilitate the activities and requirements associated with dual enrollment in support of student success.
3. WNC will begin invoicing after the third week of the WNC fall and spring semesters until the balance is paid in full.

C. SVHS OBLIGATIONS

1. SVHS will adhere to the agreements and obligations outlined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.
2. The District will be responsible for the following payments to WNC:
    a. 50% of tuition and fees for students in Jump Start dual enrollment courses. The remaining 50% of payment will be the responsibility of SVHS students/parents.
    b. 100% of tuition and fees for high school students qualifying for free and reduced lunch in Jump Start dual enrollment courses.

c. 100% of the per course fee for students in concurrent enrollment courses.

3. SVHS is responsible for the purchase of textbooks and required course materials (such as licenses, lab equipment, personal protective equipment, supplies, etc.) for students in Jump Start and Concurrent Enrollment courses.
4. For students that choose to independently enroll in college classes, all payments are the responsibility of the students/parents.
5. SVHS will ensure that concurrent enrollment courses taught by Affiliate instructors comply with WNC's student learning objectives, content, syllabi and assessment criteria, as well as meeting all the instructor responsibilities outlined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.
6. SVHS will ensure that students enrolled in the dual enrollment classes have the academic talent, social maturity and readiness to be successful in the dual enrollment course.
7. SVHS will maintain regular communication with WNC dual enrollment personnel to facilitate the activities and requirements associated with dual enrollment in support of student success.
8. SVHS and the District will submit invoice payments within thirty (30) days of receipt.

III. All other provisions of the Interlocal Agreement for the Delivery of Dual Enrollment remain in full force and effect, other than any provision that conflicts with the terms and spirit of this Agreement, which shall be deemed to be amended appropriately in order to be consistent with this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date first written above.

On behalf of Lyon County School District:

Date _____

By _____
Smith Valley High School Principal or designee

Date _____

By _____
Superintendent or designee

Board of Regents, Nevada System of Higher Education on behalf of Western Nevada College:

Date 9/26/23

By _____
J. Kyle Dalpe, President, or designee

ADDENDUM

AGREEMENT FOR YERINGTON HIGH SCHOOL DUAL ENROLLMENT PROGRAMS

This is an Addendum to the Interlocal Agreement for the Delivery of Dual Enrollment Coursework between Lyon County School District's **Yerington High School (YHS)** and the Board of Regents of the Nevada System of Higher Education on behalf of Western Nevada College (WNC). (Individually, a "Party" and collectively, the "Parties.")

TERM AND TERMINATION

The term of this Addendum shall be for one year, commencing on July 1, 2023, and ending on June 30, 2024. Either party may terminate the Addendum for any reason following written notice to the other Party of the intent to terminate, delivered not less than 90 days prior to the intended date of termination. The Addendum may be extended, by mutual agreement, to coincide with the dates of the initial Agreement.

I. PURPOSE AND SCOPE

A. PURPOSE

The purpose of this Addendum is to set forth the understanding of the Parties as to their respective responsibilities and rights in delivering Dual Enrollment programs at Yerington High School.

B. SCOPE

This Addendum is subject to the terms and conditions as defined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.

II. ACADEMIC RESPONSIBILITIES AND OBLIGATIONS

A. MUTUAL AGREEMENTS

1. YHS and WNC mutually agree to offer the following dual enrollment programs:
    a. Jump Start – this program is delivered by a WNC instructor, and/or an approved high school teacher ("Affiliate") to a selected cohort of high school students enrolled in prescribed courses each year.
    b. Concurrent Enrollment – this program is delivered by an approved high school teacher ("Affiliate") on the high school campus to high school students only.
2. YHS and WNC agree that college level courses are rigorous and demanding; the standards and criteria of any dual credit course shall meet statutory and WNC criteria; and such criteria shall not be diminished for the purpose of the Dual Enrollment program.

B. WNC OBLIGATIONS

1. WNC will charge the following fees, in accordance with the Nevada System of Higher Education Policies and Guidelines:
    a. Jump Start: $85 per credit general or $58 per credit for high school students qualifying for free and reduced lunch in dual enrollment courses
    b. Concurrent Enrollment courses: $75 per course (note: YHS Jump Start includes concurrent enrollment courses)
2. WNC will maintain regular communication with Yerington High School administration and counseling to facilitate the activities and requirements associated with dual enrollment in support of student success.
3. WNC will begin invoicing after the third week of the WNC fall and spring semesters until the balance is paid in full.

C. YHS OBLIGATIONS

1. YHS will adhere to the agreements and obligations outlined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.
2. The District will be responsible for the following payments to WNC:
    a. 50% of tuition and fees for students in Jump Start dual enrollment courses. The remaining 50% of payment will be the responsibility of YHS students/parents.
    b. 100% of tuition and fees for high school students qualifying for free and reduced lunch in Jump Start dual enrollment courses.

c. 100% of the per course fee for students in concurrent enrollment courses.

3. Students/parents are responsible for the purchase of textbooks and required course materials (such as licenses, lab equipment, personal protective equipment, supplies, etc.) for Jump Start and Concurrent Enrollment courses.
4. For students that choose to independently enroll in college classes, all payments are the responsibility of the students/parents.
5. YHS will ensure that concurrent enrollment courses taught by Affiliate instructors comply with WNC's student learning objectives, content, syllabi and assessment criteria, as well as meeting all the instructor responsibilities outlined in the Interlocal Agreement for the Delivery of Dual Enrollment Coursework.
6. YHS will ensure that students enrolled in the dual enrollment classes have the academic talent, social maturity and readiness to be successful in the dual enrollment course.
7. YHS will maintain regular communication with WNC dual enrollment personnel to facilitate the activities and requirements associated with dual enrollment in support of student success.
8. YHS and the District will submit invoice payments within thirty (30) days of receipt.

III. All other provisions of the Interlocal Agreement for the Delivery of Dual Enrollment remain in full force and effect, other than any provision that conflicts with the terms and spirit of this Agreement, which shall be deemed to be amended appropriately in order to be consistent with this Agreement.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date first written above.

On behalf of Lyon County School District:

Date _____

By _____
Yerington High School Principal or designee

Date _____

By _____
Superintendent or designee

Board of Regents, Nevada System of Higher Education on behalf of Western Nevada College:

Date 9/26/23

By _____
J. Kyle Dalpe, President, or designee

EXHIBIT A

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

In order for the Parties to obtain access to the data set forth in this Agreement, the following terms must be followed:

1. The Parties agree to protect student education records and other personally identifiable and/or confidential information in accordance with the Family Education Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g; 34 C.F.R. Part 99; NRS 392.029; NRS 388.272. The Parties agree that they shall require all employees and third-party contractors/vendors to comply with the same FERPA protections as set forth in this Agreement.
    a. Personally identifiable information has the same meaning as defined under FERPA at 34 C.F.R. § 99.3.
    b. Education record has the same meaning as defined under FERPA at 34 C.F.R. § 99.3.
    c. School official has the same meaning as defined under FERPA at 34 C.F.R. § 99.31(a)(1), and includes contractors, consultants, volunteers, or other parties to which an educational institution has outsourced institutional services or functions.
    d. Deidentified data, as used in this Agreement, means data from which all personally identifiable information has been removed or obscured so that a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, would not be able to identify any individual student or parent with reasonable certainty. 34 C.F.R. § 99.31(b)(1); 34 C.F.R. § 99.3.
2. The Parties will only share student education records with each other that are necessary to enrollment and participation in the Dual Enrollment program as set forth in the Agreement. The District and WNC may disclose education records of students to each other as "officials of another school system" where the student is enrolled. 20 U.S.C. §1232g; 34 C.F.R. Part 99.
3. The Parties will not collect, use or disclose student personally identifiable information related to enrollment and participation in Dual Credit Courses except as permitted by this Agreement or as required by law.
4. The Parties will conduct the services described in the Agreement in a manner that does not permit personal identification of parents and students by anyone other than representatives of the Parties with legitimate educational interests. 20 U.S.C. §1232g; 34 C.F.R. § 99.31.
5. The Parties warrant and agree that they will each limit the use of, or access to, personally identifiable information from education records of students to the limited scope of information actually needed to complete the duties and/or services under the Agreement.
6. The Parties shall not use any of the personally identifiable information from education records of students that is provided under this Agreement in violation of any applicable federal or state law, rule, regulation, School District policy, or WNC policy.
7. Each Party is subject to the requirements of 34 C.F.R. § 99.33(a) governing the use and redisclosure of personally identifiable information from education records. 20 U.S.C. § 1232g; 34 C.F.R. § 99.31; 34 C.F.R. § 99.33; NRS 388.272.
8. The Parties will not (i) use student personally identifiable information for advertising purposes; (ii) use student personally identifiable information to amass a profile about a student except in furtherance of the services provided under this Agreement; or (iii) sell student personally identifiable information.
9. The Parties have a right to conduct audits or other monitoring activities of the other Party's procedures and systems, subject to the agreement for frequency and schedule, not to be unreasonably withheld.
10. The Parties acknowledge that they provide training for their employees about FERPA and how to protect education records, and shall instruct applicable employees/agents to avoid accessing personally identifiable information from education records of students, except for the legitimate purposes recognized under this Agreement. The Parties also acknowledge that they have appropriate disciplinary policies for employees that violate FERPA.
11. Each Party agrees that it will only share the information obtained pursuant to this Agreement with the individuals affiliated with the Party as officers, directors, employees, contractors/vendors, subcontractors, and agents under the direct control of the Party who actually have a legitimate educational interest in the information.

12. Each Party is independently required to comply with the requirements of FERPA. Each Party agrees that it shall not be liable for any violation of any provision of FERPA directly or indirectly relating to, arising out of, or resulting from, or in any manner attributable to, the actions of the other Party.
13. The Parties agree that all copies of data of any type, including any modifications or additions, are subject to the provisions of the Agreement in the same manner as the original information.
14. Each Party represents and warrants that it has a sound data security plan and data stewardship program. Specifically, the Parties will implement and maintain reasonable administrative, physical and technical safeguards for the purpose of preventing any collection, use or disclosure of, or access to the data shared under this Agreement, including, without limitation, an information security program that meets commercially reasonable industry practice to safeguard the student data. Such information security program includes (a) physical security of all premises in which the data will be processed and/or stored; and (b) reasonable precautions taken with respect to the employment of, access given to, and education and training of any and all personnel furnished or engaged by the Parties to perform any part of the services hereunder.
15. Upon the discovery by either Party of a breach of security, defined as unauthorized access, that results in the unauthorized release, disclosure, or acquisition of student data, or the suspicion that such a breach may have occurred, the Party who discovered the breach shall provide Notice to the other Party as soon as possible, but not more than 48 hours after such discovery. The Notice shall be delivered to the School District by electronic mail to the appropriate party and to WNC by electronic mail to its Admissions & Records Director at Chelsie.hamtak@wnc.edu and shall include the following information, to the extent known at the time of notification. (Please provide Chelsie Hamtak with the contact information for the appropriate party at Lyon County School District):
    a. Date and time of the breach; and
    b. Names of student(s} whose student data was released, disclosed or acquired; and
    c. The nature and extent of the breach; and
    d. The Party's proposed plan to investigate and remediate the breach.
16. Upon discovery of a breach, the Party shall conduct an investigation and restore the integrity of its data systems and, without unreasonable delay, but not later than 30 days after discovery of the breach, provide the other Party with a more detailed notice of the breach, including but not limited to the date and time of the breach; name(s) of the student(s) whose student data was released, disclosed or acquired; nature and extent of the breach; and measures taken to ensure that such a breach does not occur in the future.
17. The Parties agree that all rights belonging to each Party, including all intellectual property rights, shall remain the exclusive property of each Party.
18. If either Party is required by subpoena or other court order to disclose any data, the Party will provide immediate notice of the request to the other Party and will use reasonable efforts to resist disclosure until an appropriate protective order can be sought or a waiver of compliance with the relevant provisions of the Agreement granted.
19. The obligations under the provisions in support of data breach, indemnification and insurance, FERPA requirements, and data security shall survive six years after termination of the Agreement.

Exhibit B

Nevada System of Higher Education Dual Enrollment Fee Schedule

Dual and Concurrent Enrollment Fees

Procedures and Guidelines Manual, Chapter 7, Section 2

https://nshe.nevada.edu/wp-content/uploads/file/BoardOfRegents/PGManual/COMPLETEPGREV92.pdf

1. Fees established in this section are effective for academic year 2022-23 and 2023-24 only.

2. All NSHE institutions will charge $75 per course for concurrent enrollment courses with no additional student and/or special course fees.

3. Except as otherwise provided, the following schedule will be utilized for dual enrollment courses:

Institution Tier	Per Credit Registration Fee	Other Fees
Universities	$150/credit	Technology fee (regular and iNtegrate); any special course fees associated with an individual course
State College	$118/credit	
Community Colleges	$85/credit	

Institutions may utilize this pricing for Nevada high school students who are independently enrolled in an NSHE course that is not offered through a formally established dual enrollment program.

4. The following reduced pricing schedule for dual enrollment courses may be utilized for high school students qualifying for free and reduced lunch:

Institution Tier	Per Credit Registration Fee	Other Fees
Universities	$102/credit	Technology fee (regular and iNtegrate); any special course fees associated with an individual course
State College	$80/credit	
Community Colleges	$58/credit	

5. For the purpose of this section, the term:

   a. "Concurrent enrollment course" means a postsecondary course taught to high school students by a high school instructor mutually agreed upon by the NSHE institution and high school.

   b. "Dual enrollment course" means a postsecondary course taught by an NSHE instructor to high school students through a formally established dual enrollment program.

6. Students enrolled in dual or concurrent enrollment courses and/or programs will not be charged an application fee.

(Added 12/21; A. 7/22, 12/22)

Notes:

- This fee structure does not apply to WNC courses offered during the summer session.
- For the purpose of WNC, Dual Enrollment Programs may include Dual and/or Concurrent courses.
- Description of Dual Enrollment Program provided in I.C.1-3, a-h.

Exhibit C

WNC Affiliate Instructor Position Description

A *WNC Affiliate Instructor* (Affiliate) is responsible for teaching WNC classes as an instructor of record. Affiliates are formally employed by partner institutions (typically a partner high school) and teach college courses through a dual enrollment agreement.

Within the *WNC Co-Teaching Model*, Affiliates work closely with a WNC Faculty Co-Instructor, who serves as the instructor of record. The WNC Faculty Co-Instructor develops the curriculum and shares the course shell; orients the Affiliate with the shell; designs and guides the general approach to the curriculum and its delivery; supports timely and accurate enrollment of students; and supports affiliate instruction, assessment and execution of required processes throughout the semester.

The *WNC Co-Teaching Model* leverages the content, curricular and pedagogical expertise of the college faculty and high school instructor to provide the best opportunity for student success. In this model, both instructors collaborate to provide a high-quality educational experience for students.

Affiliate Qualifications

Co-Teaching

- Current high school teacher with a valid Nevada teaching license OR a bachelor's degree in Secondary Education from an accredited institution.
    - *Note: Specialty licenses that require less than a bachelor's degree are excluded except in specific circumstances. These will be evaluated on a case-by-case basis.*
- Experience teaching in the discipline or a closely related field and at a similar level
- Willingness to collaborate with WNC faculty to provide a quality educational experience for students
- Instructors with only a substitute teaching license may, in special circumstances, be approved as affiliates only if they a) meet the minimum requirements for college faculty teaching in the specific discipline and b) have demonstrated competency in successfully delivering curriculum to high school students.

Independent

- Current high school teacher with a valid Nevada teaching license (regular) OR a bachelor's or higher degree in Education from an accredited institution.
- Master's degree and experience teaching in the discipline or a closely related field and at a similar level
- Willingness to collaborate with WNC faculty to provide a quality educational experience for students

Non-transferable Disciplines

- Current high school teacher with a valid Nevada teaching license (required to be an Independent Affiliate) or substitute license
- Relevant industry experience and certifications as applicable
- Willingness to collaborate with WNC faculty to provide a quality educational experience for students

Affiliate Responsibilities

Co-Teaching

1. Attend pre-semester orientation and required training before the semester begins (program overview, Canvas, curriculum – approximately 6 hours).
2. Meet regularly with WNC Faculty Co-Instructor to collaborate on curriculum, assessment, grading and course management.
3. Work with WNC staff to ensure student enrollment is accurate and complete; collect and submit enrollment forms as received.
4. Deliver and manage day to day course instruction following guidance provided by the WNC Faculty Co-Instructor.
5. Educate and remind students of requirements and procedures associated with dual credit participation.
6. Assess, grade and provide feedback on student work in a timely manner.
7. Enter course data and grades in the assigned Canvas shell and myWNC in compliance with WNC dates and deadlines.
8. Periodically verify rosters for accuracy in Canvas and myWNC.
9. Provide program and course feedback to assist continuous improvement.

Independent

1. Develop and/or customize curriculum in Canvas, ensuring content and objectives adheres to WNC requirements for student learning outcomes and assessment.
2. Provide course access to the Dual Enrollment Facilitator or appropriate Division Director at any time for review.
3. Work with WNC staff to ensure student enrollment is accurate and complete; collect and submit enrollment forms as received.
4. Deliver and manage day to day course instruction.
5. Educate and remind students of requirements and procedures associated with dual credit participation.
6. Assess, grade and provide feedback on student work in a timely manner.
7. Enter course data and grades in the assigned Canvas shell and myWNC, in compliance with WNC dates and deadlines.
8. Periodically verify rosters for accuracy in Canvas and myWNC.
9. Provide program and course feedback to assist continuous improvement.
10. Maintain regular contact with WNC.

INTERLOCAL AGREEMENT BETWEEN LYON COUNTY SCHOOL DISTRICT AND THE BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION
ON BEHALF OF WESTERN NEVADA COLLEGE

INTERLOCAL AGREEMENT FOR THE DELIVERY OF DUAL ENROLLMENT COURSEWORK

This Interlocal Agreement (Agreement) is entered into between Lyon County School District (District) and the Board of Regents of the Nevada System of Higher Education on behalf of Western Nevada College (WNC). (Individually, a "Party" and collectively, the "Parties.")

TERM AND TERMINATION

The term of this Agreement shall be for two (2) years, commencing on July 1, 2023, and ending on June 30, 2025. Either party may terminate the Agreement for any reason following written notice to the other Party of the intent to terminate, delivered not less than 90 days prior to the intended date of termination.

RECITALS

WNC has determined that it is desirable to offer college-level courses that may be counted toward both high school and college graduation requirements at the high school level.

The District desires that WNC provide high school students with college-level courses that may be counted toward both high school and college graduation requirements.

The District students are authorized under Nevada Revised Statutes (NRS) 385.150, NRS 389.300, and NRS 389.310 to enroll in college-level courses that may be counted toward both high school and college graduation requirements.

Now, therefore, in consideration of the mutual promises contained herein, the Parties agree as follows:

I. PURPOSE AND SCOPE OF DUAL ENROLLMENT PROGRAM

A. PURPOSE

1. The purpose of this Agreement is to set forth the understanding of the Parties as to their respective responsibilities and rights in providing access to dual credit through dual enrollment opportunities, as those terms are defined in Section B below, to eligible students at high schools in the District. The District and WNC shall mutually determine parameters of participation on an annual basis.

B. SCOPE

1. This Agreement is limited to courses offered during the academic school year, as defined by the District, and does not extend to courses offered during the summer.
2. Any additions to this Agreement will be made through mutual agreement and added in the form of an Addendum to be signed by both parties.

C. DESCRIPTION OF DUAL ENROLLMENT PROGRAM

1. **Dual Enrollment Program:** A program that allows high school students to earn course credits that can simultaneously satisfy high school graduation requirements and be applied toward college degrees or certificate completion at a college or university.
2. **Dual Credit Courses:** College or university courses offered to high school students that have been approved by the Nevada Department of Education to satisfy specific high school graduation requirements.
3. **Dual Enrollment Instructional Modes**: Dual credit courses can be delivered or taught through multiple methods. These are –
   a. Traditional Enrollment: College instructor on college campus
   b. Traditional Enrollment, High School Cohort: College instructor on college campus to high school students only
   c. Online/Remote Enrollment: College instructor in online/remote modality
   d. Online/Remote Enrollment, High School Cohort: College instructor in online/remote modality to high school students only
   e. Traditional Enrollment, High School: College instructor on high school campus to high school students only
   f. Concurrent Enrollment: Approved high school teacher ("Affiliate") on high school campus to high school students only

g. Independent Affiliate: Approved high school teacher who teaches classes on a high school campus to high school students only
h. Co-Teacher Affiliate: Approved high school teacher who is paired with a college faculty member to deliver instruction on a high school campus to high school students only

D. ELIGIBILITY

1. Initial Eligibility

a. Students must be enrolled at a District high school.
b. Students must be in grades 9 or above.
c. Students must be in good academic and behavioral standing.
d. Students are not eligible for federal financial aid through Free Application for Federal Student Aid (FAFSA) but may be eligible for institutional scholarship funds designated for Dual Enrollment, when available.

2. Application

a. Students and parents/guardians shall complete an online application using the WNC Application for Admission.
b. Students and parents/guardians shall complete and submit a High School Authorization Form for each academic year. This must be completed prior to registering for classes.
c. Students must obtain written approval of the appropriate principal, counselor or other designee that may be required for enrollment in a specific course or program of study.
d. Approval from the secondary school official indicates that the student has demonstrated academic talent, social maturity and readiness for college classes.

3. Continuing Eligibility

a. To earn a degree, students must maintain a minimum cumulative WNC grade point average (GPA) of 2.0. Thus, to continue eligibility in the Dual Enrollment program students must maintain this threshold. Students with a GPA below this minimum threshold may be allowed to continue upon meeting with a WNC advisor and approval from the Executive Director of Student Services or the Vice President of Academic and Student Affairs.

E. COURSES AND CREDIT

1. Courses

a. The District and WNC agree that college-level courses are rigorous and demanding; the standards and criteria of any dual credit course shall meet statutory and WNC criteria; and such criteria shall not be diminished for the purpose of the Dual Enrollment program.
b. The District may request dual credit courses but WNC will make the final determination of the dual credit courses to be offered at any time during the term of this Agreement.
c. Dual Credit courses taught by the District (concurrent enrollment) shall comply with WNC's student learning objectives, content, syllabi and assessment criteria.
    i. In cases where WNC provides the content (Co-teacher Affiliate), District instructors shall teach the content as provided.
    ii. In cases where the District instructor develops the course content (Independent Affiliate),
        - the instructor shall adhere to WNCs student learning objectives, content, syllabi and assessment requirements;
        - the course may be reviewed and/or accessed by the Dual Enrollment Instructional Facilitator or appropriate Division Director at any time;
        - the Independent Affiliate must implement, in a timely manner, any changes required by the Dual Enrollment Instructional Facilitator or Division Director to align the course to the college level expectations; and
        - when determined necessary by WNC, the Independent Affiliate must utilize specific assessments identified by WNC as a means of gathering common data across the Dual Enrollment program.

2. Credit

a. College courses may be taken for college credit only, high school credit only (in the case of remedial college courses) or for dual credit whereby credits are applied toward high school graduation requirements and college credit attainment simultaneously.
b. Dual credit may be used for any course offered through WNC and approved by both the District and the Nevada State Board of Education. The District will maintain the list of Approved Dual Credit Courses and the course

equivalencies as outlined in NRS 389.310, 2a. Note: Community service courses are not available for dual credit.

c. Depending on the specific WNC course, when the student satisfactorily completes the course with a grade of D- or higher, WNC shall award credit toward earning a credential, certificate or degree, as applicable. Note: Some college courses have a pre-requisite of earning a C or better for progression in a sequence of courses.

II. PROGRAM MANAGEMENT

A. TUITION, FEES and SUPPLIES

1. Tuition and Fees

a. The application fee for students participating in the Dual Enrollment program will be waived.

b. The District shall be responsible for payment of tuition and all applicable course fees to WNC in the designated format and timeline, as specified in the Addendums.

c. For concurrent courses, students shall be charged a per course fee as designated by the Nevada System of Higher Education Board of Regents, as specified in Exhibit B (attached).
   i. These course fees shall be paid by the District through a third party billing process, when applicable.
   ii. The District agrees to remit payment for tuition invoices within thirty (30) days of receipt.
   iii. If the District fails to pay the course fees, WNC will award credit to the student based on the student's successful completion of the dually enrolled course but the student's transcript will not be released and any credential will not be awarded until a payment plan is established.

d. For courses that are not concurrent, students shall be charged the per credit fee as designated by the Nevada System of Higher Education Board of Regents, as specified in Exhibit B (attached).
   i. These course fees shall be paid by the District through a third party billing process, when applicable.
   ii. The District agrees to remit payment for tuition invoices within thirty (30) days of receipt.
   iii. If the District fails to pay the course fees, WNC will award credit to the student based on the student's successful completion of the dually enrolled course but the student's transcript will not be released and any credential will not be awarded until a payment plan is established.

e. The District understands and agrees that the charges for tuition and course fees may vary from student to student depending upon the total number of credit hours for which each student has enrolled each term.

f. If a student withdraws from a course that qualifies under an established school program, as defined in I.C.3, b and d-h, no later than the end of WNC's third week of instruction for a full-term class, WNC shall not charge tuition or fees to the District. No adjustments or refunds of tuition or fees shall be made after this date.
   i. For classes scheduled outside the standard instructional term, the time frame for withdrawal without charge will be determined mutually by the District and WNC.

B. STUDENTS

1. Enrollment

a. Each student enrolled in the Dual Enrollment program, even though enrolled as a WNC student during the term of the dual credit course, shall remain a student of the District.

b. The District and WNC will collaboratively determine the timeline for the Dual Enrollment program and dual credit courses offered. These may occur within or outside of the established District calendar.

c. The District shall retain the right to refuse to allow a student to enroll in a Dual Enrollment program and/or dual credit course.

d. Students shall complete an Enrollment Form each semester or self-enroll through their myWNC student center account.

2. Removal or Withdrawal of Students

a. Student course withdrawal dates shall be as follows:
   i. Standard instructional term (full-term): Withdrawal by the end of the 3rd week of WNC term. Removal from the course, no documentation of course enrollment will be on the student transcript.
   ii. Non-standard instructional term: Withdrawal by a mutually agreed upon date. Removal from the course, no documentation of course enrollment will be on the student transcript.
   iii. After the standard and/or agreed upon withdrawal period: Course will remain on the student transcript with an assignment of a "W" grade.

b. Student withdrawal procedures shall be as follows:

i. Schedule changes: When a student makes a schedule change out of a high school class in which he/she is also dually enrolled in a college course, the school counselor or another high school designee will meet with the student to facilitate the withdrawal process from the WNC course.
   - Course withdrawal must be completed using the WNC Dual Enrollment Withdrawal form.
   - Within one week of separation from the course, the high school counselor or another high school designee will notify the dual enrollment instructor and the WNC Coordinator of Dual Enrollment.
   - Withdrawals after WNC's identified drop dates will not be approved except in extenuating circumstances with appropriate documentation.

ii. School separation: When a student leaves the high school for reasons such as transfer or relocation, the school shall act on behalf of the student to withdraw the student from a high school class in which he/she is dually enrolled in a college course.
   - The school counselor or high school designee shall withdraw the students within one week of school separation.
   - The school counselor or high school designee will facilitate the withdrawal through the WNC Coordinator of Dual Enrollment, in conjunction with Admissions and Records.
   - Withdrawals after WNC's identified drop dates will not be approved except in extenuating circumstances with appropriate documentation.
   - Expulsion or imprisonment will not be considered an extenuating circumstance.

c. Student removal shall be handled as follows:
   i. The District shall retain the right to remove any student from the Dual Enrollment program and/or a dual credit course in accordance with District policies.
   ii. WNC shall have the right to remove any District student from the Dual Enrollment program and/or dual credit course in accordance with WNC student conduct or academic dishonesty policies.
   iii. Removing a student from the Dual Enrollment program and/or dual credit course by either party requires a written explanation to be provided to the other party.

3. Academic Advising and Ancillary Services

a. Academic advising shall be the joint responsibility of the District and WNC. Both parties shall support students enrolled in the Dual Enrollment program and/or dual credit courses, as may be needed, included but not limited to counseling, guidance and placement assistance.

b. The District shall provide student success support for academic achievement in dual credit courses.

4. Records and Transcripts

Upon completion of a dual credit course, credit and grades shall be assigned to the student's high school and college transcripts in their respective formats. Courses will not be identified as Dual Enrollment or Dual Credit on college transcripts.

C. INSTRUCTORS

1. Concurrent/Affiliate Employment Status

a. Throughout the term of this Agreement, an instructor provided by the District shall remain an employee of the District and shall be covered under the District's workers' compensation insurance. Instructors shall be subject to the terms and conditions of the instructor's employment contract and the District policy, but shall also be subject to continuing approval by WNC.

2. Selection of Concurrent/Affiliate Instructors

a. The District shall nominate an instructor for each dual credit course and submit the instructor's name, as well as evidence of qualification (see Exhibit C), to the Coordinator of Dual Enrollment for review by the appropriate Division Director that administers the specific discipline at WNC.

b. WNC has the final approval for any instructor nominated by the District to teach dual credit courses.

3. Concurrent/Affiliate Instructional Rigor

a. To ensure dual credit courses are taught to WNC standards –

i. Co-teaching affiliate instructors will be paired with a qualified WNC faculty who will design, share and guide delivery of the curriculum.

ii. Independent affiliate instructors will develop course content that adheres to WNC requirements for student learning outcomes and assessment. The course shall be available for access by the Dual Enrollment Instructional Facilitator or appropriate Division Director at any time for review.

4. Concurrent/Affiliate Instructor Responsibilities

a. All affiliate instructors shall attend an orientation and any required training before the semester begins.
b. All affiliate instructors shall work with WNC faculty and staff to ensure student enrollment is accurate and complete.
c. All affiliate instructors shall manage day-to-day course delivery and instruction. Co-teaching affiliate instructors shall follow the guidance provided by the WNC faculty co-instructor.
d. All affiliate instructors shall assess, grade and provide feedback on student work in a timely manner. Co-teaching affiliate instructors will do so in collaboration with the WNC faculty co-instructor.
e. All affiliate instructors shall regularly check rosters and submit information in compliance with WNC dates and deadlines.
f. All affiliate instructors shall enter course data and grades in Canvas and myWNC in compliance with WNC dates and deadlines.
g. All affiliate instructors shall maintain regular contact with the Coordinator of Dual Enrollment (independent affiliates) or the WNC faculty co-instructor (co-teaching affiliates).

III. RESPONSIBILITIES AND OBLIGATIONS

A. Mutual Responsibilities

1. Student Identification Numbers: The District shall assign a unique identification number to each pupil who is enrolled in a Dual Enrollment course. WNC shall retain the unique identification number assigned to each student by the District.
2. FERPA Compliance: The District and WNC agree to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA), upon the terms and conditions set forth in Exhibit A of this Agreement.
3. Insurance: The District and WNC shall procure and maintain, during the term of this Agreement, General Liability insurance or provide for their respective obligations through a program of self-insurance in compliance with NRS Chapter 41. The parties shall maintain Workers Compensation insurance as required by Nevada law.
4. Indemnification: Neither party waives the right or defense to indemnification that may exist in law or equity. The parties shall not waive and intend to assert available NRS Chapter 41 liability limitations in all cases.
5. Data Sharing: WNC shall have direct access to Dual Enrollment program students' and prospective students' identifiable information, to include courses taken, GPA, class rankings, and standardized placement assessment, which is protected as "educational records" under both state and federal laws, for the purposes and intentions of WNC direct contact. Release, sharing, or any other disclosure of student identifiable information is prohibited. WNC's Coordinator of Dual Enrollment, Dual Enrollment Instructional Facilitator, appropriate Division Director, WNC Co-teaching Instructors and other designated WNC faculty/staff will have full access to Affiliate-taught courses in the WNC Learning Management System (LMS) for the purpose of observing dual credit course instruction and assessing student learning in the dual credit course and the Dual Enrollment program.

B. District Obligations

1. Facilities, Equipment and Materials

a. The District shall provide, at its own expense, classroom/laboratory space in which the Dual Enrollment program and dual credit courses and activities shall be conducted. Facilities and ancillary services provided for the delivery of Dual Enrollment program courses shall comply with all applicable provisions of the state Fire Marshal Code and applicable state and federal laws.
b. The District shall furnish, at its own expense, all course materials, specialized equipment, and other necessary equipment for District students participating in Dual Enrollment program courses.
c. The District shall adopt and utilize WNC approved textbooks and resources applicable to the Dual Enrollment program courses being taught.
d. Each student shall be responsible to purchase required textbooks, supplies or materials for the dual credit course in which he/she is enrolled if it is not otherwise provided by the District.

2. Enrollment

a. The District shall ensure that each student seeking enrollment in a Dual Enrollment course:

i. Completes the necessary application, High School Authorization, and Course Enrollment forms according to established deadlines in effect for each semester of enrollment.
ii. Meets any required prerequisites before enrolling.
iii. Understands the number of credits required for graduation and the number of credits to be awarded for the successful completion of the dual credit course (NRS 389.310 (2)(a)).
iv. Establishes an academic program that includes, as applicable, the academic plan developed for the student pursuant to NRS 388.205 (NRS 389.310(2)(d)).

b. The District shall ensure that the parent/guardian of the student seeking enrollment in a Dual Enrollment program and/or dual credit course is aware of the following:
i. The student is subject to both the District policies and procedures, as well as WNC and Nevada System of Higher Education policies and procedures.
ii. The student is participating in a college level course.
iii. The opportunities and requirements for remaining eligible and participating in co-curricular and/or interscholastic activities of the District (NRS 389.310 (2)(g)).

c. The District shall ensure that each student who enrolls in a Dual Enrollment program and/or dual credit course pursuant to this Agreement:
i. Is a full-time District student currently enrolled in the participating high school.
ii. Satisfies any prerequisites for the dual credit course in which he/she is enrolling, as published in the WNC catalog.
iii. Complies with WNC policies and the tenets of this Agreement.

d. The District shall ensure that for each student completing a dual credit course:
i. The title of the course taken is entered into the District's Student Management System (SMS).
ii. The course is posted to the student's high school transcript within 3 weeks of completing the course.
iii. The student's earned grade is posted to the high school transcript upon being received from WNC.

3. Americans with Disabilities Act (ADA) Accommodations

a. The District shall, for any student with disabilities, in accordance with the ADA and Section 504 of the Rehabilitation Act of 1973 or the Individual with Disabilities Education Act (IDEA), as applicable, submit appropriate documentation to WNC Disability Support Services (DSS). WNC DSS shall approve accommodations as required by federal and state law.
b. The District shall work with WNC in implementing appropriate accommodations or appropriate special education services.
c. WNC DSS shall have the primary financial and administrative responsibility for approving and providing necessary accommodations or services for dual enrollment courses.

4. Affiliate Instructors

a. The District shall ensure that District administrators and District instructors teaching dual credit courses provide instruction in accordance with the policies, regulations and instructional standards of WNC.
b. The District shall provide, at its own expense, a substitute teacher, as necessary and agreed upon by WNC, to cover the absence of a District instructor who teaches a dual credit course. In the case of substitutions exceeding 10 consecutive school days, the District shall provide WNC in writing the name and credentials of the substitute teacher.

5. Student Responsibilities

a. The District shall ensure that students seeking enrollment in the Dual Enrollment program and/or dual credit course understand their responsibilities, which include:
i. Completing and submitting appropriate forms by assigned deadlines (NRS 389.300).
ii. Meeting all college prerequisites for the dual credit course they wish to enroll in.
iii. Abiding by all WNC institutional policies and procedures.
iv. Informing the school if he/she wishes to drop or drops the dual credit college class during the semester to ensure that his/her academic load requirement is met.
v. Determining if dual credit earned through the Dual Enrollment program will transfer to another institution of higher education.
vi. Notifying WNC Disability Support Services if the student has an Individualized Education Plan (IEP) in order to develop an ADA plan for supports offered by WNC.

C. **WNC Obligations**

1. **Course Requirements**
   a. WNC shall determine, in collaboration with the District, which dual credit courses to offer during the term of this Agreement.
   b. WNC shall ensure that the Dual Enrollment program and dual credit courses offered to students are:
      i. Of a quality and depth to qualify for college credit as determined by WNC.
      ii. Evaluated and approved through the WNC curriculum adoption process.
      iii. Transferable to a college or university in the Nevada System of Higher Education, whenever possible.
      iv. Compliant with standards applied to all college courses.
2. **Americans with Disabilities Act (ADA)**
   a. WNC is not required to provide Free Appropriate Public Education for students with disabilities.
   b. WNC is required to meet the obligations of ADA.
   c. WNC will work with eligible students to develop an ADA plan that may or may not include modifications.
3. **Tuition and Fees**
   a. WNC shall notify the District by January 15 of each year if tuition and/or fees will change for the subsequent year.
   b. WNC shall follow established refund policies and/or policies established in this Agreement if/when a student elects to drop a college course, is administratively dropped or is removed by either party.
4. **Enrollment**
   a. WNC shall grant college credit toward earning a credential, certificate or degree, as applicable for a dual credit course, when a student satisfactorily completes the course with a grade of D- or higher.
   b. WNC shall provide official grades to the students' high school no less than 3 weeks after the end of the term in which the dual credit course was taken.
5. **Instruction**
   a. WNC shall provide the appropriate supports for high school Concurrent/Affiliate instructors to allow them to meet the rigor and standards that are applied to all college courses.
   b. WNC shall ensure that college-provided Dual Enrollment program instructors follow the same standards of expectation and assessment that are applied to all college courses.

IV. JOINT AGREEMENTS

A. **Entire Agreement:** This agreement contains the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the parties relation to such subject matter. This Agreement may not be amended, supplemented or modified except by mutual written agreement by the parties.

B. **Invalid Provisions:** If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms, disregarding such unenforceable or invalid provisions.

C. **Further Negotiations:** If this Agreement omits or is ambiguous as to a material term, the parties agree to negotiate the term in good faith and, if they are unable to reach an agreement on that term, it shall be supplied by a court of competent jurisdiction according to the standard of what is reasonable under the circumstances.

D. **Additional Documents:** The parties agree to execute any and all other documents reasonably necessary to effectuate this Agreement.

E. **Force Majeure:** Neither party shall be deemed to be in violation of this Agreement if it is prevented from performing any of its obligations hereunder due to strikes, failure of public transportation, civil or military authority, governmental restrictions, governmental regulations, governmental controls, act of public enemy, pandemics, epidemics or other outbreaks of diseases or infections, accidents, fires, explosions, or acts of God, including, without limitation, earthquakes, floods, winds or storms. In such an event the intervening cause must not be through the fault of the party asserting such an excuse and the excused party is obligated to promptly perform in accordance with the terms of the Agreement after the intervening cause ceases.

F. **Governing Law:** This Agreement shall be governed, interpreted, construed, and enforced in accordance with the laws of the State of Nevada. All activities undertaken pursuant to this Agreement shall be in compliance with all applicable state and federal laws.

G. **Assignment:** A party may not assign or transfer any of its rights, duties, or obligations under this Agreement, in whole or in part, without the written consent of the other party.

H. **Binding Effect:** This Agreement shall be binding upon and inure to the benefit of the parties hereto, and their respective successors and assigns, and no other party shall be a beneficiary hereunder.

I. **Notice:** Notices required by this Agreement shall be in writing, delivered personally, by certified or registered mail, or by overnight courier, and shall be deemed to have been given when delivered personally or when deposited in the United States mail, postage pre-paid, or with an overnight courier.

J. **No Joint Venture:** In no event shall this Agreement be construed as establishing a partnership, joint venture or similar relationship between the parties hereto. Each party is an independent contractor and neither is the agent, employee or servant of the other, and each is responsible for its own conduct.

K. **Use of Name or Logo:** Nothing contained in this Agreement confers on either party the right to use the other party's name without prior written permissions, or constitutes an endorsement of any commercial product or service.

L. **Compliance with Non-Discrimination Laws:** Both parties agree to full comply with all applicable state and federal non-discrimination laws.

M. **Counterparts:** This Agreement may be signed in counterparts, each of which may be deemed an original but all of which, together, shall be deemed to be one and the same agreement.

N. **Signatory:** A signed copy of this Agreement delivered by facsimile, email, or other means of electronic transmission, which delivery has been acknowledged by the recipient, shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

O. **Effective Term:** This Agreement will not be in effective unless and until it is approved by the legal designees of each party.

V. Signatures

Board of Regents, Nevada System of Higher Education on behalf of Western Nevada College:

By _____ Date 9/26/23
J. Kyle Dalpe, President, or designee

On behalf of _____ School District

By _____ Date _____
Superintendent or designee

Included Exhibits:

Exhibit A: Family Educational Rights and Privacy Act (FERPA)

Exhibit B: Nevada System of Higher Education Dual Enrollment Fee Schedule

Exhibit C: Affiliate Instructor Qualifications and Responsibilities

Enrollment for Quarter Ending September 30, 2023

To : Board of School Trustees
From: Wayne Workman, Superintendent
Date : October 24, 2023
Re: Enrollment Report

Requested By
Wayne Workman, Superintendent

STATEMENT:
Attached is the enrollment report for the first quarter ending September 30, 2023. Currently, our weighted student enrollment used for the Pupil Centered Funding Plan has decreased by 107 students from the fourth quarter ending on September 30, 2023.

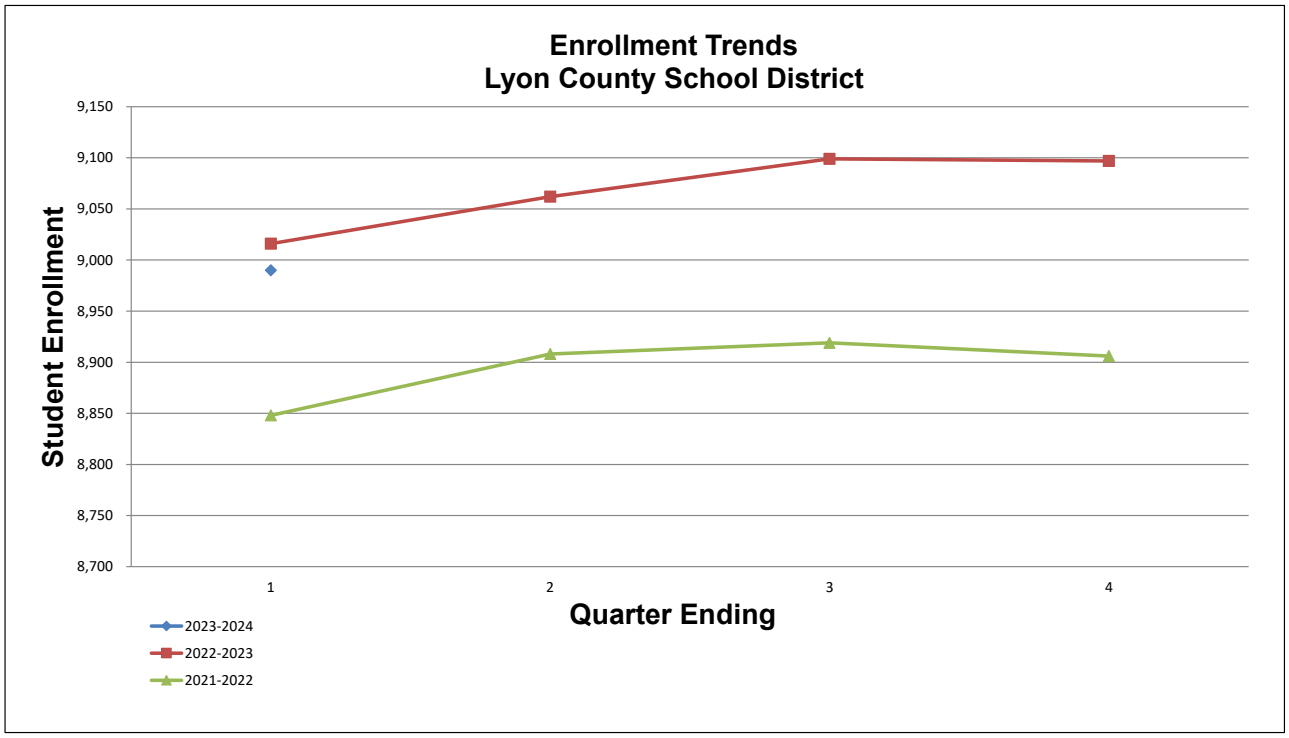
EDUCATIONAL CONSIDERATIONS:
Not applicable.

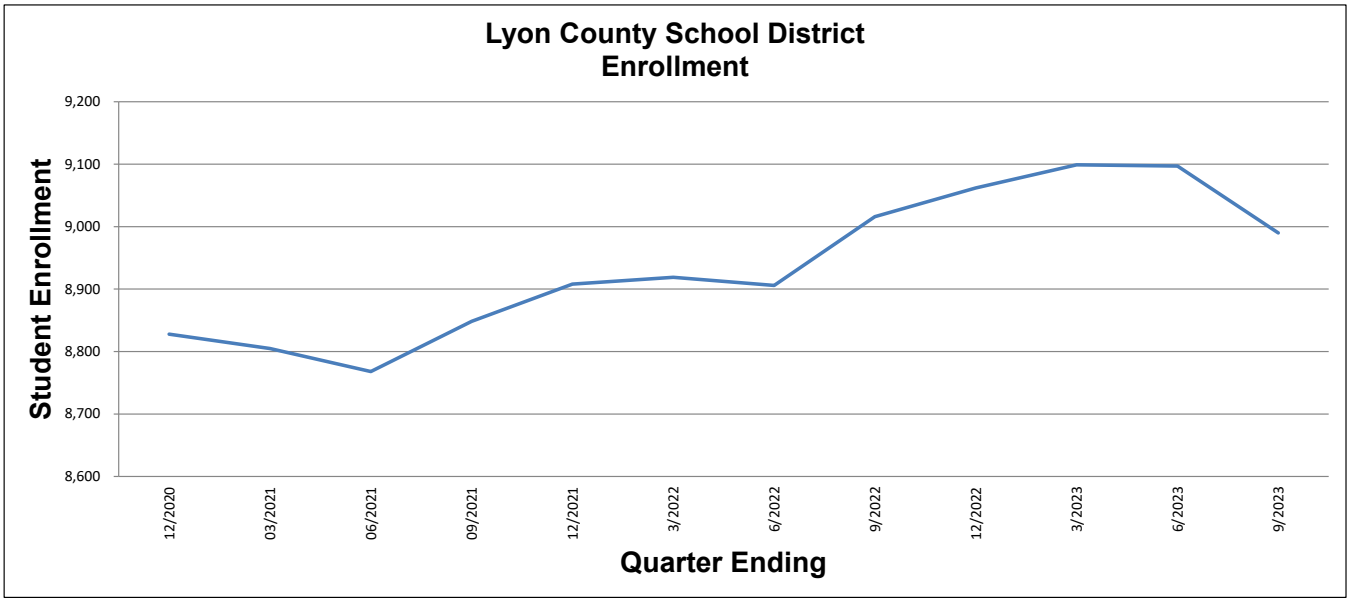
BUDGET CONSIDERATIONS:
Not applicable.

Respectfully submitted,
Wayne Workman, Superintendent

Prepared by,
Cheryl Veil - Administrative Secretary

LYON COUNTY SCHOOL DISTRICT
Enrollment for Quarter Ending September 30, 2023





LYON COUNTY SCHOOL DISTRICT

Average Daily Enrollment for Quarter Ending September 30, 2023

	2021-2022				2022-2023				2023-2024				Validation Day Comparison		Current Year Comparison	
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	22-23 to 23-24		1st to Current	
School	9/30	12/31	3/31	6/30	9/30	12/31	3/31	6/30	9/30	12/31	3/31	6/30	Change	%	Change	%
DES	430	440	449	448	433	440	447	449	452				19	3.9%	-	0.0%
SES	392	405	412	411	403	401	402	410	411				8	2.2%	-	0.0%
RES	434	438	422	421	409	419	423	424	431				22	5.1%	-	0.0%
DIS	377	379	376	373	376	379	375	375	364				(12)	-2.8%	-	0.0%
DHS	714	717	714	708	742	744	733	723	753				11	1.7%	-	0.0%
Dayton	**2,347**	**2,379**	**2,373**	**2,362**	**2,363**	**2,383**	**2,381**	**2,382**	**2,412**	**-**	**-**	**-**	**49**	**2.1%**	**-**	**0.0%**
FES	438	480	469	480	423	425	440	436	415				(8)	-1.7%	-	0.0%
CES	576	598	588	598	579	586	606	617	570				(9)	-1.5%	-	0.0%
EVES	504	516	511	516	556	555	552	550	498				(58)	-10.7%	-	0.0%
FIS	620	625	627	625	634	643	657	652	665				31	4.8%	-	0.0%
SMS	649	665	660	665	643	641	641	640	635				(8)	-1.2%	-	0.0%
FHS	1,236	1,198	1,221	1,198	1,301	1,298	1,282	1,270	1,309				8	0.7%	-	0.0%
Fernley	**4,023**	**4,082**	**4,078**	**4,082**	**4,136**	**4,148**	**4,179**	**4,166**	**4,093**	**-**	**-**	**-**	**(43)**	**-1.1%**	**-**	**0.0%**
													-			
SSES	349	351	356	352	365	370	369	378	353				(12)	-3.2%	-	0.0%
SSMS	337	341	344	343	330	326	328	331	321				(9)	-2.7%	-	0.0%
SSHS	324	321	312	305	337	334	329	325	341				4	1.5%	-	0.0%
Silver Spg	**1,010**	**1,012**	**1,012**	**1,000**	**1,032**	**1,030**	**1,026**	**1,034**	**1,016**	**-**	**-**	**-**	**(16)**	**-1.6%**	**-**	**0.0%**
SVES	97	100	100	102	106	105	104	102	91				(15)	-16.0%	-	0.0%
SVHS	105	104	100	98	102	100	99	99	98				(4)	-3.7%	-	0.0%
Smith Val	**202**	**204**	**200**	**200**	**208**	**205**	**203**	**201**	**189**	**-**	**-**	**-**	**(19)**	**-9.5%**	**-**	**0.0%**
YES	451	446	451	464	474	490	499	505	463				(11)	-2.0%	-	0.0%
YIS	410	411	407	408	401	406	408	408	400				(1)	-0.3%	-	0.0%
YHS	399	399	392	382	392	393	394	392	408				16	4.3%	-	0.0%
Yerington	**1,259**	**1,256**	**1,250**	**1,254**	**1,267**	**1,289**	**1,301**	**1,306**	**1,272**	**-**	**-**	**-**	**5**	**0.3%**	**-**	**0.0%**
ERHS	7	8	7	8	10	7	9	9	9	7	9	9	(1)	-9.1%	-	0.0%
TOTAL	**8,848**	**8,940**	**8,919**	**8,906**	**9,016**	**9,062**	**9,099**	**9,097**	**8,990**	**7**	**9**	**9**	**(26)**	**-0.3%**	**-**	**0.0%**
Change from prior quarter	81	92	(21)	(13)	110	46	37	(3)	(107)	-	-	-	-	-		

LYON COUNTY SCHOOL DISTRICT
Enrollment for Friday, September 30, 2023

Area	Dayton					Fernley						Silver Springs			Smith Valley		Yerington			Other	
School	DES	SES	RES	DIS	DHS	FES	CES	EVES	FIS	SMS	FHS	SSES	SSMS	SSHS	SVES	SVHS	YES	YIS	YHS	ERHS	TOTAL
Pre-K	-	17	9			13	18	13				15	-				4				89
K	68	50	47			87	89	87				51	-		6		76				561
1	59	52	62			75	115	83				73	-		16		87				622
2	74	61	62			81	106	115				67	-		20		99				684
3	68	66	67			79	118	108				78	-		15		96				694
4	71	67	61			81	124	92				70	-		13		101				679
5	56	49	71						344				85		10			92			707
6	55	49	53	-					321				70		11			91			651
7				184						318			81			15		108		-	706
8				181						317			86			12		109		1	705
9					189						332			89		12			107	2	730
10					179						334			101		20			106	3	743
11					230						324			82		20			101	1	758
12					151						308			65		19			93	3	639
Ungraded					5						11			4					1	-	21
Enrolled School	452	411	431	364	753	415	570	498	665	635	1,309	353	321	341	91	98	463	400	408	9	8,990
Area					2,412						4,093			1,016		189			1,272	9	8,990

Information Technology
Service Ticket Report
09/01/23 - 09/30/23

Created 09/01/23 - 09/30/23

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium		13	5	1	0	0	9	5	7	3	0	7	8	14	5	2	6	9	4	1	4	3	21	4	3	134
Normal		33	3	0	1	0	46	54	85	87	0	76	38	167	81	68	40	157	31	62	48	18	45	65	57	1262
Project		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total		46	8	1	1	0	55	59	92	90	0	83	46	181	86	70	46	166	35	63	52	21	66	69	60	1396

Closed 09/01/23 - 09/30/23

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Closed	16	5	1	0	0	13	6	9	6	0	8	8	14	7	2	5	13	7	2	4	4	16	4	2	115
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	2
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	16	5	1	0	0	13	6	9	6	0	8	8	14	7	2	5	13	7	2	4	4	18	4	2	154
Normal	Closed	39	5	0	2	0	47	51	71	60	1	39	36	120	76	41	43	107	29	49	31	15	49	57	64	1032
	Canceled	0	0	0	0	0	2	0	2	1	0	1	0	5	1	0	3	2	2	0	0	0	1	0	0	20
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	39	5	0	2	0	49	51	73	61	1	40	36	125	77	41	46	109	31	49	31	15	50	57	64	1052
Project	Closed	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2
Total	Closed	56	10	1	2	0	60	57	80	66	1	47	44	134	83	43	48	120	36	52	35	19	65	61	66	1186
	Canceled	0	1	0	0	0	2	0	2	1	0	1	0	5	1	0	3	2	2	0	0	0	3	0	0	23
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	56	10	1	2	0	62	57	82	67	1	48	44	139	84	43	51	122	38	52	35	19	68	61	66	1208

Closed by Site/District Tech

Technician Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Site Tech		0	0	0	0	0	4	25	7	0	0	1	0	17	9	1	12	4	0	3	0	0	6	16	0	105
I. T. Tech		52	10	1	2	0	30	30	42	60	0	33	26	86	52	42	36	74	29	46	31	14	50	41	56	843
Oasis Support		4	0	0	0	0	3	1	10	6	1	10	5	14	2	0	3	6	5	3	4	5	11	3	4	100

Information Technology
Service Ticket Report
09/01/23 - 09/30/23

Open as of 08/31/23

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Open	3	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	4	0	1	13
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	3	1	0	0	0	0	0	0	0	0	1	0	0	0	1	1	1	0	0	0	0	5	0	1	14
Normal	Open	16	0	0	0	0	1	22	11	42	0	1	3	9	2	49	25	3	19	50	39	27	27	42	50	438
	Pending	1	0	0	0	0	2	2	2	0	0	1	1	2	2	2	0	0	1	1	0	0	0	1	1	19
	On Hold	2	0	0	0	0	13	1	9	80	0	4	6	66	47	4	8	126	5	13	15	3	1	4	9	416
	Total	19	0	0	0	0	16	25	22	122	0	6	10	77	51	55	33	129	25	64	54	30	28	47	60	473
Project	Open	1	0	0	0	0	0	0	0	0	0	0	0	1	3	0	0	0	0	0	0	0	0	2	1	8
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	3
	Total	2	0	0	0	0	0	1	0	0	0	0	0	1	3	0	0	0	0	0	0	0	0	3	1	11
Total	Open	20	1	0	0	0	1	22	11	42	0	2	3	10	5	50	26	4	19	50	39	27	31	44	52	459
	Pending	1	0	0	0	0	2	2	2	0	0	1	1	2	2	2	0	0	1	1	0	0	1	1	1	20
	On Hold	3	0	0	0	0	13	2	9	80	0	4	6	66	47	4	8	126	5	13	15	3	1	5	9	419
	Total	24	1	0	0	0	16	26	22	122	0	7	10	78	54	56	34	130	25	64	54	30	33	50	62	898

Yearly Closed Comparison	DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
2023	223	49	17	16	0	224	225	309	280	3	147	164	651	319	230	174	1146	140	230	213	80	220	207	231	5498
2022	343	11	21	18	0	304	216	332	357	5	259	236	782	340	309	294	1269	226	281	302	128	214	241	291	5729
2021	369	31	30	2	3	260	249	366	258	16	218	225	700	351	323	297	498	247	168	179	154	211	297	277	5735
2020	511	116	0	9	1	261	199	299	271	29	231	212	645	313	263	261	321	230	218	233	226	299	358	229	4838
Total	1446	207	68	45	4	1049	889	1306	1166	53	855	837	2778	1323	1125	1026	3234	843	897	927	588	944	1103	1028	21800

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1057 Voucher Date: 09/07/2023 Prepared By:

Printed: 09/19/2023 01:57:47 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $168,290.65 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (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.

Phil Cowee.	President
Bridget Peterson	Clerk
Neal McIntyre II	Member
Tom Hendrix	Member
Sherry Parsons	Member
Holly Villines	Member
Darin Farr	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$166,785.59
250	Special Education	$368.24
280	Federal Funds	$933.07
290	Food Service Funds	$203.75
		$168,290.65

Voucher Supplement Account Summary

Voucher Batch Number: 1057 09/07/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
ACE HARDWARE	200				
		100.122.0000.000.2620.610.10202.10.000	General Supplies		$16.19
		100.163.0000.000.2620.610.10603.32.000	General Supplies		$603.10
				Vendor Total:	$619.29
AMAZON BUSINESS					
		100.128.0000.100.1000.610.10211.10.000	General Supplies		$557.56
		100.133.0000.000.2410.610.10303.10.000	General Supplies		$79.73
		100.133.0000.100.1000.610.10303.10.000	General Supplies		$823.81
		100.136.0000.000.2410.610.10208.31.000	General Supplies		$2,191.51
		100.163.0000.000.2410.610.10603.32.000	General Supplies		$750.28
		100.163.0000.000.2620.610.10603.32.000	General Supplies		$68.34
		280.709.0000.100.2213.610.10000.00.000	General Supplies		$84.21
				Vendor Total:	$4,555.44
BIG R FERNLEY					
		100.161.0000.000.2620.610.10601.32.000	General Supplies		$194.32
				Vendor Total:	$194.32
BRADY INDUSTRIES					
		100.133.0000.000.2620.610.10303.10.000	General Supplies		$2,061.65
				Vendor Total:	$2,061.65
CLARK PEST CONTROL					
		100.127.0000.000.2620.430.10210.10.000	Repairs and Maintenance Services		$204.00
				Vendor Total:	$204.00
EDUCATION WEEK	6200				

Voucher Supplement Account Summary

Voucher Batch Number: 1057 09/07/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.102.0000.000.2570.540.10000.00.000	Advertising		$4,050.00
				Vendor Total:	$4,050.00
INLAND SUPPLY CO., INC.	10000				
		100.122.0000.000.2620.610.10202.10.000	General Supplies		$4,319.94
		100.123.0000.000.2620.610.10203.10.000	General Supplies		$1,160.19
		100.127.0000.000.2620.610.10210.10.000	General Supplies		$4,351.15
		100.128.0000.000.2620.610.10211.10.000	General Supplies		$2,258.09
		100.129.0000.000.2620.610.10209.10.000	General Supplies		$4,805.31
		100.132.0000.000.2620.610.10302.20.000	General Supplies		$3,719.31
		100.133.0000.000.2620.610.10303.10.000	General Supplies		$1,758.45
		100.135.0000.000.2620.610.10305.31.000	General Supplies		$190.00
		100.161.0000.000.2620.610.10601.32.000	General Supplies		$146.37
				Vendor Total:	$22,708.81
NAPA AUTO & TRUCK PARTS_99614	99614				
		100.133.0000.000.2620.430.10303.10.000	Repairs and Maintenance Services		$39.06
		100.135.0000.000.2620.430.10305.31.000	Repairs and Maintenance Services		$64.34
		100.135.0000.000.2620.610.10305.31.000	General Supplies		$693.32
				Vendor Total:	$796.72
NAVIGATE 360, LLC					
		100.162.0000.000.2410.651.10602.50.000	Supplies - Technology - Software		$1,590.00
				Vendor Total:	$1,590.00
OFFICE DEPOT	15366				

Voucher Supplement Account Summary

Voucher Batch Number: 1057 09/07/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.121.0000.100.1000.610.10201.10.000	General Supplies	$63.18
		100.123.0000.100.1000.610.10203.10.000	General Supplies	$3,089.01
		100.126.0000.100.1000.610.10206.10.000	General Supplies	$825.94
		100.127.0000.100.1000.610.10210.10.000	General Supplies	$554.11
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$2,320.39
			Vendor Total:	$6,852.63
PAPE MACHINERY INC				
		100.108.0000.000.2630.610.10000.00.000	General Supplies	$180.69
			Vendor Total:	$180.69
SKY FIBER INTERNET				
		100.107.0000.000.2580.535.10000.00.000	Data Communications, Internet, Video, T-lines, etc	$116,242.00
			Vendor Total:	$116,242.00
STAPLES ADVANTAGE	99736			
		100.134.0000.100.1000.610.10304.20.000	General Supplies	$1,639.60
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$123.60
		100.161.0000.192.1000.610.10601.32.000	General Supplies	$736.39
		100.165.0000.000.2410.610.10605.32.000	General Supplies	$129.99
		100.165.0000.100.1000.610.10605.32.000	General Supplies	$805.49
		250.105.0000.200.2321.610.10000.00.000	General Supplies	$45.36
		250.165.0000.200.1000.610.10605.32.000	General Supplies	$322.88
		280.633.0000.100.2100.610.10605.32.000	General Supplies	$848.86

Voucher Supplement Account Summary

Voucher Batch Number: 1057 09/07/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		290.180.0000.000.3100.610.10000.00.000	General Supplies		$203.75
				Vendor Total:	$4,855.92
WESTERN NEVADA SUPPLY	22580				
		100.127.0000.000.2620.610.10210.10.000	General Supplies		$65.17
		100.135.0000.000.2620.610.10305.31.000	General Supplies		$619.60
		100.161.0000.000.2620.610.10601.32.000	General Supplies		$1,774.15
		100.164.0000.000.2620.610.10604.32.000	General Supplies		$302.40
		100.165.0000.000.2620.610.10605.32.000	General Supplies		$226.80
				Vendor Total:	$2,988.12
WILLIAM V. MACGILL & CO.	22793				
		100.129.0000.000.2130.610.10209.10.000	General Supplies		$79.35
		100.165.0000.000.2130.610.10605.32.000	General Supplies		$311.71
				Vendor Total:	$391.06
				Grand Total:	$168,290.65

End of Report

Lyon County School District

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/7/2023	**To Date:**	9/7/2023
From Check:	211150	**To Check:**	211182
From Voucher:	1069	**To Voucher:**	1069

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211150	09/07/2023	A T & T MONTHLY STATEMENT	$58.22	1069	Not Printed	Expense	☐		
211151	09/07/2023	AUDIO ENHANCEMENT, INC	$158.76	1069	Not Printed	Expense	☐		
211152	09/07/2023	BLICK ART MATERIALS	$8,186.45	1069	Not Printed	Expense	☐		
211153	09/07/2023	BUSINESSU	$3,995.00	1069	Not Printed	Expense	☐		
211154	09/07/2023	DISCOUNT SCHOOL SUPPLY	$292.20	1069	Not Printed	Expense	☐		
211155	09/07/2023	FERNLEY CHAMBER OF COMMERCE	$60.00	1069	Not Printed	Expense	☐		
211156	09/07/2023	FP MAILING SOLUTIONS	$174.00	1069	Not Printed	Expense	☐		
211157	09/07/2023	FRONTIER	$244.35	1069	Not Printed	Expense	☐		
211158	09/07/2023	HDS WHITE CAP CONST SUPPLY	$450.00	1069	Not Printed	Expense	☐		
211159	09/07/2023	LARKINS, KAYLEEN	$50.83	1069	Not Printed	Expense	☐		
211160	09/07/2023	LOWE'S BUSINESS ACCOUNT	$7,777.35	1069	Not Printed	Expense	☐		
211161	09/07/2023	PITNEY BOWES INC	$63.90	1069	Not Printed	Expense	☐		
211162	09/07/2023	POPE, MALINDA	$81.95	1069	Not Printed	Expense	☐		
211163	09/07/2023	PURCHASE POWER	$5,660.80	1069	Not Printed	Expense	☐		
211164	09/07/2023	RALEY'S	$28.33	1069	Not Printed	Expense	☐		
211165	09/07/2023	REDWOOD TOXICOLOGY LAB	$1,170.00	1069	Not Printed	Expense	☐		
211166	09/07/2023	REFRIGERATION SUPPLIES DISTRIBUTOR	$1,977.10	1069	Not Printed	Expense	☐		
211167	09/07/2023	SAGEBRUSH LEAGUE	$400.00	1069	Not Printed	Expense	☐		
211168	09/07/2023	SHRED-IT USA	$42.00	1069	Not Printed	Expense	☐		
211169	09/07/2023	SHRED-IT USA	$200.20	1069	Not Printed	Expense	☐		
211170	09/07/2023	SILVER SPRINGS G.I.D	$2,270.40	1069	Not Printed	Expense	☐		
211171	09/07/2023	SILVER SPRINGS MUTUAL WATER CO	$30,275.16	1069	Not Printed	Expense	☐		

Lyon County School District

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/7/2023	**To Date:**	9/7/2023
From Check:	211150	**To Check:**	211182
From Voucher:	1069	**To Voucher:**	1069

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211172	09/07/2023	SMARTPASS INC	$2,513.00	1069	Not Printed	Expense	☐		
211173	09/07/2023	SOCIAL STUDIES SCHOOL SERVICE_19620	$904.18	1069	Not Printed	Expense	☐		
211174	09/07/2023	SWIVL	$3,975.00	1069	Not Printed	Expense	☐		
211175	09/07/2023	THE LITTLE SIGN CO.	$410.00	1069	Not Printed	Expense	☐		
211176	09/07/2023	ULINE	$7,015.32	1069	Not Printed	Expense	☐		
211177	09/07/2023	UNITY SCHOOL BUS PARTS	$289.94	1069	Not Printed	Expense	☐		
211178	09/07/2023	WASTE MANAGEMENT	$100.35	1069	Not Printed	Expense	☐		
211179	09/07/2023	WEDCO INC.	$502.50	1069	Not Printed	Expense	☐		
211180	09/07/2023	WELLS FARGO VENDOR FINANCIAL SERVICES	$148.02	1069	Not Printed	Expense	☐		
211181	09/07/2023	XEROX CORPORATION	$1,096.21	1069	Not Printed	Expense	☐		
211182	09/07/2023	YERINGTON ELEMENTARY SCHOOL--PTO	$20,000.00	1069	Not Printed	Expense	☐		
		Total Amount:	$100,571.52						

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1069 Voucher Date: 09/07/2023 Prepared By:

Printed: 09/19/2023 01:57:01 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $100,571.52 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (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.

Phil Cowee.	President
Bridget Peterson	Clerk
Neal McIntyre II	Member
Tom Hendrix	Member
Sherry Parsons	Member
Holly Villines	Member
Darin Farr	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$76,239.31
280	Federal Funds	$4,267.20
290	Food Service Funds	$65.01
330	Building and Sites (includes teacherages)	$20,000.00
		$100,571.52

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1069 09/07/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712			
		100.126.0000.000.2410.533.10206.10.00 Check #: 211150	Telephone - Land Line phone services	$58.22
			Vendor Total:	$58.22
AUDIO ENHANCEMENT, INC	99350			
		100.126.0000.100.1000.610.10206.10.00 Check #: 211151	General Supplies	$158.76
			Vendor Total:	$158.76
BLICK ART MATERIALS	5590			
		100.133.0000.100.1000.610.10303.10.00 Check #: 211152	General Supplies	$1,266.34
		100.136.0000.100.1000.610.10208.31.00 Check #: 211152	General Supplies	$957.67
		100.161.0000.100.1000.610.10601.32.00 Check #: 211152	General Supplies	$868.58
		100.161.0000.196.1000.610.10601.32.00 Check #: 211152	General Supplies	$620.19
		100.164.0000.188.1000.610.10604.32.00 Check #: 211152	General Supplies	$4,473.57
			Vendor Total:	$8,186.45
BUSINESSU				
		100.161.0000.100.1000.653.10601.32.00 Check #: 211153	Web-based and similar programs	$3,995.00
			Vendor Total:	$3,995.00
DISCOUNT SCHOOL SUPPLY	5662			
		280.633.0000.100.2100.610.10605.32.00 Check #: 211154	General Supplies	$292.20
			Vendor Total:	$292.20
FERNLEY CHAMBER OF COMMERCE	7160			
		100.126.0000.000.2410.810.10206.10.00 Check #: 211155	Dues and Fees	$60.00
			Vendor Total:	$60.00

Voucher Supplement Account Summary

Voucher Batch Number: 1069 09/07/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
FP MAILING SOLUTIONS				
		100.134.0000.000.2410.531.10304.20.00.0 Check #: 211156	Postage	$174.00
			Vendor Total:	$174.00
FRONTIER	21702			
		100.132.0000.000.2410.533.10302.20.00.0 Check #: 211157	Telephone - Land Line phone services	$244.35
			Vendor Total:	$244.35
HDS WHITE CAP CONST SUPPLY	95880			
		100.135.0000.000.2620.610.10305.31.00.0 Check #: 211158	General Supplies	$450.00
			Vendor Total:	$450.00
LARKINS, KAYLEEN				
		100.106.0000.000.2515.610.10000.00.00.0 Check #: 211159	General Supplies	$50.83
			Vendor Total:	$50.83
LOWE'S BUSINESS ACCOUNT	11835			
		100.108.0000.000.2620.610.10000.00.00.0 Check #: 211160	General Supplies	$199.12
		100.108.0000.000.2620.610.10302.20.00.0 Check #: 211160	General Supplies	$137.01
		100.108.0000.000.2620.610.10305.31.00.0 Check #: 211160	General Supplies	$47.80
		100.108.0000.000.2620.610.10605.32.00.0 Check #: 211160	General Supplies	$25.87
		100.108.0000.000.2630.610.10000.00.00.0 Check #: 211160	General Supplies	$241.12
		100.123.0000.000.2620.610.10203.10.00.0 Check #: 211160	General Supplies	$407.36
		100.126.0000.000.2620.610.10206.10.00.0 Check #: 211160	General Supplies	$871.50
		100.129.0000.000.2620.610.10209.10.00.0 Check #: 211160	General Supplies	$1,345.94

Voucher Supplement Account Summary

Voucher Batch Number: 1069 09/07/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.133.0000.000.2620.430.10303.10.00 Check #: 211160	Repairs and Maintenance Services		$321.90
		100.133.0000.000.2620.610.10303.10.00 Check #: 211160	General Supplies		$1,467.96
		100.135.0000.000.2620.610.10305.31.00 Check #: 211160	General Supplies		$1,029.01
		100.161.0000.000.2620.610.10601.32.00 Check #: 211160	General Supplies		$1,230.36
		100.162.0000.000.2620.610.10602.50.00 Check #: 211160	General Supplies		$452.40
				Vendor Total:	$7,777.35
PITNEY BOWES INC	98355				
		100.126.0000.000.2410.531.10206.10.00 Check #: 211161	Postage		$63.90
					420
				Vendor Total:	$63.90
POPE, MALINDA					
		100.132.0000.100.1000.610.10302.20.00 Check #: 211162	General Supplies		$81.95
				Vendor Total:	$81.95
PURCHASE POWER	16968				
		100.101.0000.000.2500.531.10000.00.00 Check #: 211163	Postage		$2,700.00
		100.163.0000.000.2410.531.10603.32.00 Check #: 211163	Postage		$2,960.80
				Vendor Total:	$5,660.80
RALEY'S					
		100.129.0000.100.1000.610.10209.10.00 Check #: 211164	General Supplies		$28.33
				Vendor Total:	$28.33
REDWOOD TOXICOLOGY LAB	103258				
		100.165.0000.920.1000.610.10605.32.00 Check #: 211165	General Supplies		$1,170.00

Voucher Supplement Account Summary

Voucher Batch Number: 1069 09/07/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$1,170.00
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.108.0000.000.2620.610.10000.00.00 Check #: 211166	General Supplies		$112.32
		100.108.0000.000.2620.610.10602.50.00 Check #: 211166	General Supplies		$251.66
		100.108.0000.000.2620.610.10603.32.00 Check #: 211166	General Supplies		$962.22
		100.135.0000.000.2620.610.10305.31.00 Check #: 211166	General Supplies		$78.94
		100.136.0000.000.2620.610.10208.31.00 Check #: 211166	General Supplies		$571.96
				Vendor Total:	$1,977.10
SAGEBRUSH LEAGUE	18123				421
		100.132.0000.920.1000.810.10302.20.00 Check #: 211167	Dues and Fees		$400.00
				Vendor Total:	$400.00
SHRED-IT USA					
		100.106.0000.000.2515.421.10000.00.00 Check #: 211168	Garbage / Disposal		$42.00
				Vendor Total:	$42.00
SHRED-IT USA					
		100.101.0000.000.2320.421.10000.00.00 Check #: 211169	Garbage / Disposal		$200.20
				Vendor Total:	$200.20
SILVER SPRINGS G.I.D	19181				
		100.108.0000.000.2620.411.10000.00.00 Check #: 211170	Water / Sewer		$2,270.40
				Vendor Total:	$2,270.40
SILVER SPRINGS MUTUAL WATER CO	19183				
		100.108.0000.000.2620.411.10000.00.00 Check #: 211171	Water / Sewer		$30,197.16

Voucher Supplement Account Summary

Voucher Batch Number: 1069 09/07/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.170.0000.000.2730.411.10000.00.00 Check #: 211171	Water / Sewer		$78.00
				Vendor Total:	$30,275.16
SMARTPASS INC					
		100.135.0000.100.1000.651.10305.31.00 Check #: 211172	Supplies - Technology - Software		$2,513.00
				Vendor Total:	$2,513.00
SOCIAL STUDIES SCHOOL SERVICE_19620	19620				
		100.135.0000.100.1000.641.10305.31.00 Check #: 211173	Textbooks		$904.18
				Vendor Total:	$904.18
SWIVL					
		280.709.0000.100.2213.651.10000.00.00 Check #: 211174	Supplies - Technology - Software		$3,975.00
				Vendor Total:	$3,975.00
THE LITTLE SIGN CO.					
		100.126.0000.100.1000.610.10206.10.00 Check #: 211175	General Supplies		$410.00
				Vendor Total:	$410.00
ULINE	102057				
		100.108.0000.000.2620.610.10000.00.00 Check #: 211176	General Supplies		$7,015.32
				Vendor Total:	$7,015.32
UNITY SCHOOL BUS PARTS	21378				
		100.170.0000.000.2700.610.10000.00.00 Check #: 211177	General Supplies		$289.94
				Vendor Total:	$289.94
WASTE MANAGEMENT	22180				
		100.133.0000.000.2410.421.10303.10.00 Check #: 211178	Garbage / Disposal		$100.35
				Vendor Total:	$100.35

Voucher Supplement Account Summary

Voucher Batch Number: 1069 09/07/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
WEDCO INC.	22320				
		100.108.0000.000.2620.610.10000.00.00 Check #: 211179	General Supplies		$261.54
		100.108.0000.000.2620.610.10202.10.00 Check #: 211179	General Supplies		$80.00
		100.108.0000.000.2620.610.10302.20.00 Check #: 211179	General Supplies		$160.96
				Vendor Total:	$502.50
WELLS FARGO VENDOR FINANCIAL SERVICES					
		100.162.0000.000.2410.442.10602.50.00 Check #: 211180	Rental of Equipment and Vehicles		$147.36
		100.162.0000.170.1000.430.10602.50.00 Check #: 211180	Repairs and Maintenance Services		$0.66
				Vendor Total:	$148.02
XEROX CORPORATION					
		100.104.0000.000.2210.430.10000.00.00 Check #: 211181	Repairs and Maintenance Services		$24.98
		100.104.0000.000.2210.442.10000.00.00 Check #: 211181	Rental of Equipment and Vehicles		$40.03
		100.106.0000.000.2515.442.10000.00.00 Check #: 211181	Rental of Equipment and Vehicles		$179.39
		100.129.0000.000.2410.442.10209.10.00 Check #: 211181	Rental of Equipment and Vehicles		$206.74
		100.129.0000.100.1000.430.10209.10.00 Check #: 211181	Repairs and Maintenance Services		$93.98
		100.132.0000.000.2410.442.10302.20.00 Check #: 211181	Rental of Equipment and Vehicles		$213.50
		100.132.0000.100.1000.430.10302.20.00 Check #: 211181	Repairs and Maintenance Services		$59.06
		100.162.0000.000.2410.442.10602.50.00 Check #: 211181	Rental of Equipment and Vehicles		$213.50
		100.162.0000.103.1000.430.10602.50.00 Check #: 211181	Repairs and Maintenance Services		$0.01

Voucher Supplement Account Summary

Voucher Batch Number: 1069 09/07/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.162.0000.170.1000.430.10602.50.00 Check #: 211181	Repairs and Maintenance Services	$0.01
		290.180.0000.000.3100.430.10000.00.00 Check #: 211181	Repairs and Maintenance Services	$24.98
		290.180.0000.000.3100.442.10000.00.00 Check #: 211181	Rental of Equipment and Vehicles	$40.03
			Vendor Total:	$1,096.21
YERINGTON ELEMENTARY SCHOOL--PTO	23140			
		330.101.0000.000.2630.431.10000.00.00 Check #: 211182	Non-Technology-Related Repairs and Maintenance	$20,000.00
			Vendor Total:	$20,000.00
			Grand Total:	$100,571.52

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1075 Voucher Date: 09/05/2023 Prepared By:

Printed: 09/19/2023 01:56:17 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $23,188.73 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (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.

Phil Cowee.	President
Bridget Peterson	Clerk
Neal McIntyre II	Member
Tom Hendrix	Member
Sherry Parsons	Member
Holly Villines	Member
Darin Farr	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$17,473.47
360	Bond Issues	$1,840.52
400	Debt Service Funds	$3,874.74
		$23,188.73

Voucher Supplement Account Summary

Voucher Batch Number: 1075 09/05/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
BUCKHEAD CAPITAL MANAGEMENT, LLC					
		360.011.1520.000.0000.000.10000.00.000	Dividends on Investments		$490.52
		400.000.1520.000.0000.000.10000.00.000	Investment Income Fiduciary		$3,874.74
				Vendor Total:	$4,365.26
HENRIKSEN BUTLER NEVADA, LLC					
		100.101.0000.000.2320.733.10000.00.000	Furniture and Fixtures		$17,473.47
				Vendor Total:	$17,473.47
JNA CONSULTING GROUP	100066				
		360.021.0000.000.2300.340.10000.00.000	Other Professional Services		$1,350.00
				Vendor Total:	$1,350.00
				Grand Total:	$23,188.73

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1076 Voucher Date: 09/14/2023 Prepared By:

Printed: 09/19/2023 02:00:19 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $392,270.92 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (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.

Phil Cowee.	President
Bridget Peterson	Clerk
Neal McIntyre II	Member
Tom Hendrix	Member
Sherry Parsons	Member
Holly Villines	Member
Darin Farr	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$37,505.93
240	State Grants	$1,310.30
250	Special Education	$136,200.29
280	Federal Funds	$85,144.81
290	Food Service Funds	$1,060.10
310	Residential Construction Tax	$40,399.40
360	Bond Issues	$29,819.00
703	Workers Compensation	$60,831.09
		$392,270.92

Voucher Supplement Account Summary

Voucher Batch Number: 1076 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
A-1 RADIATOR REPAIR, INC	165				
		100.170.0000.000.2730.430.10000.00.000	Repairs and Maintenance Services		$540.00
				Vendor Total:	$540.00
ALL OUT GUTTERS	102049				
		310.033.0000.000.4600.450.10205.10.000	Construction Services		$17,921.40
				Vendor Total:	$17,921.40
AMAZON BUSINESS					
		100.101.0000.000.2500.610.10000.00.000	General Supplies		$308.56
		100.101.0000.000.2510.610.10000.00.000	General Supplies		$107.10
		100.104.0000.000.2213.610.10000.00.000	General Supplies		$310.23
		100.121.0000.000.2220.610.10201.10.000	General Supplies		$11.94
		100.121.0000.000.2410.610.10201.10.000	General Supplies		$584.89
		100.121.0000.100.1000.610.10201.10.000	General Supplies		$1,059.96
		100.122.0000.100.1000.610.10202.10.000	General Supplies		$2,006.41
		100.123.0000.000.2130.610.10203.10.000	General Supplies		$14.05
		100.123.0000.120.1000.610.10203.10.000	General Supplies		$199.98
		100.123.0000.130.1000.610.10203.10.000	General Supplies		$194.82
		100.126.0000.000.2410.610.10206.10.000	General Supplies		$261.67
		100.126.0000.000.2410.615.10206.10.000	Snacks, Food & Beverages		$17.91
		100.126.0000.100.1000.610.10206.10.000	General Supplies		$1,574.37
		100.126.0000.100.1000.640.10206.10.000	Books and Periodicals		$298.46

Voucher Supplement Account Summary

Voucher Batch Number: 1076 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.127.0000.000.2120.610.10210.10.000	General Supplies	$87.12
		100.127.0000.100.1000.610.10210.10.000	General Supplies	$209.46
		100.128.0000.100.1000.610.10211.10.000	General Supplies	$590.48
		100.129.0000.100.1000.615.10209.10.000	Snacks, Food & Beverages	$63.00
		100.132.0000.000.2620.610.10302.20.000	General Supplies	$243.08
		100.132.0000.100.1000.610.10302.20.000	General Supplies	$680.77
		100.133.0000.000.2410.610.10303.10.000	General Supplies	$656.47
		100.133.0000.000.2410.650.10303.10.000	Supplies-Information Technology-related	$1,321.98
				429
		100.133.0000.100.1000.610.10303.00.000	General Supplies	$211.67
		100.133.0000.100.1000.610.10303.10.000	General Supplies	$3,171.44
		100.134.0000.000.2620.610.10304.20.000	General Supplies	$148.96
		100.134.0000.100.1000.610.10304.20.000	General Supplies	$176.91
		100.135.0000.000.2620.610.10305.31.000	General Supplies	$160.43
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$739.16
		100.135.0000.100.1000.640.10305.31.000	Books and Periodicals	$151.53
		100.136.0000.000.2410.610.10208.31.000	General Supplies	$252.74
		100.136.0000.100.1000.610.10208.31.000	General Supplies	($449.99)
		100.161.0000.000.2120.610.10601.32.000	General Supplies	$97.47
		100.161.0000.000.2410.610.10601.32.000	General Supplies	$490.02

Voucher Supplement Account Summary

Voucher Batch Number: 1076 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2620.610.10601.32.000	General Supplies	$335.00
		100.161.0000.100.1000.610.10601.32.000	General Supplies	$106.91
		100.161.0000.920.1000.610.10601.32.000	General Supplies	$162.67
		100.162.0000.000.2130.610.10602.50.000	General Supplies	$44.95
		100.162.0000.000.2410.610.10602.50.000	General Supplies	$260.29
		100.162.0000.000.2410.650.10602.50.000	Supplies-Information Technology-related	$175.37
		100.162.0000.000.2620.610.10602.50.000	General Supplies	$711.33
		100.162.0000.103.1000.610.10602.50.000	General Supplies	$219.09
		100.162.0000.103.1000.640.10602.50.000	Books and Periodicals	430 $10.87
		100.163.0000.000.2410.610.10603.32.000	General Supplies	$52.19
		100.163.0000.000.2620.610.10603.32.000	General Supplies	$35.89
		100.164.0000.000.2620.610.10604.32.000	General Supplies	$667.78
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$58.90
		100.164.0000.192.1000.610.10604.32.000	General Supplies	$266.97
		100.164.0000.920.1000.610.10604.32.000	General Supplies	$171.69
		100.165.0000.000.2410.610.10605.32.000	General Supplies	$47.72
		100.165.0000.100.1000.610.10605.32.000	General Supplies	$46.80
		100.170.0000.000.2700.610.10000.00.000	General Supplies	$42.96
		100.170.0000.000.2730.614.10000.00.000	Parts	$1,725.71

Voucher Supplement Account Summary

Voucher Batch Number: 1076 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		240.300.0000.330.1000.610.10602.50.000	General Supplies	($63.79)
		250.123.0000.200.1000.610.10203.10.000	General Supplies	$12.29
		280.633.0000.100.2100.610.10206.10.000	General Supplies	$3,881.76
		280.633.0000.100.2100.610.10304.20.000	General Supplies	$381.78
		280.633.0000.100.2100.610.10605.32.000	General Supplies	$1,416.00
		280.650.0000.100.2100.610.10902.32.000	General Supplies	$988.94
		290.180.0000.000.3100.610.10000.00.000	General Supplies	$852.10
			Vendor Total:	$28,565.22
BIG R FERNLEY				431
		100.108.0000.000.2620.610.10000.00.000	General Supplies	$59.60
		100.108.0000.000.2620.610.10202.10.000	General Supplies	$97.93
		100.108.0000.000.2620.610.10203.10.000	General Supplies	$9.49
		100.108.0000.000.2620.610.10303.10.000	General Supplies	$47.36
		100.108.0000.000.2630.610.10000.00.000	General Supplies	$121.92
		100.123.0000.000.2620.610.10203.10.000	General Supplies	$8.78
		100.126.0000.000.2620.610.10206.10.000	General Supplies	$46.04
		100.129.0000.000.2620.610.10209.10.000	General Supplies	$82.13
		100.161.0000.000.2620.610.10601.32.000	General Supplies	$123.31
			Vendor Total:	$596.56
BRADY INDUSTRIES				

Voucher Supplement Account Summary

Voucher Batch Number: 1076 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.123.0000.000.2620.610.10203.10.000	General Supplies		$1,091.90
		100.133.0000.000.2620.430.10303.10.000	Repairs and Maintenance Services		$41.86
				Vendor Total:	$1,133.76
BRYSON SALES & SERVICE	2380				
		100.170.0000.000.2730.614.10000.00.000	Parts		$269.70
				Vendor Total:	$269.70
CCMSI					
		703.102.0000.000.2310.340.10000.00.000	Other Professional Services		$60,831.09
				Vendor Total:	$60,831.09
ELUMA ONLINE THERAPY					
		250.101.0000.200.2140.340.10000.00.000	Other Professional Services		$136,188.00
		280.742.0000.000.2100.340.10000.00.000	Other Professional Services		$77,842.50
				Vendor Total:	$214,030.50
GENE WATSON	22210				
		100.108.0000.000.2620.422.10000.00.000	Janitorial / Custodial Services		$2,294.32
				Vendor Total:	$2,294.32
INLAND SUPPLY CO., INC.	10000				
		100.126.0000.000.2620.610.10206.10.000	General Supplies		$2,793.67
				Vendor Total:	$2,793.67
LUMOS AND ASSOCIATES, INC	11860				
		360.021.0000.000.4300.340.10000.00.000	Other Professional Services		$11,974.00
				Vendor Total:	$11,974.00
OFFICE DEPOT	15366				
		100.123.0000.100.1000.610.10203.10.000	General Supplies		$100.93

Voucher Supplement Account Summary

Voucher Batch Number: 1076 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.126.0000.100.1000.610.10206.10.000	General Supplies		$66.36
		100.128.0000.100.1000.610.10211.10.000	General Supplies		$2,948.00
		100.163.0000.000.2120.610.10603.32.000	General Supplies		$128.34
				Vendor Total:	$3,243.63
PAUL CAVIN ARCHITECT LLC					
		360.021.0000.000.4300.340.10601.32.000	Other Professional Services		$17,845.00
				Vendor Total:	$17,845.00
ROYAL CARPET ONE FLOOR & HOME					
		310.035.0000.000.4700.430.10201.10.000	Repairs and Maintenance Services		$22,478.00
				Vendor Total:	$22,478.00
STAPLES ADVANTAGE	99736				
		100.123.0000.000.2410.610.10203.10.000	General Supplies		$50.20
		100.125.0000.000.2620.610.10205.10.000	General Supplies		$570.00
		100.125.0000.100.1000.610.10205.10.000	General Supplies		$1,639.60
		100.135.0000.100.1000.610.10305.31.000	General Supplies		$1,009.35
		100.161.0000.000.2410.610.10601.32.000	General Supplies		$394.99
		280.633.0000.100.2100.610.10206.10.000	General Supplies		$633.83
				Vendor Total:	$4,297.97
WALKER LAKE DISPOSAL INC.	102157				
		100.108.0000.000.2620.421.10000.00.000	Garbage / Disposal		$1,144.00
		290.180.0000.000.3100.421.10000.00.000	Garbage / Disposal		$208.00
				Vendor Total:	$1,352.00

Voucher Supplement Account Summary

Voucher Batch Number: 1076 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
WESTERN NEVADA SUPPLY	22580				
		100.129.0000.000.2620.610.10209.10.000	General Supplies		$195.51
		100.133.0000.000.2620.610.10303.10.000	General Supplies		$347.33
		100.161.0000.000.2620.610.10601.32.000	General Supplies		$187.17
				Vendor Total:	$730.01
WILLIAM V. MACGILL & CO.	22793				
		240.300.0000.330.1000.610.10601.32.000	General Supplies		$1,374.09
				Vendor Total:	$1,374.09
				Grand Total:	$392,270.92

End of Report

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Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/8/2023	To Date:	9/8/2023
From Check:	211183	To Check:	211183
From Voucher:	1077	To Voucher:	1077

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211183	09/08/2023	JOEY WELLS	$300.00	1077	Printed	Expense	☐		
		Total Amount:	$300.00						

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1077 Voucher Date: 09/08/2023 Prepared By:

Printed: 09/19/2023 01:58:59 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $300.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (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.

Phil Cowee.	President
Bridget Peterson	Clerk
Neal McIntyre II	Member
Tom Hendrix	Member
Sherry Parsons	Member
Holly Villines	Member
Darin Farr	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
830	Private-Purpose Trust Funds	$300.00
		$300.00

Voucher Supplement Account Summary

Voucher Batch Number: 1077 09/08/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
JOEY WELLS				
		830.052.0000.000.2410.890.10000.00.00 Check #: 211183	Miscellaneous Expenditures	$300.00
			Vendor Total:	$300.00
			Grand Total:	$300.00

End of Report

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Lyon County School District

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/14/2023	**To Date:**	9/14/2023
From Check:	211184	**To Check:**	211217
From Voucher:	1078	**To Voucher:**	1078

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211184	09/14/2023	A T & T MONTHLY STATEMENT	$166.75	1078	Not Printed	Expense	☐		
211185	09/14/2023	A T & T MONTHLY STATEMENT	$154.31	1078	Not Printed	Expense	☐		
211186	09/14/2023	A T & T MONTHLY STATEMENT	$459.31	1078	Not Printed	Expense	☐		
211187	09/14/2023	A T & T MONTHLY STATEMENT	$112.88	1078	Not Printed	Expense	☐		
211188	09/14/2023	ADVANCE INSTALLATIONS INC	$10,211.40	1078	Not Printed	Expense	☐		
211189	09/14/2023	ADVANCED INTEGRATED PEST MANAGEMENT	$726.00	1078	Not Printed	Expense	☐		
211190	09/14/2023	ALHAMBRA WATER	$446.14	1078	Not Printed	Expense	☐		
211191	09/14/2023	ALPINE ROOFING CO., INC.	$1,440.35	1078	Not Printed	Expense	☐		
211192	09/14/2023	BUS PARTS WAREHOUSE	$66.82	1078	Not Printed	Expense	☐		
211193	09/14/2023	CAPITAL CITY AUTO PARTS	$90.46	1078	Not Printed	Expense	☐		
211194	09/14/2023	CARNEGIE LEARNING, INC	$11,000.00	1078	Not Printed	Expense	☐		
211195	09/14/2023	CROSS, RYAN	$10.01	1078	Not Printed	Expense	☐		
211196	09/14/2023	DELTA FIRE SYSTEMS, INC.	$552.70	1078	Not Printed	Expense	☐		
211197	09/14/2023	FAST GLASS, INC	$585.00	1078	Not Printed	Expense	☐		
211198	09/14/2023	FERNLEY CHIROPRACTIC, INC.	$400.00	1078	Not Printed	Expense	☐		
211199	09/14/2023	KIMBALL MIDWEST	$553.44	1078	Not Printed	Expense	☐		
211200	09/14/2023	LOUIE'S HOME CENTER	$86.63	1078	Not Printed	Expense	☐		
211201	09/14/2023	LYON COUNTY SCHOOL DIST._99346	$325.00	1078	Not Printed	Expense	☐		
211202	09/14/2023	REFRIGERATION SUPPLIES DISTRIBUTOR	$854.21	1078	Not Printed	Expense	☐		
211203	09/14/2023	RICOH USA, INC	$202.49	1078	Not Printed	Expense	☐		
211204	09/14/2023	ROBERTS, LE-AN	$327.00	1078	Not Printed	Expense	☐		
211205	09/14/2023	SHRED-IT USA	$40.00	1078	Not Printed	Expense	☐		

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/14/2023	**To Date:**	9/14/2023
From Check:	211184	**To Check:**	211217
From Voucher:	1078	**To Voucher:**	1078

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211206	09/14/2023	STICKS & STONES BLDG. MATERIALS	$30.73	1078	Not Printed	Expense	☐		
211207	09/14/2023	SUMMIT FIRE & SECURITY	$455.00	1078	Not Printed	Expense	☐		
211208	09/14/2023	SWANK MOVIE LICENSING USA	$483.00	1078	Not Printed	Expense	☐		
211209	09/14/2023	TAYLOR, JENNIFER AMBER	$107.70	1078	Not Printed	Expense	☐		
211210	09/14/2023	THUNDER-ELECTRIC, LLC	$1,060.49	1078	Not Printed	Expense	☐		
211211	09/14/2023	TRUE VALUE HARDWARE_21030	$48.95	1078	Not Printed	Expense	☐		
211212	09/14/2023	ULINE	$16,448.25	1078	Not Printed	Expense	☐		
211213	09/14/2023	UNITED RENTALS--ALL LOCATIONS	$1,611.82	1078	Not Printed	Expense	☐		
211214	09/14/2023	WEDCO INC.	$1,314.67	1078	Not Printed	Expense	☐		
211215	09/14/2023	WESTERN GOVERNORS UNIVERSITY	$1,425.00	1078	Not Printed	Expense	☐		
211216	09/14/2023	WILD WEST MOTORS, INC	$136.49	1078	Not Printed	Expense	☐		
211217	09/14/2023	YERINGTON THEATRE FOR THE ARTS	$700.00	1078	Not Printed	Expense	☐		
		Total Amount:	$52,633.00						

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1078 Voucher Date: 09/14/2023 Prepared By:

Printed: 09/19/2023 01:59:38 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $52,633.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (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.

Phil Cowee.	President
Bridget Peterson	Clerk
Neal McIntyre II	Member
Tom Hendrix	Member
Sherry Parsons	Member
Holly Villines	Member
Darin Farr	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$40,738.69
230	Adult Education	$894.31
280	Federal Funds	$11,000.00
		$52,633.00

Voucher Supplement Account Summary

Voucher Batch Number: 1078 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712			
		100.108.0000.000.2620.532.10000.00.00 Check #: 211184	Voice/Voicemail	$166.75
			Vendor Total:	$166.75
A T & T MONTHLY STATEMENT	99712			
		230.231.0000.610.1000.533.10000.00.00 Check #: 211185	Telephone - Land Line phone services	$154.31
			Vendor Total:	$154.31
A T & T MONTHLY STATEMENT	99712			
		100.128.0000.000.2410.533.10211.10.00 Check #: 211186	Telephone - Land Line phone services	$459.31
			Vendor Total:	$459.31
A T & T MONTHLY STATEMENT	99712			
		100.164.0000.000.2410.533.10604.32.00 Check #: 211187	Telephone - Land Line phone services	$112.88
			Vendor Total:	$112.88
ADVANCE INSTALLATIONS INC	97837			
		100.108.0000.000.2620.430.10302.20.00 Check #: 211188	Repairs and Maintenance Services	$10,211.40
			Vendor Total:	$10,211.40
ADVANCED INTEGRATED PEST MANAGEMENT				
		100.108.0000.000.2620.431.10000.00.00 Check #: 211189	Non-Technology-Related Repairs and Maintenance	$595.00
		100.125.0000.000.2620.430.10205.10.00 Check #: 211189	Repairs and Maintenance Services	$131.00
			Vendor Total:	$726.00
ALHAMBRA WATER	97540			
		100.170.0000.000.2710.411.10000.00.00 Check #: 211190	Water / Sewer	$446.14
			Vendor Total:	$446.14
ALPINE ROOFING CO., INC.	102525			

Voucher Supplement Account Summary

Voucher Batch Number: 1078 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.430.10305.31.00 Check #: 211191	Repairs and Maintenance Services		$1,440.35
				Vendor Total:	$1,440.35
BUS PARTS WAREHOUSE	2534				
		100.170.0000.000.2730.614.10000.00.00 Check #: 211192	Parts		$66.82
				Vendor Total:	$66.82
CAPITAL CITY AUTO PARTS	102852				
		100.170.0000.000.2730.614.10000.00.00 Check #: 211193	Parts		$90.46
				Vendor Total:	$90.46
CARNEGIE LEARNING, INC	96934				
		280.633.0000.100.2200.653.10211.10.00 Check #: 211194	Web-based and similar programs		$11,000.00 442
				Vendor Total:	$11,000.00
CROSS, RYAN					
		100.170.0000.000.2710.810.10000.00.00 Check #: 211195	Dues and Fees		$10.01
				Vendor Total:	$10.01
DELTA FIRE SYSTEMS, INC.					
		100.108.0000.000.2620.430.10603.32.00 Check #: 211196	Repairs and Maintenance Services		$552.70
				Vendor Total:	$552.70
FAST GLASS, INC	7052				
		100.125.0000.000.2620.430.10205.10.00 Check #: 211197	Repairs and Maintenance Services		$585.00
				Vendor Total:	$585.00
FERNLEY CHIROPRACTIC, INC.					
		100.170.0000.000.2710.340.10000.00.00 Check #: 211198	Other Professional Services		$400.00
				Vendor Total:	$400.00

Voucher Supplement Account Summary

Voucher Batch Number: 1078 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
KIMBALL MIDWEST	96824				
		100.170.0000.000.2730.614.10000.00.00 Check #: 211199	Parts		$553.44
				Vendor Total:	$553.44
LOUIE'S HOME CENTER					
		100.164.0000.000.2620.610.10604.32.00 Check #: 211200	General Supplies		$74.05
		100.165.0000.000.2620.610.10605.32.00 Check #: 211200	General Supplies		$12.58
				Vendor Total:	$86.63
LYON COUNTY SCHOOL DIST._99346	99346				
		100.125.0000.000.2410.610.10205.10.00 Check #: 211201	General Supplies		$325.00
				Vendor Total:	$325.00
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.134.0000.000.2620.610.10304.20.00 Check #: 211202	General Supplies		$453.58
		100.136.0000.000.2620.610.10208.31.00 Check #: 211202	General Supplies		$400.63
				Vendor Total:	$854.21
RICOH USA, INC					
		100.126.0000.000.2410.442.10206.10.00 Check #: 211203	Rental of Equipment and Vehicles		$202.49
				Vendor Total:	$202.49
ROBERTS, LE-AN					
		100.101.0000.000.2213.810.10000.00.00 Check #: 211204	Dues and Fees		$327.00
				Vendor Total:	$327.00
SHRED-IT USA					
		230.231.0000.610.1000.421.10000.00.00 Check #: 211205	Garbage / Disposal		$40.00
				Vendor Total:	$40.00

Voucher Supplement Account Summary

Voucher Batch Number: 1078 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
STICKS & STONES BLDG. MATERIALS					
		100.108.0000.000.2620.610.10208.31.00 Check #: 211206	General Supplies		$30.73
				Vendor Total:	$30.73
SUMMIT FIRE & SECURITY					
		100.125.0000.000.2620.430.10205.10.00 Check #: 211207	Repairs and Maintenance Services		$455.00
				Vendor Total:	$455.00
SWANK MOVIE LICENSING USA					
		100.125.0000.100.1000.610.10205.10.00 Check #: 211208	General Supplies		$483.00
				Vendor Total:	$483.00
TAYLOR, JENNIFER AMBER	100348				
		100.104.0000.000.2213.580.10000.00.00 Check #: 211209	Staff Travel		$107.70
				Vendor Total:	$107.70
THUNDER-ELECTRIC, LLC					
		100.108.0000.000.2620.430.10202.10.00 Check #: 211210	Repairs and Maintenance Services		$1,060.49
				Vendor Total:	$1,060.49
TRUE VALUE HARDWARE_21030	21030				
		100.108.0000.000.2620.610.10202.10.00 Check #: 211211	General Supplies		$6.48
		100.170.0000.000.2700.610.10000.00.00 Check #: 211211	General Supplies		$42.47
				Vendor Total:	$48.95
ULINE	102057				
		100.108.0000.000.2620.610.10000.00.00 Check #: 211212	General Supplies		$16,448.25
				Vendor Total:	$16,448.25
UNITED RENTALS--ALL LOCATIONS	21374				

Voucher Supplement Account Summary

Voucher Batch Number: 1078 09/14/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.134.0000.000.2620.442.10304.20.00 0 Check #: 211213	Rental of Equipment and Vehicles		$1,611.82
				Vendor Total:	$1,611.82
WEDCO INC.	22320				
		100.135.0000.000.2620.610.10305.31.00 0 Check #: 211214	General Supplies		$1,314.67
				Vendor Total:	$1,314.67
WESTERN GOVERNORS UNIVERSITY					
		100.101.0000.000.2213.810.10000.00.00 0 Check #: 211215	Dues and Fees		$1,425.00
				Vendor Total:	$1,425.00
WILD WEST MOTORS, INC	8442				
		100.170.0000.000.2710.340.10000.00.00 0 Check #: 211216	Other Professional Services		$136.49 445
				Vendor Total:	$136.49
YERINGTON THEATRE FOR THE ARTS	100157				
		230.231.0000.610.1000.441.10909.41.00 0 Check #: 211217	Renting Land and Buildings		$700.00
				Vendor Total:	$700.00
				Grand Total:	$52,633.00

End of Report

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/21/2023	To Date:	9/21/2023
From Check:	211218	To Check:	211293
From Voucher:	1097	To Voucher:	1097

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211218	09/21/2023	A T & T MONTHLY STATEMENT	$88.55	1097	Not Printed	Expense	☐		
211219	09/21/2023	A T & T MONTHLY STATEMENT	$57.41	1097	Not Printed	Expense	☐		
211220	09/21/2023	A T & T MONTHLY STATEMENT	$559.66	1097	Not Printed	Expense	☐		
211221	09/21/2023	A T & T MONTHLY STATEMENT	$62.61	1097	Not Printed	Expense	☐		
211222	09/21/2023	ACTE MEMBERSHIP	$395.00	1097	Not Printed	Expense	☐		
211223	09/21/2023	ADVANCED INTEGRATED PEST MANAGEMENT	$693.00	1097	Not Printed	Expense	☐		446
211224	09/21/2023	ALDRIDGE, AMANDA	$178.41	1097	Not Printed	Expense	☐		
211225	09/21/2023	ALDRIDGE, ROYCE	$436.18	1097	Not Printed	Expense	☐		
211226	09/21/2023	ALHAMBRA WATER	$294.23	1097	Not Printed	Expense	☐		
211227	09/21/2023	ALHAMBRA WATER	$69.88	1097	Not Printed	Expense	☐		
211228	09/21/2023	ALL IN GRAPHIX	$875.00	1097	Not Printed	Expense	☐		
211229	09/21/2023	ALPINE LOCK, INC	$56.81	1097	Not Printed	Expense	☐		
211230	09/21/2023	APPLE COMPUTER_1112	$2,777.00	1097	Not Printed	Expense	☐		
211231	09/21/2023	ARAMARK UNIFORM SERVICES	$568.57	1097	Not Printed	Expense	☐		
211232	09/21/2023	BLICK ART MATERIALS	$14.87	1097	Not Printed	Expense	☐		
211233	09/21/2023	BROOKS, ROBIN	$94.22	1097	Not Printed	Expense	☐		
211234	09/21/2023	BSN SPORTS	$3,312.00	1097	Not Printed	Expense	☐		
211235	09/21/2023	CAREERCO	$395.00	1097	Not Printed	Expense	☐		
211236	09/21/2023	D & S WASTE REMOVAL, INC	$378.00	1097	Not Printed	Expense	☐		
211237	09/21/2023	DAYTON HIGH SCHOOL.	$1,275.00	1097	Not Printed	Expense	☐		
211238	09/21/2023	DECKER, INC.	$265.01	1097	Not Printed	Expense	☐		
211239	09/21/2023	DMV-ASD REVENUE OFFICE	$57.25	1097	Not Printed	Expense	☐		
211240	09/21/2023	ELLIS, JUDITH	$211.44	1097	Not Printed	Expense	☐		

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/21/2023	To Date:	9/21/2023
From Check:	211218	To Check:	211293
From Voucher:	1097	To Voucher:	1097

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211241	09/21/2023	FRONTIER	$420.06	1097	Not Printed	Expense	☐		
211242	09/21/2023	FRONTIER	$563.78	1097	Not Printed	Expense	☐		
211243	09/21/2023	FRONTIER	$153.26	1097	Not Printed	Expense	☐		
211244	09/21/2023	GERMAN, MARDI	$209.48	1097	Not Printed	Expense	☐		
211245	09/21/2023	GREATAMERICA FINANCIAL SERVICES	$186.71	1097	Not Printed	Expense	☐		
211246	09/21/2023	GRIMM, COLLEEN LYNN	$450.00	1097	Not Printed	Expense	☐		
211247	09/21/2023	HIGH SIERRA LOCKSMITH	$213.50	1097	Not Printed	Expense	☐		
211248	09/21/2023	INDUSTRIAL PLUMBING SUPPLY	$149.98	1097	Not Printed	Expense	☐		
211249	09/21/2023	INTERSTATE OIL COMPANY	$5,020.35	1097	Not Printed	Expense	☐		
211250	09/21/2023	JOHNSON, SIERRA A	$650.00	1097	Not Printed	Expense	☐		
211251	09/21/2023	JONES & BARTLETT LEARNING LLC	$945.11	1097	Not Printed	Expense	☐		
211252	09/21/2023	LEXIA LEARNING SYSTEMS, LLC	$159,750.00	1097	Not Printed	Expense	☐		
211253	09/21/2023	LOUIE'S HOME CENTER	$38.97	1097	Not Printed	Expense	☐		
211254	09/21/2023	LYON COUNTY SCHOOL DIST._99346	$1,213.00	1097	Not Printed	Expense	☐		
211255	09/21/2023	MACLEOD WATTS, INC.	$11,075.00	1097	Not Printed	Expense	☐		
211256	09/21/2023	MAKING MATHEMATICIANS LLC	$1,500.00	1097	Not Printed	Expense	☐		
211257	09/21/2023	MOBYMAX EDUCATION, LLC	$1,759.00	1097	Not Printed	Expense	☐		
211258	09/21/2023	MOUND HOUSE HARDWARE & STORAGE	$303.42	1097	Not Printed	Expense	☐		
211259	09/21/2023	MT PRODUCTS, LLC	$1,242.50	1097	Not Printed	Expense	☐		
211260	09/21/2023	N N B O A, INC.	$45,200.00	1097	Not Printed	Expense	☐		
211261	09/21/2023	N N F O A	$15,442.80	1097	Not Printed	Expense	☐		
211262	09/21/2023	N Z N M E A	$250.00	1097	Not Printed	Expense	☐		

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/21/2023	To Date:	9/21/2023
From Check:	211218	To Check:	211293
From Voucher:	1097	To Voucher:	1097

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211263	09/21/2023	NAESP	$210.98	1097	Not Printed	Expense	☐		
211264	09/21/2023	NEVADA DRUG & ALCOHOL TESTING INC	$212.00	1097	Not Printed	Expense	☐		
211265	09/21/2023	NOTABLE INC	$99.00	1097	Not Printed	Expense	☐		
211266	09/21/2023	PACIFIC SHREDDING/PACIFIC STORAGE CO.	$106.71	1097	Not Printed	Expense	☐		
211267	09/21/2023	PACIFIC STATES COMMUNICATIONS OF NV, INC	$1,744.44	1097	Not Printed	Expense	☐		
211268	09/21/2023	PETERS, PATRICK	$676.44	1097	Not Printed	Expense	☐		
211269	09/21/2023	PITNEY BOWES GLOBAL FINANCIAL	$74.58	1097	Not Printed	Expense	☐		
211270	09/21/2023	PITNEY BOWES GLOBAL FINANCIAL	$277.95	1097	Not Printed	Expense	☐		
211271	09/21/2023	PURCHASE POWER	$80.97	1097	Not Printed	Expense	☐		
211272	09/21/2023	QUADIENT LEASING USA, INC	$486.21	1097	Not Printed	Expense	☐		
211273	09/21/2023	RALEY'S	$25.48	1097	Not Printed	Expense	☐		
211274	09/21/2023	RED ROCK SPRING WATER	$72.50	1097	Not Printed	Expense	☐		
211275	09/21/2023	RICOH AMERICAS CORP	$1,222.66	1097	Not Printed	Expense	☐		
211276	09/21/2023	RICOH USA, INC	$36.62	1097	Not Printed	Expense	☐		
211277	09/21/2023	ROUND UP AWARDS LLC	$650.00	1097	Not Printed	Expense	☐		
211278	09/21/2023	rSCHOOLTODAY	$595.00	1097	Not Printed	Expense	☐		
211279	09/21/2023	SCHOLASTIC BOOK FAIRS	$4,899.97	1097	Not Printed	Expense	☐		
211280	09/21/2023	SCHOLASTIC INC_18360	$615.30	1097	Not Printed	Expense	☐		
211281	09/21/2023	SCHOLASTIC STORE ONLINE	$210.85	1097	Not Printed	Expense	☐		
211282	09/21/2023	SCHOOL DATEBOOKS	$1,722.24	1097	Not Printed	Expense	☐		
211283	09/21/2023	SHRED-IT USA	$522.49	1097	Not Printed	Expense	☐		

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Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/21/2023	To Date:	9/21/2023
From Check:	211218	To Check:	211293
From Voucher:	1097	To Voucher:	1097

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211284	09/21/2023	SILVER STATE INDUSTRIES_19209	$1,385.00	1097	Not Printed	Expense	☐		
211285	09/21/2023	SMITHS CUSTOMER CHARGES	$28.56	1097	Not Printed	Expense	☐		
211286	09/21/2023	STICKS & STONES BLDG. MATERIALS	$5.39	1097	Not Printed	Expense	☐		
211287	09/21/2023	STUDIES WEEKLEY	$379.32	1097	Not Printed	Expense	☐		
211288	09/21/2023	TEACHERS PAY TEACHERS	$315.79	1097	Not Printed	Expense	☐		
211289	09/21/2023	THE PARTS HOUSE	$789.03	1097	Not Printed	Expense	☐		
211290	09/21/2023	TURNING TECHNOLOGIES	$210.00	1097	Not Printed	Expense	☐		
211291	09/21/2023	WALKER RIVER MECHANICAL	$230.00	1097	Not Printed	Expense	☐		
211292	09/21/2023	WELLS FARGO VENDOR FINANCIAL SERVICES	$2,074.08	1097	Not Printed	Expense	☐		
211293	09/21/2023	XEROX CORPORATION	$1,629.24	1097	Not Printed	Expense	☐		
		Total Amount:	$281,440.82						

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1097 Voucher Date: 09/21/2023 Prepared By:

Printed: 09/20/2023 01:05:16 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $281,440.82 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (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.

Phil Cowee.	President
Bridget Peterson	Clerk
Neal McIntyre II	Member
Tom Hendrix	Member
Sherry Parsons	Member
Holly Villines	Member
Darin Farr	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$118,071.68
206	PCFP English Learner	$159,750.00
230	Adult Education	$24.36
250	Special Education	$615.30
280	Federal Funds	$2,979.48
		$281,440.82

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712			
		100.164.0000.000.2410.533.10604.32.00 0 Check #: 211218	Telephone - Land Line phone services	$88.55
			Vendor Total:	$88.55
A T & T MONTHLY STATEMENT	99712			
		100.126.0000.000.2410.533.10206.10.00 0 Check #: 211219	Telephone - Land Line phone services	$57.41
			Vendor Total:	$57.41
A T & T MONTHLY STATEMENT	99712			
		100.165.0000.000.2410.533.10605.32.00 0 Check #: 211220	Telephone - Land Line phone services	$559.66
			Vendor Total:	$559.66
A T & T MONTHLY STATEMENT	99712			
		100.135.0000.000.2410.533.10305.31.00 0 Check #: 211221	Telephone - Land Line phone services	$62.61
			Vendor Total:	$62.61
ACTE MEMBERSHIP				
		100.104.0000.000.2210.330.10000.00.00 0 Check #: 211222	Professional Employee Training & Development Serv	$395.00
			Vendor Total:	$395.00
ADVANCED INTEGRATED PEST MANAGEMENT				
		100.132.0000.000.2620.422.10302.20.00 0 Check #: 211223	Janitorial / Custodial Services	$150.00
		100.134.0000.000.2620.610.10304.20.00 0 Check #: 211223	General Supplies	$393.00
		100.163.0000.000.2620.430.10603.32.00 0 Check #: 211223	Repairs and Maintenance Services	$150.00
			Vendor Total:	$693.00
ALDRIDGE, AMANDA				
		100.163.0000.915.1000.610.10603.32.00 0 Check #: 211224	General Supplies	$178.41

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$178.41
ALDRIDGE, ROYCE	98853				
		100.163.0000.915.1000.610.10603.32.00 Check #: 211225	General Supplies		$436.18
				Vendor Total:	$436.18
ALHAMBRA WATER	97540				
		100.104.0000.000.2213.610.10000.00.00 Check #: 211226	General Supplies		$294.23
				Vendor Total:	$294.23
ALHAMBRA WATER	97540				
		100.101.0000.000.2500.610.10000.00.00 Check #: 211227	General Supplies		$69.88
				Vendor Total:	$69.88
ALL IN GRAPHIX					
		280.633.0000.100.3300.610.10605.32.00 Check #: 211228	General Supplies		$875.00
				Vendor Total:	$875.00
ALPINE LOCK, INC	98481				
		100.127.0000.000.2620.610.10210.10.00 Check #: 211229	General Supplies		$20.81
		100.127.0000.100.1000.610.10210.10.00 Check #: 211229	General Supplies		$36.00
				Vendor Total:	$56.81
APPLE COMPUTER_1112	1112				
		100.135.0000.000.2410.652.10305.31.00 Check #: 211230	Inventoried Supplies/Equipment - IT Related <$5000		$2,777.00
				Vendor Total:	$2,777.00
ARAMARK UNIFORM SERVICES					
		100.127.0000.000.2620.422.10210.10.00 Check #: 211231	Janitorial / Custodial Services		$105.63
		100.132.0000.000.2620.422.10302.20.00 Check #: 211231	Janitorial / Custodial Services		$462.94

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$568.57
BLICK ART MATERIALS	5590				
		100.161.0000.100.1000.610.10601.32.00 Check #: 211232	General Supplies		$14.87
				Vendor Total:	$14.87
BROOKS, ROBIN					
		100.126.0000.100.1000.610.10206.10.00 Check #: 211233	General Supplies		$94.22
				Vendor Total:	$94.22
BSN SPORTS					
		100.161.0000.920.1000.610.10601.32.00 Check #: 211234	General Supplies		$2,556.00
		100.164.0000.920.1000.610.10604.32.00 Check #: 211234	General Supplies		$756.00
				Vendor Total:	$3,312.00
CAREERCO					
		280.732.0000.000.2300.345.10000.00.00 Check #: 211235	Marketing Services		$395.00
				Vendor Total:	$395.00
D & S WASTE REMOVAL, INC	4960				
		100.163.0000.000.2620.421.10603.32.00 Check #: 211236	Garbage / Disposal		$378.00
				Vendor Total:	$378.00
DAYTON HIGH SCHOOL.					
		100.164.0000.196.1000.810.10604.32.00 Check #: 211237	Dues and Fees		$1,275.00
				Vendor Total:	$1,275.00
DECKER, INC.	5403				
		100.129.0000.100.1000.610.10209.10.00 Check #: 211238	General Supplies		$265.01
				Vendor Total:	$265.01

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
DMV-ASD REVENUE OFFICE	14491			
		100.170.0000.000.2730.810.10000.00.00 Check #: 211239	Dues and Fees	$57.25
			Vendor Total:	$57.25
ELLIS, JUDITH				
		100.170.0000.000.2700.610.10000.00.00 Check #: 211240	General Supplies	$211.44
			Vendor Total:	$211.44
FRONTIER	21702			
		100.162.0000.000.2410.533.10602.50.00 Check #: 211241	Telephone - Land Line phone services	$167.45
		100.163.0000.000.2410.533.10603.32.00 Check #: 211241	Telephone - Land Line phone services	$252.61
			Vendor Total:	$420.06
FRONTIER	21702			
		100.101.0000.000.2320.533.10000.00.00 Check #: 211242	Telephone - Land Line phone services	$563.78
			Vendor Total:	$563.78
FRONTIER	21702			
		100.122.0000.000.2410.533.10202.10.00 Check #: 211243	Telephone - Land Line phone services	$153.26
			Vendor Total:	$153.26
GERMAN, MARDI	99479			
		280.633.0000.100.2100.610.10206.10.00 Check #: 211244	General Supplies	$209.48
			Vendor Total:	$209.48
GREATAMERICA FINANCIAL SERVICES				
		100.165.0000.000.2410.442.10605.32.00 Check #: 211245	Rental of Equipment and Vehicles	$186.71
			Vendor Total:	$186.71
GRIMM, COLLEEN LYNN				

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.102.0000.000.2570.334.10000.00.00 Check #: 211246	Training & Development - Admin Non-Licensed		$450.00
				Vendor Total:	$450.00
HIGH SIERRA LOCKSMITH					
		100.129.0000.000.2620.430.10209.10.00 Check #: 211247	Repairs and Maintenance Services		$213.50
				Vendor Total:	$213.50
INDUSTRIAL PLUMBING SUPPLY	96453				
		100.161.0000.000.2620.610.10601.32.00 Check #: 211248	General Supplies		$149.98
				Vendor Total:	$149.98
INTERSTATE OIL COMPANY	10210				
		100.170.0000.000.2730.626.10000.00.00 Check #: 211249	Gasoline		$5,020.35
				Vendor Total:	$5,020.35
JOHNSON, SIERRA A					
		100.102.0000.000.2570.334.10000.00.00 Check #: 211250	Training & Development - Admin Non-Licensed		$650.00
				Vendor Total:	$650.00
JONES & BARTLETT LEARNING LLC					
		100.161.0000.100.1000.640.10601.32.00 Check #: 211251	Books and Periodicals		$945.11
				Vendor Total:	$945.11
LEXIA LEARNING SYSTEMS, LLC					
		206.211.0000.420.1000.320.10000.00.00 Check #: 211252	Professional Educational Services		$159,750.00
				Vendor Total:	$159,750.00
LOUIE'S HOME CENTER					
		100.170.0000.000.2700.610.10000.00.00 Check #: 211253	General Supplies		$38.97
				Vendor Total:	$38.97

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
LYON COUNTY SCHOOL DIST._99346	99346				
		100.101.0000.000.2310.610.10000.00.00 Check #: 211254	General Supplies		$363.00
		100.101.0000.000.2320.610.10000.00.00 Check #: 211254	General Supplies		$525.00
		100.134.0000.000.2410.615.10304.20.00 Check #: 211254	Snacks, Food & Beverages		$325.00
				Vendor Total:	$1,213.00
MACLEOD WATTS, INC.					
		100.101.0000.000.2510.340.10000.00.00 Check #: 211255	Other Professional Services		$11,075.00
				Vendor Total:	$11,075.00
MAKING MATHEMATICIANS LLC					
		280.633.0000.100.2213.320.10210.10.00 Check #: 211256	Professional Educational Services		$1,500.00
				Vendor Total:	$1,500.00
MOBYMAX EDUCATION, LLC	103199				
		100.135.0000.100.1000.651.10305.31.00 Check #: 211257	Supplies - Technology - Software		$1,759.00
				Vendor Total:	$1,759.00
MOUND HOUSE HARDWARE & STORAGE	96223				
		100.127.0000.000.2620.610.10210.10.00 Check #: 211258	General Supplies		$82.72
		100.128.0000.000.2620.610.10211.10.00 Check #: 211258	General Supplies		$29.66
		100.164.0000.000.2620.610.10604.32.00 Check #: 211258	General Supplies		$191.04
				Vendor Total:	$303.42
MT PRODUCTS, LLC					
		100.161.0000.100.1000.610.10601.32.00 Check #: 211259	General Supplies		$1,242.50
				Vendor Total:	$1,242.50

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
N N B O A, INC.	98794			
		100.101.0000.920.1000.340.10208.31.00 Check #: 211260	Other Professional Services	$2,300.00
		100.101.0000.920.1000.340.10302.31.00 Check #: 211260	Other Professional Services	$3,200.00
		100.101.0000.920.1000.340.10304.20.00 Check #: 211260	Other Professional Services	$2,000.00
		100.101.0000.920.1000.340.10305.31.00 Check #: 211260	Other Professional Services	$2,200.00
		100.101.0000.920.1000.340.10601.32.00 Check #: 211260	Other Professional Services	$10,000.00
		100.101.0000.920.1000.340.10602.50.00 Check #: 211260	Other Professional Services	$4,500.00
		100.101.0000.920.1000.340.10603.32.00 Check #: 211260	Other Professional Services	$6,000.00
		100.101.0000.920.1000.340.10604.32.00 Check #: 211260	Other Professional Services	$11,000.00
		100.101.0000.920.1000.340.10605.32.00 Check #: 211260	Other Professional Services	$4,000.00
			Vendor Total:	$45,200.00
N N F O A	13587			
		100.101.0000.920.1000.340.10601.32.00 Check #: 211261	Other Professional Services	$4,153.00
		100.101.0000.920.1000.340.10602.50.00 Check #: 211261	Other Professional Services	$2,150.00
		100.101.0000.920.1000.340.10603.32.00 Check #: 211261	Other Professional Services	$2,616.50
		100.101.0000.920.1000.340.10604.32.00 Check #: 211261	Other Professional Services	$3,973.10
		100.101.0000.920.1000.340.10605.32.00 Check #: 211261	Other Professional Services	$2,550.20
			Vendor Total:	$15,442.80
N Z N M E A	98575			

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.161.0000.186.1000.810.10601.32.00 Check #: 211262	Dues and Fees		$250.00
				Vendor Total:	$250.00
NAESP	101728				
		100.136.0000.000.2410.610.10208.31.00 Check #: 211263	General Supplies		$210.98
				Vendor Total:	$210.98
NEVADA DRUG & ALCOHOL TESTING INC	101753				
		100.170.0000.000.2710.340.10000.00.00 Check #: 211264	Other Professional Services		$212.00
				Vendor Total:	$212.00
NOTABLE INC					
		100.165.0000.100.1000.610.10605.32.00 Check #: 211265	General Supplies		$99.00
				Vendor Total:	$99.00
PACIFIC SHREDDING/PACIFIC STORAGE CO.					
		100.132.0000.000.2410.442.10302.20.00 Check #: 211266	Rental of Equipment and Vehicles		$50.00
		100.164.0000.000.2410.421.10604.32.00 Check #: 211266	Garbage / Disposal		$56.71
				Vendor Total:	$106.71
PACIFIC STATES COMMUNICATIONS OF NV, INC					
		100.107.0000.000.2580.350.10000.00.00 Check #: 211267	Technical Services		$1,744.44
				Vendor Total:	$1,744.44
PETERS, PATRICK					
		100.165.0000.000.2410.615.10605.32.00 Check #: 211268	Snacks, Food & Beverages		$41.69
		100.165.0000.000.2620.610.10605.32.00 Check #: 211268	General Supplies		$37.51

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Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.165.0000.100.1000.610.10605.32.00 Check #: 211268	General Supplies		$597.24
				Vendor Total:	$676.44
PITNEY BOWES GLOBAL FINANCIAL	101970				
		100.126.0000.000.2410.531.10206.10.00 Check #: 211269	Postage		$74.58
				Vendor Total:	$74.58
PITNEY BOWES GLOBAL FINANCIAL	101970				
		100.165.0000.000.2410.442.10605.32.00 Check #: 211270	Rental of Equipment and Vehicles		$277.95
				Vendor Total:	$277.95
PURCHASE POWER	16968				
		100.128.0000.000.2410.531.10211.10.00 Check #: 211271	Postage		$80.97
				Vendor Total:	$80.97
QUADIENT LEASING USA, INC					
		100.101.0000.000.2500.442.10000.00.00 Check #: 211272	Rental of Equipment and Vehicles		$486.21
				Vendor Total:	$486.21
RALEY'S					
		100.122.0000.100.1000.610.10202.10.00 Check #: 211273	General Supplies		$25.48
				Vendor Total:	$25.48
RED ROCK SPRING WATER					
		100.129.0000.100.1000.610.10209.10.00 Check #: 211274	General Supplies		$72.50
				Vendor Total:	$72.50
RICOH AMERICAS CORP	102825				
		100.126.0000.100.1000.430.10206.10.00 Check #: 211275	Repairs and Maintenance Services		$115.93
		100.128.0000.000.2410.430.10211.10.00 Check #: 211275	Repairs and Maintenance Services		$19.96

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.134.0000.000.2410.430.10304.20.00 Check #: 211275	Repairs and Maintenance Services		$779.32
		100.136.0000.000.2410.430.10208.31.00 Check #: 211275	Repairs and Maintenance Services		$283.09
		230.231.0000.610.2500.400.10000.00.00 Check #: 211275	Purchased Property Services		$24.36
				Vendor Total:	$1,222.66
RICOH USA, INC					
		100.136.0000.000.2410.442.10208.31.00 Check #: 211276	Rental of Equipment and Vehicles		$36.62
				Vendor Total:	$36.62
ROUND UP AWARDS LLC	17901				
		100.132.0000.100.1000.610.10302.20.00 Check #: 211277	General Supplies		$650.00 460
				Vendor Total:	$650.00
rSCHOOLTODAY					
		100.161.0000.920.1000.653.10601.32.00 Check #: 211278	Web-based and similar programs		$595.00
				Vendor Total:	$595.00
SCHOLASTIC BOOK FAIRS	98212				
		100.127.0000.100.1000.640.10210.10.00 Check #: 211279	Books and Periodicals		$4,899.97
				Vendor Total:	$4,899.97
SCHOLASTIC INC_18360	18360				
		250.136.0000.200.1000.640.10208.31.00 Check #: 211280	Books and Periodicals		$615.30
				Vendor Total:	$615.30
SCHOLASTIC STORE ONLINE	102530				
		100.133.0000.100.1000.610.10303.10.00 Check #: 211281	General Supplies		$210.85
				Vendor Total:	$210.85
SCHOOL DATEBOOKS	103098				

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.133.0000.100.1000.610.10303.10.00 Check #: 211282	General Supplies		$1,722.24
				Vendor Total:	$1,722.24
SHRED-IT USA					
		100.101.0000.000.2320.421.10000.00.00 Check #: 211283	Garbage / Disposal		$66.49
		100.133.0000.000.2410.421.10303.10.00 Check #: 211283	Garbage / Disposal		$16.00
		100.163.0000.000.2410.421.10603.32.00 Check #: 211283	Garbage / Disposal		$415.00
		100.165.0000.000.2410.421.10605.32.00 Check #: 211283	Garbage / Disposal		$25.00
				Vendor Total:	$522.49
SILVER STATE INDUSTRIES_19209	19209				461
		100.170.0000.000.2710.550.10000.00.00 Check #: 211284	Printing and Binding		$1,385.00
				Vendor Total:	$1,385.00
SMITHS CUSTOMER CHARGES	19520				
		100.164.0000.100.1000.610.10604.32.00 Check #: 211285	General Supplies		$28.56
				Vendor Total:	$28.56
STICKS & STONES BLDG. MATERIALS					
		100.132.0000.000.2620.610.10302.20.00 Check #: 211286	General Supplies		$5.39
				Vendor Total:	$5.39
STUDIES WEEKLEY	96696				
		100.134.0000.000.2410.640.10304.20.00 Check #: 211287	Books and Periodicals		$379.32
				Vendor Total:	$379.32
TEACHERS PAY TEACHERS	103026				
		100.164.0000.193.1000.610.10604.32.00 Check #: 211288	General Supplies		$315.79

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$315.79
THE PARTS HOUSE	23100				
		100.170.0000.000.2730.614.10000.00.00 Check #: 211289	Parts		$789.03
				Vendor Total:	$789.03
TURNING TECHNOLOGIES	102632				
		100.161.0000.192.1000.610.10601.32.00 Check #: 211290	General Supplies		$210.00
				Vendor Total:	$210.00
WALKER RIVER MECHANICAL					
		100.163.0000.000.2620.610.10603.32.00 Check #: 211291	General Supplies		$230.00
				Vendor Total:	$230.00
WELLS FARGO VENDOR FINANCIAL SERVICES					
		100.128.0000.000.2410.430.10211.10.00 Check #: 211292	Repairs and Maintenance Services		$300.62
		100.133.0000.000.2410.442.10303.10.00 Check #: 211292	Rental of Equipment and Vehicles		$866.88
		100.135.0000.000.2410.442.10305.31.00 Check #: 211292	Rental of Equipment and Vehicles		$301.47
		100.135.0000.100.1000.430.10305.31.00 Check #: 211292	Repairs and Maintenance Services		$409.85
		100.163.0000.000.2410.442.10603.32.00 Check #: 211292	Rental of Equipment and Vehicles		$192.40
		100.163.0000.100.1000.430.10603.32.00 Check #: 211292	Repairs and Maintenance Services		$2.86
				Vendor Total:	$2,074.08
XEROX CORPORATION					
		100.101.0000.000.2510.430.10000.00.00 Check #: 211293	Repairs and Maintenance Services		$221.12
		100.101.0000.000.2510.442.10000.00.00 Check #: 211293	Rental of Equipment and Vehicles		$85.77

Voucher Supplement Account Summary

Voucher Batch Number: 1097 09/21/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.106.0000.000.2515.442.10000.00.00 Check #: 211293	Rental of Equipment and Vehicles	$42.25
		100.126.0000.100.1000.430.10206.10.00 Check #: 211293	Repairs and Maintenance Services	$18.36
		100.127.0000.000.2410.442.10210.10.00 Check #: 211293	Rental of Equipment and Vehicles	$406.82
		100.127.0000.100.1000.430.10210.10.00 Check #: 211293	Repairs and Maintenance Services	$71.24
		100.129.0000.000.2410.442.10209.10.00 Check #: 211293	Rental of Equipment and Vehicles	$341.54
		100.129.0000.100.1000.430.10209.10.00 Check #: 211293	Repairs and Maintenance Services	$89.99
		100.165.0000.000.2410.442.10605.32.00 Check #: 211293	Rental of Equipment and Vehicles	$334.98
		100.165.0000.100.1000.430.10605.32.00 Check #: 211293	Repairs and Maintenance Services	$17.17
			Vendor Total:	$1,629.24
			Grand Total:	$281,440.82

End of Report

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/28/2023	To Date:	9/28/2023
From Check:	211295	To Check:	211377
From Voucher:	1101	To Voucher:	1101

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211295	09/28/2023	A T & T MONTHLY STATEMENT	$261.85	1101	Not Printed	Expense	☐		
211296	09/28/2023	ADVANCED INTEGRATED PEST MANAGEMENT	$1,279.00	1101	Not Printed	Expense	☐		
211297	09/28/2023	ALHAMBRA WATER	$9.99	1101	Not Printed	Expense	☐		
211298	09/28/2023	AMERICAN CHILLER SERVICE, INC	$15,510.00	1101	Not Printed	Expense	☐		
211299	09/28/2023	ARAMARK UNIFORM SERVICES	$105.63	1101	Not Printed	Expense	☐		
211300	09/28/2023	BAINS, HARMAN	$499.20	1101	Not Printed	Expense	☐		
211301	09/28/2023	BECKWITH, PAIGE	$99.00	1101	Not Printed	Expense	☐		
211302	09/28/2023	BLACK EAGLE CONSULTING, INC	$598.50	1101	Not Printed	Expense	☐		
211303	09/28/2023	BRAINPOP LLC.	$1,824.93	1101	Not Printed	Expense	☐		
211304	09/28/2023	BRAZOS THERMAL SYSTEMS, INC	$55,430.00	1101	Not Printed	Expense	☐		
211305	09/28/2023	BURNS, MARLO	$113.22	1101	Not Printed	Expense	☐		
211306	09/28/2023	C. I. SOLUTIONS	$1,495.00	1101	Not Printed	Expense	☐		
211307	09/28/2023	CAREERSAFE	$2,720.00	1101	Not Printed	Expense	☐		
211308	09/28/2023	COMSTOCK INSPECTION, LLC	$1,950.00	1101	Not Printed	Expense	☐		
211309	09/28/2023	D & D PLUMBING, INC	$1,055.91	1101	Not Printed	Expense	☐		
211310	09/28/2023	D & S WASTE REMOVAL, INC	$6,339.69	1101	Not Printed	Expense	☐		
211311	09/28/2023	DELTA FIRE SYSTEMS, INC.	$8,634.02	1101	Not Printed	Expense	☐		
211312	09/28/2023	DYKMAN ELECTRICAL INC.	$823.77	1101	Not Printed	Expense	☐		
211313	09/28/2023	E3 DIAGNOSTICS	$2,618.00	1101	Not Printed	Expense	☐		
211314	09/28/2023	FILTER CONNECTION	$737.00	1101	Not Printed	Expense	☐		
211315	09/28/2023	FRANTZ, KELLY	$79.65	1101	Not Printed	Expense	☐		
211316	09/28/2023	GOPHER SPORT	$1,719.07	1101	Not Printed	Expense	☐		
211317	09/28/2023	HAVE LIGHTS WILL TRAVEL	$889.00	1101	Not Printed	Expense	☐		

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/28/2023	To Date:	9/28/2023
From Check:	211295	To Check:	211377
From Voucher:	1101	To Voucher:	1101

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211318	09/28/2023	HIRMAN, SHANNON	$12.77	1101	Not Printed	Expense	☐		
211319	09/28/2023	HOME DEPOT	$2,156.97	1101	Not Printed	Expense	☐		
211320	09/28/2023	J.W. PEPPER	$247.99	1101	Not Printed	Expense	☐		
211321	09/28/2023	JENKINS, DANIELLE	$78.91	1101	Not Printed	Expense	☐		
211322	09/28/2023	JOSTENS_10600	$18.96	1101	Not Printed	Expense	☐		
211323	09/28/2023	KARG, CHRISTINE	$99.00	1101	Not Printed	Expense	☐		
211324	09/28/2023	KORF, ERIN	$45.24	1101	Not Printed	Expense	☐		
211325	09/28/2023	LIGON, BRIAN	$525.00	1101	Not Printed	Expense	☐		
211326	09/28/2023	LOST ART GRAPHICS LLC	$2,200.00	1101	Not Printed	Expense	☐		
211327	09/28/2023	LOWE, KEITH III	$55.09	1101	Not Printed	Expense	☐		
211328	09/28/2023	LYON COUNTY SCHOOL DIST._99346	$3,625.00	1101	Not Printed	Expense	☐		
211329	09/28/2023	M S C INDUSTRIAL SUPPLY_98633	$707.64	1101	Not Printed	Expense	☐		
211330	09/28/2023	M.F. BARCELLOS, INC	$11,716.48	1101	Not Printed	Expense	☐		
211331	09/28/2023	MATTICE, CRYSTAL	$74.34	1101	Not Printed	Expense	☐		
211332	09/28/2023	MOUND HOUSE HARDWARE & STORAGE	$190.08	1101	Not Printed	Expense	☐		
211333	09/28/2023	N Z N M E A	$200.00	1101	Not Printed	Expense	☐		
211334	09/28/2023	N2Y, INC.	$159.99	1101	Not Printed	Expense	☐		
211335	09/28/2023	NEVADA DRUG & ALCOHOL TESTING INC	$317.00	1101	Not Printed	Expense	☐		
211336	09/28/2023	NOMICOS, DAVID	$160.53	1101	Not Printed	Expense	☐		
211337	09/28/2023	NORTHERN NEVADA IMAGING	$875.00	1101	Not Printed	Expense	☐		
211338	09/28/2023	O'REILLY AUTO PARTS	$1,766.67	1101	Not Printed	Expense	☐		
211339	09/28/2023	ORKIN PEST CONTROL	$395.00	1101	Not Printed	Expense	☐		

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/28/2023	To Date:	9/28/2023
From Check:	211295	To Check:	211377
From Voucher:	1101	To Voucher:	1101

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211340	09/28/2023	OSKAR SEPTIC SERVICES, LLC	$275.00	1101	Not Printed	Expense	☐		
211341	09/28/2023	PARALLAX, INC	$588.38	1101	Not Printed	Expense	☐		
211342	09/28/2023	PITNEY BOWES INC	$65.98	1101	Not Printed	Expense	☐		
211343	09/28/2023	PRESENCE LEARNING, INC	$12,999.00	1101	Not Printed	Expense	☐		
211344	09/28/2023	PSI SERVICES LLC	$107.50	1101	Not Printed	Expense	☐		
211345	09/28/2023	QUADIENT LEASING USA, INC	$255.50	1101	Not Printed	Expense	☐		
211346	09/28/2023	REFRIGERATION SUPPLIES DISTRIBUTOR	$9,138.11	1101	Not Printed	Expense	☐		
211347	09/28/2023	RENNER EQUIPMENT	$898.17	1101	Not Printed	Expense	☐		
211348	09/28/2023	RICOH AMERICAS CORP	$621.46	1101	Not Printed	Expense	☐		
211349	09/28/2023	SATALICK, JEREMY R	$291.00	1101	Not Printed	Expense	☐		
211350	09/28/2023	SAVAGE AND SON	$18,805.00	1101	Not Printed	Expense	☐		
211351	09/28/2023	SENOR WOOLY LLC	$150.00	1101	Not Printed	Expense	☐		
211352	09/28/2023	SHRED-IT USA	$159.97	1101	Not Printed	Expense	☐		
211353	09/28/2023	SILVER STATE INTERNATIONAL	$5,462.10	1101	Not Printed	Expense	☐		
211354	09/28/2023	SLATER, KRISTIAN	$1,803.55	1101	Not Printed	Expense	☐		
211355	09/28/2023	SPECIAL EDUCATION LAW ASSOCIATES, LLC	$9,192.71	1101	Not Printed	Expense	☐		
211356	09/28/2023	STATE FIRE DC SPECIALITIES, LLC	$7,989.61	1101	Not Printed	Expense	☐		
211357	09/28/2023	STICKS & STONES BLDG. MATERIALS	$39.60	1101	Not Printed	Expense	☐		
211358	09/28/2023	SUMMIT FIRE & SECURITY	$422.00	1101	Not Printed	Expense	☐		
211359	09/28/2023	TAHOE FENCE CO., INC	$3,435.00	1101	Not Printed	Expense	☐		
211360	09/28/2023	THE BACH COMPANY	$5,530.50	1101	Not Printed	Expense	☐		
211361	09/28/2023	THE LITTLE SIGN CO.	$100.00	1101	Not Printed	Expense	☐		

Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/28/2023	To Date:	9/28/2023
From Check:	211295	To Check:	211377
From Voucher:	1101	To Voucher:	1101

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211362	09/28/2023	THOMPSON GARAGE DOORS & BUILDING SUPPLY	$37,337.68	1101	Not Printed	Expense	☐		
211363	09/28/2023	THUNDER-ELECTRIC, LLC	$5,087.83	1101	Not Printed	Expense	☐		
211364	09/28/2023	TRILOGY EDUCATION CONSULTING	$1,520.00	1101	Not Printed	Expense	☐		
211365	09/28/2023	UNITED LANGUAGE GROUP, LLC	$233.10	1101	Not Printed	Expense	☐		
211366	09/28/2023	UNITED RENTALS--ALL LOCATIONS	$524.40	1101	Not Printed	Expense	☐		
211367	09/28/2023	USAIRCONDITIONING DISTRIBUTORS	$1,956.97	1101	Not Printed	Expense	☐		
211368	09/28/2023	VEX ROBOTICS, INC	$659.34	1101	Not Printed	Expense	☐		
211369	09/28/2023	VITAL RECORDS CONTROL	$10.51	1101	Not Printed	Expense	☐		
211370	09/28/2023	WEDCO INC.	$192.50	1101	Not Printed	Expense	☐		
211371	09/28/2023	WELLS FARGO VENDOR FINANCIAL SERVICES	$1,193.92	1101	Not Printed	Expense	☐		
211372	09/28/2023	WESTERN TURF & HARDSCAPES	$4,110.00	1101	Not Printed	Expense	☐		
211373	09/28/2023	WHITE, CRYSTAL A	$180.00	1101	Not Printed	Expense	☐		
211374	09/28/2023	WORKMAN, OAKLEY	$1,635.57	1101	Not Printed	Expense	☐		
211375	09/28/2023	XCAST LABS, INC.	$930.80	1101	Not Printed	Expense	☐		
211376	09/28/2023	XEROX CORPORATION	$2,302.58	1101	Not Printed	Expense	☐		
211377	09/28/2023	XEROX FINANCIAL SERVICES	$22.19	1101	Not Printed	Expense	☐		
		Total Amount:	$266,647.62						

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1101 Voucher Date: 09/28/2023 Prepared By:

Printed: 09/28/2023 02:18:54 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $266,647.62 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (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.

Phil Cowee.	President
Bridget Peterson	Clerk
Neal McIntyre II	Member
Tom Hendrix	Member
Sherry Parsons	Member
Holly Villines	Member
Darin Farr	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$164,047.43
230	Adult Education	$400.93
250	Special Education	$19,344.22
280	Federal Funds	$9,664.46
290	Food Service Funds	$1,778.58
340	Governmental Services Tax (GST)	$15,982.00
360	Bond Issues	$55,430.00
		$266,647.62

Voucher Supplement Account Summary

Voucher Batch Number: 1101 09/28/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
A T & T MONTHLY STATEMENT	99712				
		100.170.0000.000.2710.533.10000.00.00 Check #: 211295	Telephone - Land Line phone services		$33.00
		100.170.0000.000.2710.534.10000.00.00 Check #: 211295	Telephone - Cell phone services		$228.85
				Vendor Total:	$261.85
ADVANCED INTEGRATED PEST MANAGEMENT					
		100.108.0000.000.2620.430.10303.10.00 Check #: 211296	Repairs and Maintenance Services		$585.00
		100.121.0000.000.2620.430.10201.10.00 Check #: 211296	Repairs and Maintenance Services		$358.00
		100.125.0000.000.2620.430.10205.10.00 Check #: 211296	Repairs and Maintenance Services		$131.00
		100.136.0000.000.2620.610.10208.31.00 Check #: 211296	General Supplies		$205.00
				Vendor Total:	$1,279.00
ALHAMBRA WATER	97540				
		100.107.0000.000.2580.610.10000.00.00 Check #: 211297	General Supplies		$9.99
				Vendor Total:	$9.99
AMERICAN CHILLER SERVICE, INC					
		100.108.0000.000.2620.430.10000.00.00 Check #: 211298	Repairs and Maintenance Services		$6,800.00
		100.108.0000.000.2620.430.10203.10.00 Check #: 211298	Repairs and Maintenance Services		$5,210.00
		100.108.0000.000.2620.440.10000.00.00 Check #: 211298	Rentals		$3,500.00
				Vendor Total:	$15,510.00
ARAMARK UNIFORM SERVICES					
		100.127.0000.000.2620.610.10210.10.00 Check #: 211299	General Supplies		$105.63
				Vendor Total:	$105.63

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Vendor Remit Name	Vendor #	Account	Description	Amount
BAINS, HARMAN				
		100.101.0000.000.2510.533.10000.00.00 Check #: 211300	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
BECKWITH, PAIGE				
		280.732.0000.100.2200.250.10000.00.00 Check #: 211301	Personnel Services-Employee Benefits	$99.00
			Vendor Total:	$99.00
BLACK EAGLE CONSULTING, INC	102857			
		100.108.0000.000.2620.430.10000.00.00 Check #: 211302	Repairs and Maintenance Services	$598.50
			Vendor Total:	$598.50
BRAINPOP LLC.	98071			
		100.134.0000.000.2410.610.10304.20.00 Check #: 211303	General Supplies	$1,824.93
			Vendor Total:	$1,824.93
BRAZOS THERMAL SYSTEMS, INC				
		360.023.0000.000.4700.450.10201.10.00 Check #: 211304	Construction Services	$18,476.66
		360.023.0000.000.4700.450.10601.32.00 Check #: 211304	Construction Services	$18,476.67
		360.023.0000.000.4700.450.10604.32.00 Check #: 211304	Construction Services	$18,476.67
			Vendor Total:	$55,430.00
BURNS, MARLO				
		280.639.0000.240.1000.610.10000.00.00 Check #: 211305	General Supplies	$113.22
			Vendor Total:	$113.22
C. I. SOLUTIONS				
		100.170.0000.000.2710.340.10000.00.00 Check #: 211306	Other Professional Services	$1,495.00
			Vendor Total:	$1,495.00

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Vendor Remit Name	Vendor #	Account	Description		Amount
CAREERSAFE					
		100.104.0000.304.1000.651.10000.00.00 Check #: 211307	Supplies - Technology - Software		$2,720.00
				Vendor Total:	$2,720.00
COMSTOCK INSPECTION, LLC					
		100.108.0000.000.2620.430.10202.10.00 Check #: 211308	Repairs and Maintenance Services		$1,950.00
				Vendor Total:	$1,950.00
D & D PLUMBING, INC					
		100.135.0000.000.2620.430.10305.31.00 Check #: 211309	Repairs and Maintenance Services		$1,055.91
				Vendor Total:	$1,055.91
D & S WASTE REMOVAL, INC	4960				
		100.107.0000.000.2580.421.10000.00.00 Check #: 211310	Garbage / Disposal		$258.99
		100.108.0000.000.2620.421.10000.00.00 Check #: 211310	Garbage / Disposal		$4,043.13
		100.170.0000.000.2730.421.10000.00.00 Check #: 211310	Garbage / Disposal		$258.99
		290.182.0000.000.3100.421.10000.00.00 Check #: 211310	Garbage / Disposal		$1,778.58
				Vendor Total:	$6,339.69
DELTA FIRE SYSTEMS, INC.					
		100.108.0000.000.2620.430.10205.10.00 Check #: 211311	Repairs and Maintenance Services		$587.50
		100.108.0000.000.2620.430.10208.31.00 Check #: 211311	Repairs and Maintenance Services		$564.00
		100.108.0000.000.2620.430.10305.31.00 Check #: 211311	Repairs and Maintenance Services		$2,583.58
		100.108.0000.000.2620.430.10601.32.00 Check #: 211311	Repairs and Maintenance Services		$1,834.74
		100.108.0000.000.2620.430.10604.32.00 Check #: 211311	Repairs and Maintenance Services		$3,064.20

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Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$8,634.02
DYKMAN ELECTRICAL INC.					
		100.108.0000.000.2620.610.10206.10.00 Check #: 211312	General Supplies		$823.77
				Vendor Total:	$823.77
E3 DIAGNOSTICS	102400				
		250.105.0000.200.2130.430.10000.00.00 Check #: 211313	Repairs and Maintenance Services		$2,618.00
				Vendor Total:	$2,618.00
FILTER CONNECTION	97896				
		100.135.0000.000.2620.610.10305.31.00 Check #: 211314	General Supplies		$737.00
				Vendor Total:	$737.00
FRANTZ, KELLY					
		250.105.0000.200.2321.580.10000.00.00 Check #: 211315	Staff Travel		$79.65
				Vendor Total:	$79.65
GOPHER SPORT	8661				
		100.127.0000.100.1000.610.10210.10.00 Check #: 211316	General Supplies		$136.42
		100.136.0000.100.1000.610.10208.31.00 Check #: 211316	General Supplies		$1,582.65
				Vendor Total:	$1,719.07
HAVE LIGHTS WILL TRAVEL	9185				
		100.135.0000.000.2620.430.10305.31.00 Check #: 211317	Repairs and Maintenance Services		$889.00
				Vendor Total:	$889.00
HIRMAN, SHANNON					
		250.105.0000.200.2321.580.10000.00.00 Check #: 211318	Staff Travel		$12.77
				Vendor Total:	$12.77

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Vendor Remit Name	Vendor #	Account	Description	Amount
HOME DEPOT	9654			
		100.127.0000.000.2620.422.10210.10.00 Check #: 211319	Janitorial / Custodial Services	$71.92
		100.127.0000.000.2620.610.10210.10.00 Check #: 211319	General Supplies	$450.87
		100.136.0000.000.2620.610.10208.31.00 Check #: 211319	General Supplies	$1,220.34
		100.164.0000.000.2620.610.10604.32.00 Check #: 211319	General Supplies	$413.84
			Vendor Total:	$2,156.97
J.W. PEPPER	102488			
		100.165.0000.100.1000.610.10605.32.00 Check #: 211320	General Supplies	$247.99
			Vendor Total:	$247.99
JENKINS, DANIELLE				
		100.135.0000.000.2410.610.10305.31.00 Check #: 211321	General Supplies	$78.91
			Vendor Total:	$78.91
JOSTENS_10600	10600			
		100.165.0000.100.1000.610.10605.32.00 Check #: 211322	General Supplies	$18.96
			Vendor Total:	$18.96
KARG, CHRISTINE				
		280.732.0000.100.2200.250.10000.00.00 Check #: 211323	Personnel Services-Employee Benefits	$99.00
			Vendor Total:	$99.00
KORF, ERIN				
		100.125.0000.100.1000.610.10205.10.00 Check #: 211324	General Supplies	$45.24
			Vendor Total:	$45.24
LIGON, BRIAN				

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Vendor Remit Name	Vendor #	Account	Description		Amount
		100.136.0000.000.2410.610.10208.31.00 Check #: 211325	General Supplies		$525.00
				Vendor Total:	$525.00
LOST ART GRAPHICS LLC					
		100.164.0000.920.1000.610.10604.32.00 Check #: 211326	General Supplies		$2,200.00
				Vendor Total:	$2,200.00
LOWE, KEITH III					
		250.105.0000.200.2321.580.10000.00.00 Check #: 211327	Staff Travel		$55.09
				Vendor Total:	$55.09
LYON COUNTY SCHOOL DIST._99346	99346				
		100.125.0000.000.2410.610.10205.10.00 Check #: 211328	General Supplies		$2,000.00 474
		250.105.0000.200.2321.610.10000.00.00 Check #: 211328	General Supplies		$1,625.00
				Vendor Total:	$3,625.00
M S C INDUSTRIAL SUPPLY_98633	98633				
		100.125.0000.000.2620.610.10205.10.00 Check #: 211329	General Supplies		$707.64
				Vendor Total:	$707.64
M.F. BARCELLOS, INC	1560				
		100.170.0000.000.2730.623.10000.00.00 Check #: 211330	Bottled Gas		$54.60
		100.170.0000.000.2730.626.10000.00.00 Check #: 211330	Gasoline		$11,661.88
				Vendor Total:	$11,716.48
MATTICE, CRYSTAL					
		100.132.0000.100.1000.610.10302.20.00 Check #: 211331	General Supplies		$74.34
				Vendor Total:	$74.34
MOUND HOUSE HARDWARE & STORAGE	96223				

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Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.610.10000.00.00 Check #: 211332	General Supplies		$17.98
		100.121.0000.000.2620.610.10201.10.00 Check #: 211332	General Supplies		$131.07
		100.121.0000.100.1000.610.10201.10.00 Check #: 211332	General Supplies		$41.03
				Vendor Total:	$190.08
N Z N M E A	98575				
		100.135.0000.000.2410.810.10305.31.00 Check #: 211333	Dues and Fees		$200.00
				Vendor Total:	$200.00
N2Y, INC.	102398				
		250.136.0000.200.1000.653.10208.31.00 Check #: 211334	Web-based and similar programs		$159.99
					475
				Vendor Total:	$159.99
NEVADA DRUG & ALCOHOL TESTING INC	101753				
		100.170.0000.000.2710.340.10000.00.00 Check #: 211335	Other Professional Services		$317.00
				Vendor Total:	$317.00
NOMICOS, DAVID					
		280.639.0000.200.2150.610.10000.00.00 Check #: 211336	General Supplies		$160.53
				Vendor Total:	$160.53
NORTHERN NEVADA IMAGING					
		100.136.0000.000.2410.610.10208.31.00 Check #: 211337	General Supplies		$875.00
				Vendor Total:	$875.00
O'REILLY AUTO PARTS	102278				
		100.135.0000.000.2620.610.10305.31.00 Check #: 211338	General Supplies		$16.98
		100.170.0000.000.2730.613.10000.00.00 Check #: 211338	Oil & Lubricants		$87.48

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.614.10000.00.00 Check #: 211338	Parts	$1,662.21
			Vendor Total:	$1,766.67
ORKIN PEST CONTROL				
		100.161.0000.000.2410.430.10601.32.00 Check #: 211339	Repairs and Maintenance Services	$395.00
			Vendor Total:	$395.00
OSKAR SEPTIC SERVICES, LLC				
		100.136.0000.000.2620.610.10208.31.00 Check #: 211340	General Supplies	$275.00
			Vendor Total:	$275.00
PARALLAX, INC				
		100.128.0000.100.1000.610.10211.10.00 Check #: 211341	General Supplies	$588.38
			Vendor Total:	$588.38
PITNEY BOWES INC	98355			
		100.132.0000.000.2410.531.10302.20.00 Check #: 211342	Postage	$65.98
			Vendor Total:	$65.98
PRESENCE LEARNING, INC				
		250.101.0000.200.2150.340.10000.00.00 Check #: 211343	Other Professional Services	$12,999.00
			Vendor Total:	$12,999.00
PSI SERVICES LLC				
		230.231.0000.610.1000.351.10000.00.00 Check #: 211344	Data Processing and Coding Services	$107.50
			Vendor Total:	$107.50
QUADIENT LEASING USA, INC				
		100.133.0000.000.2410.531.10303.10.00 Check #: 211345	Postage	$255.50
			Vendor Total:	$255.50

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Vendor Remit Name	Vendor #	Account	Description		Amount
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.108.0000.000.2620.610.10000.00.00 Check #: 211346	General Supplies		$282.90
		100.108.0000.000.2620.610.10208.31.00 Check #: 211346	General Supplies		$6,715.15
		100.108.0000.000.2620.610.10303.10.00 Check #: 211346	General Supplies		$182.18
		100.108.0000.000.2620.610.10604.32.00 Check #: 211346	General Supplies		$1,251.45
		100.121.0000.000.2620.610.10201.10.00 Check #: 211346	General Supplies		$137.16
		100.136.0000.000.2620.610.10208.31.00 Check #: 211346	General Supplies		$569.27
				Vendor Total:	$9,138.11
RENNER EQUIPMENT	102923				
		100.162.0000.000.2620.610.10602.50.00 Check #: 211347	General Supplies		$898.17
				Vendor Total:	$898.17
RICOH AMERICAS CORP	102825				
		100.125.0000.000.2410.430.10205.10.00 Check #: 211348	Repairs and Maintenance Services		$78.46
		100.136.0000.000.2410.430.10208.31.00 Check #: 211348	Repairs and Maintenance Services		$150.03
		100.164.0000.100.1000.430.10604.32.00 Check #: 211348	Repairs and Maintenance Services		$392.97
				Vendor Total:	$621.46
SATALICK, JEREMY R					
		100.136.0000.000.2410.610.10208.31.00 Check #: 211349	General Supplies		$291.00
				Vendor Total:	$291.00
SAVAGE AND SON					
		100.108.0000.000.2620.430.10202.10.00 Check #: 211350	Repairs and Maintenance Services		$2,823.00

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Vendor Remit Name	Vendor #	Account	Description		Amount
		340.101.0000.000.2620.430.10202.10.00 Check #: 211350	Repairs and Maintenance Services		$15,982.00
				Vendor Total:	$18,805.00
SENOR WOOLY LLC					
		100.161.0000.188.1000.610.10601.32.00 Check #: 211351	General Supplies		$150.00
				Vendor Total:	$150.00
SHRED-IT USA					
		100.125.0000.000.2410.421.10205.10.00 Check #: 211352	Garbage / Disposal		$159.97
				Vendor Total:	$159.97
SILVER STATE INTERNATIONAL	19211				
		100.170.0000.000.2710.340.10000.00.00 Check #: 211353	Other Professional Services		$1,286.96
		100.170.0000.000.2730.614.10000.00.00 Check #: 211353	Parts		$2,775.28
		100.170.0000.000.2730.617.10000.00.00 Check #: 211353	Batt & Antifreeze		$1,399.86
				Vendor Total:	$5,462.10
SLATER, KRISTIAN					
		100.161.0000.000.2410.580.10601.32.00 Check #: 211354	Staff Travel		$953.55
		100.161.0000.000.2410.810.10601.32.00 Check #: 211354	Dues and Fees		$850.00
				Vendor Total:	$1,803.55
SPECIAL EDUCATION LAW ASSOCIATES, LLC					
		280.667.0000.000.2200.340.10000.00.00 Check #: 211355	Other Professional Services		$8,137.50
		280.667.0000.000.2200.580.10000.00.00 Check #: 211355	FY20 Special Projects Budget Load		$1,055.21
				Vendor Total:	$9,192.71

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Vendor Remit Name	Vendor #	Account	Description		Amount
STATE FIRE DC SPECIALITIES, LLC					
		100.170.0000.000.2710.340.10000.00.00 Check #: 211356	Other Professional Services		$7,989.61
				Vendor Total:	$7,989.61
STICKS & STONES BLDG. MATERIALS					
		100.108.0000.000.2620.610.10000.00.00 Check #: 211357	General Supplies		$39.60
				Vendor Total:	$39.60
SUMMIT FIRE & SECURITY					
		100.126.0000.000.2620.430.10206.10.00 Check #: 211358	Repairs and Maintenance Services		$422.00
				Vendor Total:	$422.00
TAHOE FENCE CO., INC	101980				
		100.108.0000.000.2620.430.10303.10.00 Check #: 211359	Repairs and Maintenance Services		$300.00
		100.108.0000.000.2620.430.10601.32.00 Check #: 211359	Repairs and Maintenance Services		$3,135.00
				Vendor Total:	$3,435.00
THE BACH COMPANY					
		100.161.0000.100.1000.610.10601.32.00 Check #: 211360	General Supplies		$5,530.50
				Vendor Total:	$5,530.50
THE LITTLE SIGN CO.					
		100.126.0000.100.1000.610.10206.10.00 Check #: 211361	General Supplies		$100.00
				Vendor Total:	$100.00
THOMPSON GARAGE DOORS & BUILDING SUPPLY					
		100.108.0000.000.2620.733.10302.20.00 Check #: 211362	Furniture and Fixtures		$37,337.68
				Vendor Total:	$37,337.68
THUNDER-ELECTRIC, LLC					

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Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.430.10000.00.00 Check #: 211363	Repairs and Maintenance Services		$200.00
		100.108.0000.000.2620.430.10603.32.00 Check #: 211363	Repairs and Maintenance Services		$4,887.83
				Vendor Total:	$5,087.83
TRILOGY EDUCATION CONSULTING					
		250.105.0000.200.2321.340.10000.00.00 Check #: 211364	Other Professional Services		$1,520.00
				Vendor Total:	$1,520.00
UNITED LANGUAGE GROUP, LLC					
		250.105.0000.200.2321.340.10000.00.00 Check #: 211365	Other Professional Services		$233.10
				Vendor Total:	$233.10
UNITED RENTALS--ALL LOCATIONS	21374				480
		100.129.0000.000.2620.442.10209.10.00 Check #: 211366	Rental of Equipment and Vehicles		$524.40
				Vendor Total:	$524.40
USAIRCONDITIONING DISTRIBUTORS					
		100.108.0000.000.2620.610.10211.10.00 Check #: 211367	General Supplies		$1,956.97
				Vendor Total:	$1,956.97
VEX ROBOTICS, INC					
		100.163.0000.380.1000.610.10603.32.00 Check #: 211368	General Supplies		$659.34
				Vendor Total:	$659.34
VITAL RECORDS CONTROL					
		100.135.0000.000.2410.421.10305.31.00 Check #: 211369	Garbage / Disposal		$10.51
				Vendor Total:	$10.51
WEDCO INC.	22320				
		100.128.0000.000.2620.610.10211.10.00 Check #: 211370	General Supplies		$192.50

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Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$192.50
WELLS FARGO VENDOR FINANCIAL SERVICES					
		100.135.0000.000.2410.442.10305.31.00 Check #: 211371	Rental of Equipment and Vehicles		$301.47
		100.136.0000.000.2410.442.10208.31.00 Check #: 211371	Rental of Equipment and Vehicles		$528.27
		100.164.0000.000.2410.442.10604.32.00 Check #: 211371	Rental of Equipment and Vehicles		$133.66
		100.164.0000.100.1000.430.10604.32.00 Check #: 211371	Repairs and Maintenance Services		$58.50
		230.231.0000.610.1000.443.10000.00.00 Check #: 211371	Copier Leases		$172.02
				Vendor Total:	$1,193.92
WESTERN TURF & HARDSCAPES					
		100.108.0000.000.2630.610.10000.00.00 Check #: 211372	General Supplies		$4,110.00
				Vendor Total:	$4,110.00
WHITE, CRYSTAL A					
		100.101.0000.000.2213.810.10000.00.00 Check #: 211373	Dues and Fees		$180.00
				Vendor Total:	$180.00
WORKMAN, OAKLEY					
		100.136.0000.100.1000.610.10208.31.00 Check #: 211374	General Supplies		$1,635.57
				Vendor Total:	$1,635.57
XCAST LABS, INC.					
		100.107.0000.000.2580.533.10000.00.00 Check #: 211375	Telephone - Land Line phone services		$40.46
		100.121.0000.000.2410.533.10201.10.00 Check #: 211375	Telephone - Land Line phone services		$40.47
		100.122.0000.000.2410.533.10202.10.00 Check #: 211375	Telephone - Land Line phone services		$40.47

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.123.0000.000.2410.533.10203.10.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.125.0000.000.2410.533.10205.10.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.126.0000.000.2410.533.10206.10.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.127.0000.000.2410.533.10210.10.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.128.0000.000.2410.533.10211.10.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.129.0000.000.2410.533.10209.10.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.132.0000.000.2410.533.10302.20.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.133.0000.000.2410.533.10303.10.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.134.0000.000.2410.533.10304.20.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.135.0000.000.2410.533.10305.31.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.136.0000.000.2410.533.10208.31.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.161.0000.000.2410.533.10601.32.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.162.0000.000.2410.533.10602.50.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.163.0000.000.2410.533.10603.32.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.164.0000.000.2410.533.10604.32.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.165.0000.000.2410.533.10605.32.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		100.170.0000.000.2710.533.10000.00.00 Check #: 211375	Telephone - Land Line phone services	$40.47

Voucher Supplement Account Summary

Voucher Batch Number: 1101 09/28/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		230.231.0000.610.1000.533.10601.41.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		230.231.0000.610.1000.533.10907.41.00 Check #: 211375	Telephone - Land Line phone services	$40.47
		230.231.0000.610.1000.533.10909.41.00 Check #: 211375	Telephone - Land Line phone services	$40.47
			Vendor Total:	$930.80
XEROX CORPORATION				
		100.107.0000.000.2580.430.10000.00.00 Check #: 211376	Repairs and Maintenance Services	$0.52
		100.107.0000.000.2580.442.10000.00.00 Check #: 211376	Rental of Equipment and Vehicles	$22.19
		100.125.0000.000.2410.430.10205.10.00 Check #: 211376	Repairs and Maintenance Services	$258.61
		100.125.0000.000.2410.442.10205.10.00 Check #: 211376	Rental of Equipment and Vehicles	$709.04
		100.127.0000.000.2410.442.10210.10.00 Check #: 211376	Rental of Equipment and Vehicles	$30.60
		100.127.0000.100.1000.430.10210.10.00 Check #: 211376	Repairs and Maintenance Services	$19.81
		100.132.0000.000.2410.442.10302.20.00 Check #: 211376	Rental of Equipment and Vehicles	$450.36
		100.132.0000.100.1000.430.10302.20.00 Check #: 211376	Repairs and Maintenance Services	$117.32
		100.136.0000.000.2410.430.10208.31.00 Check #: 211376	Repairs and Maintenance Services	$76.78
		100.136.0000.000.2410.442.10208.31.00 Check #: 211376	Rental of Equipment and Vehicles	$242.32
		100.136.0000.100.1000.430.10208.31.00 Check #: 211376	Repairs and Maintenance Services	$333.41
		250.105.0000.200.2321.430.10000.00.00 Check #: 211376	Repairs and Maintenance Services	$24.01
		250.105.0000.200.2321.442.10000.00.00 Check #: 211376	Rental of Equipment and Vehicles	$17.61

Voucher Supplement Account Summary

Voucher Batch Number: 1101 09/28/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$2,302.58
XEROX FINANCIAL SERVICES					
		100.104.0000.000.2210.442.10000.00.00 0 Check #: 211377	Rental of Equipment and Vehicles		$22.19
				Vendor Total:	$22.19
				Grand Total:	$266,647.62

End of Report

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Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: PAYBILL ACCOUNT 4159562495

From Date:	9/25/2023	To Date:	9/25/2023
From Check:	211294	To Check:	211294
From Voucher:	1102	To Voucher:	1102

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
211294	09/25/2023	NATIONAL LIFE	$12,000.00	1102	Not Printed	Expense	☐		
		Total Amount:	$12,000.00						

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1102 Voucher Date: 09/25/2023 Prepared By:

Printed: 09/25/2023 03:24:16 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $12,000.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (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.

Phil Cowee.	President
Bridget Peterson	Clerk
Neal McIntyre II	Member
Tom Hendrix	Member
Sherry Parsons	Member
Holly Villines	Member
Darin Farr	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$12,000.00
		$12,000.00

Created By: dmcdonald Posted By: dmcdonald Date: 09/25/2023 15:21:27 Page: 1

Voucher Supplement Account Summary

Voucher Batch Number: 1102 09/25/2023

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
NATIONAL LIFE				
		100.101.0000.000.0000.000.10000.00.466 Check #: 211294	Other Involuntary Deductions Payable	$12,000.00
			Vendor Total:	$12,000.00
			Grand Total:	$12,000.00

End of Report

Lyon County School District
Board Memo

Date: October 24, 2023

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Donations

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

- A donation of $1000to the FHS EMT program from Steven and Linda Carr.
- A donation of $2500 to the FHS Girls' Basketball Program from Rich and Margaret Rhyno.
- A donation of $3000 to the SES garden project from the Whole Kids Foundation Garden Grant.
- A donation of $2500 to the Classroom Educator Allocations fund from Carson City Toyota.

Respectfully Submitted,
Wayne Workman, Superintendent

FERNLEY HIGH SCHOOL
HOME OF THE VAQUEROS

Ryan Cross
Principal

Christina Haas
Assistant Principal

Cory Sanford
Assistant Principal

Paul Sullivan
Assistant Principal

MEMO

TO: Mr. Wayne Workman, LCSD Superintendent
FROM: Ryan Cross, FHS Principal
DATE: October 6, 2023
RE: Donation to Fernley High EMT Program

Fernley High School is greatly appreciative to Steven and Linda Carr for their extremely generous donation of $1000.00 to our FHS EMT class that is now being offered on our campus. This donation will help FHS's new EMT classes purchase items to enhance our students' experiences in class.

Respectfully,

Ryan Cross
Principal

1300 Highway 95A · Fernley, Nevada 89408 · Phone (775) 575.3400 · Fax (775) 575.3406

FERNLEY HIGH SCHOOL

HOME OF THE VAQUEROS

Ryan Cross
Principal

Christina Haas
Assistant Principal

Cory Sanford
Assistant Principal

Paul Sullivan
Assistant Principal

MEMO

TO: Mr. Wayne Workman, LCSD Superintendent
FROM: Ryan Cross, FHS Principal
DATE: October 10, 2023
RE: Donation to Fernley High Girls Basketball Program

Fernley High School is greatly appreciative to Rich and Margaret Rhyno for their extremely generous donation of $2,500.00 to our FHS Girls Basketball Program for the 2023-24 season. This donation will help the program purchase items to help ensure a successful season.

Respectfully,

Ryan Cross
Principal

1300 Highway 95A · Fernley, Nevada 89408 · Phone (775) 575.3400 · Fax (775) 575.3406



Sutro Elementary School
190 Dayton Village Parkway
Dayton, NV 89403

Michael Walker, Principal
775-246-6270
mbwalker@lyoncsd.org

To: Lyon County School Board of Trustees
From: Michael Walker, Principal MW
Date: October 4, 2023
Re: Donation

Sutro Elementary is in receipt of a generous donation of $3,000.00 from the Whole Kids Foundation Garden Grant to be used in support of the Garden at our school. We greatly appreciate the donation and can't wait to see what the kids do with it.

Board of Trustees
President Phil Cowee | Clerk Bridget Peterson
Darin Farr | Tom Hendrix | Neal McIntyre II
Sherry Parsons | Holly Villines

Superintendent
Wayne Workman

Deputy Superintendent
Tim Logan

Board of Trustees
Superintendent Workman

October 17, 2023

The District Office has been presented with a generous donation of $2500 from Carson City Toyota. After doing business with them for many years, they continue to support the teachers and students in many ways. This donation will contribute to the Classroom Educator Allocations for school supplies.

Thank you.

Lyon County School District
Board Memo

Date: October 24, 2023

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Senate Bill (SB) 231

Recommendation

The Board of Trustees provide further direction regarding the two presented SB231 funding plans to be presented to the Interim Finance Committee (IFM) and approve the elimination of General Ledger & Accounting Specialist position and creation of a new Accounting Supervisor position.

Background Information

Senate Bill (SB) 231 was passed during the 2023 session of the Nevada Legislature. SB231 outlines requirements for the $250,000,000 appropriated from the State General Fund to the Interim Finance Committee for allocation to school districts for the support of public schools.

SB231 makes an appropriation to the IFC for allocation to the school district that budget salary increases for licensed teachers (as defined by NRS 385A.430) and for education support professionals, as defined in subsection 8 of section 1 of the bill, under certain conditions as outlined in subsections 2 and 3 of sections 1. Subsection 4 of SB 231 requires school districts to provide a report to the Nevada Department of Education (NDE) that includes the number of teachers and education support professionals that were employed by the school district as of July 1, 2023.

As of July 1, 2023, Lyon County School District had 953.21 teachers and educations support professionals and received a proportional distribution of $6,228,213 or 2.49% of the available $250 million. Funding to be recognized as grant funding, necessitating that each school district expends the funds and subsequently seek reimbursement.

Senate Bill 231 (2023): Number of Teachers and Education Support Professionals Reported by School Districts to Determine the Eligible Distribution of $250.0 Million for Salary Increases for School District Personnel

School District	Total Teachers and Education Support Professionals	Percent of Statewide Total	Proportional Distribution of $250.0 Million
Carson City	**809.62**	2.12%	$ 5,289,991
Churchill	**348.33**	0.91%	$ 2,275,960
Clark	**26,600.56**	69.52%	$ 173,805,891
Douglas	**693.48**	1.81%	$ 4,531,142
Elko	**1,130.79**	2.96%	$ 7,388,490
Esmeralda	**23.81**	0.06%	$ 155,573
Eureka	**54.87**	0.14%	$ 358,516
Humboldt	**412.16**	1.08%	$ 2,693,020
Lander	**134.64**	0.35%	$ 879,727
Lincoln	**133.50**	0.35%	$ 872,278
Lyon	**953.21**	2.49%	$ 6,228,213
Mineral	**84.50**	0.22%	$ 552,116
Nye	**637.76**	1.67%	$ 4,167,063
Pershing	**116.75**	0.31%	$ 762,835
Storey	**58.50**	0.15%	$ 382,234
Washoe	**5,917.59**	15.47%	$ 38,665,038
White Pine	**151.81**	0.40%	$ 991,914
Total	**38,261.88**	**100.0%**	**$ 250,000,000**

The Lyon County School District has formulated two proposals for the Board's evaluation and seeks further direction regarding which plan should be put forth to the IFC at the December 13, 2023, meeting for final approval.

Plan 1 - Fixed Allocation

Lyon County School District will divide the total amount of funding received by the number of teachers and education support professionals.

$6,228,213 / 953.21 = $6,533.94 (per Full Time Employee (FTE))

This number will then be divided by 18 (total number of months from January 1, 2024, to June 30, 2025) for a fixed FTE monthly allocation.

$6,533.94 / 18 = $363.00 (per FTE per month)

The Business Office would recalculate the current FTE's as of the December 2023 payroll to determine the true fixed monthly allocation. This fixed monthly allocation would remain consistent until April 2025 when the business office would recalculate the fixed amount based on the remaining SB231 funds. This recalculation would be necessary due to position vacancies or lack thereof.

SB231 monies and the per FTE amounts exampled above, would be paid to all eligible employees via a second monthly payroll. The amounts exampled are pretax (15%) and pre PERS contribution (individually selected).

Plan 2 – Percent Allocation

Lyon County School District business office will calculate a COLA like percent allocation for all eligible employee's district wide. Based on current FTE projections this percent allocation is projected to be around 5.45% over the 18 months.

This percent allocation will be calculated based on the current FTE's as of December 2023. This percent allocation would remain consistent until April 2025 when the business office would recalculate the fixed amount based on the remaining SB231 funds. This recalculation would be necessary due to position vacancies or lack thereof.

SB231 monies and the per FTE percentages exampled above, would be paid to all eligible employees via a second monthly payroll. The amounts exampled are pretax (15%) and pre PERS contribution (individually selected).

Plan 1 vs 2 Comparison

FTE (Full Time Employee)	Teacher (BA+32 Step 9)	Bus Driver (Step 9)
Plan 1	$ 6,533.94	$ 6,533.94
Plan 2	$ 7,476.35	$ 4,158.38

Plan 1 allocates an even sum to eligible employees and tends to favor the district's lowest earners. Conversely, Plan 2 distributes an equal percentage to eligible employees but tends to favor the district's highest earners.

Business Office Support

No matter which plan is selected by the Board of Trustees, it is evident that additional support for the Business office is going to be essential. Currently, the office operates at full capacity, with all employees performing their assigned tasks. The introduction of new SB231 funding, necessitates a second monthly payroll, second PERS/IRS reporting, and a second reconciliation process for new and departed employees. Additionally, on a monthly basis, the district will have to request reimbursement from the State of Nevada and ensure proper recording in a specified special revenue fund. These few yet significant changes alone demand significant changes within the business office's operations and job responsibilities/duties. After thorough consideration, district leadership believes that the most viable and financially prudent solution is to eliminate the current Grade 13 General Ledger & Accounting Specialist position and establish a new Accounting Supervisor. This approach incurs minimal costs for the district ($8,383.40 - $19,737.40) and not only facilitates the support for the new SB231 funding but also ensures the availability of essential leadership for upcoming projects, such as the transition of all school site student body accounts, currently scattered across dozens of banks, to Wells Fargo under the district's purview. Currently, the Grade 13 General Ledger & Accounting Specialist position is filled. This employee will be advised accordingly of this change and encouraged to apply for the new completive vacancy of Accounting Supervisor.

Budget Considerations

Lyon County School District received a proportional distribution of up to $6,228,213 or 2.49% of the available $250 million. Funding to be recognized as grant funding, necessitating that each school district expends the funds and subsequently seek reimbursement. To manage this within the business office the district recommends the elimination of General Ledger & Accounting Specialist position and creation of a new Accounting Supervisor position. The new supervisor position, like the previous specialist position, to be general funded with an overall impact of $8,383.40 - $19,737.40.

Discussed at Prior Meetings

N/A

Attachments:

SB231
Accounting Supervisor job description

Respectfully Submitted,
Harman Bains, Executive Director of Operations
Kyle Rodriguez, Fiscal Services Officer

Senate Bill No. 231–Senators Cannizzaro, Dondero Loop, Lange, D. Harris, Daly; Donate, Flores, Neal, Nguyen, Ohrenschall, Pazina, Scheible and Spearman

Joint Sponsors: Assemblymen Yeager, Jauregui, Monroe-Moreno, Marzola, C.H. Miller; Anderson, Backus, Bilbray-Axelrod, Cohen, Considine, D'Silva, Duran, González, Gorelow, Mosca, Newby, Nguyen, Orentlicher, Peters, Taylor, Thomas, Torres and Watts

CHAPTER.....

AN ACT making an appropriation to the Interim Finance Committee for allocation to school districts that budget salary increases for certain employees; making an appropriation to the Department of Education for certain personnel costs; and providing other matters properly relating thereto.

EXPLANATION – Matter in ***bolded italics*** is new; matter between brackets ~~[omitted material]~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. 1. There is hereby appropriated from the State General Fund to the Interim Finance Committee the sum of $250,000,000 for allocation to school districts for the support of public schools.

2. Money appropriated by subsection 1 may only be allocated to a school district upon the determination of the Interim Finance Committee that:

(a) Sufficient documentation has been submitted to demonstrate that:

(1) The school district has budgeted for Fiscal Years 2023-2024 and 2024-2025 an increase to the salary of teachers and education support professionals employed by the school district from sources other than the appropriation made by subsection 1, which is in addition to any increase in salary for teachers or education support professionals which was planned or bargained for before the effective date of this act; and

(2) The increase in salary budgeted pursuant to subparagraph (1) does not replace or supplant any other form of compensation which was provided to teachers or education support professionals of the school district before Fiscal Year 2023-2024 or which was bargained for or planned for Fiscal Year 2023-2024 or any succeeding fiscal year before the effective date of this act.

(b) The school district has submitted to the Committee a statement of the amount and percentage of the budgeted increase in salary for teachers and education support professionals described in subparagraph (1) of paragraph (a) and the total cost to the school district to provide the budgeted increase in salary.

(c) The superintendent of the school district has submitted to the Committee a signed statement certifying that, to the best of his or her knowledge or belief, the information submitted pursuant to paragraph (b) is accurate and that the school district will provide the budgeted salary increases set forth therein.

3. The money allocated to a school district pursuant to subsection 2 must not exceed the lesser of:

(a) The total amount of the budgeted increase to salaries for teachers and education support professionals of the school district for Fiscal Years 2023-2024 and 2024-2025 from sources other than the appropriation made by subsection 1, not including any increase in salary which was planned or bargained for before the effective date of this act; or

(b) An amount which is equal to $250,000,000 multiplied by a percentage which is the number of teachers and education support professionals employed by the school district on July 1, 2023, expressed as a percentage of the total number of teachers and education support professionals employed in all of the school districts in this State on July 1, 2023.

4. On or before August 1, 2023, each school district in this State shall report to the Department of Education the number of teachers and education support professionals employed by the school district on July 1, 2023. The Department of Education shall compile this information and submit it to the Interim Finance Committee not later than August 15, 2023.

5. The money appropriated by subsection 1 must be used to supplement and not supplant or cause to be reduced any other source of funding for the support of public schools or for the salary and compensation of teachers or education support professionals employed by any public school.

6. On or before August 1, 2024, and August 1, 2025, each school district in this State that is allocated money pursuant to subsection 2 during Fiscal Year 2023-2024 and Fiscal Year 2024-2025, respectively, shall submit a report to the Interim Finance Committee which includes, without limitation:

(a) Detailed information on how all money allocated pursuant to subsection 2 was spent by the school district;

(b) The actual increase to the salary of teachers and education support professionals employed by the school district during the immediately preceding fiscal year and the amount of such an increase for which money allocated pursuant to subsection 2 was spent; and

(c) Any other information relating to the use by the school district of the money allocated pursuant to subsection 2, or the operations of the school district to provide appropriate context for such use, which is requested by the Interim Finance Committee.

7. Any remaining balance of the appropriation made by subsection 1 must not be committed for expenditure after June 30, 2025, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 19, 2025, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 19, 2025.

8. As used in this section:

(a) "Administrator" has the meaning ascribed to it in NRS 385A.430.

(b) "Education support professional" means a person, other than a teacher or administrator, who is employed to work at a public school, including, without limitation:

(1) Paraprofessionals;

(2) School police officers, school resource officers and other providers of security services at a school;

(3) School nurses;

(4) School counselors;

(5) School psychologists;

(6) School social workers;

(7) Drivers of school buses;

(8) Secretaries;

(9) Members of the custodial or maintenance staff; and

(10) Workers in food services.

(c) "Teacher" has the meaning ascribed to it in NRS 385A.430.

Sec. 1.5. 1. There is hereby appropriated from the State General Fund to the Department of Education the sum of $41,694 for personnel costs to carry out the provisions of section 1 of this act.

2. Any remaining balance of the appropriation made by subsection 1 must not be committed for expenditure after June 30,

2024, by the entity to which the appropriation is made or any entity to which money from the appropriation is granted or otherwise transferred in any manner, and any portion of the appropriated money remaining must not be spent for any purpose after September 20, 2024, by either the entity to which the money was appropriated or the entity to which the money was subsequently granted or transferred, and must be reverted to the State General Fund on or before September 20, 2024.

Sec. 2. 1. This section and section 1 of this act become effective upon passage and approval.

2. Section 1.5 of this act becomes effective on July 1, 2023.

20 ~~~~~ 23

LYON COUNTY SCHOOL DISTRICT
Accounting Supervisor

Job Group: Finance
Classification: Supervisor
Terms of Employment: Pay Grade Supervisor Salary Structure (12 month, 8 hours/day) **FLSA**
Status: EXEMPT

POSITION SUMMARY: Works directly under and is evaluated by the Fiscal Services Officer and is responsible for overseeing payroll and specialized financial duties to organize, process, and maintain accounting records. Other duties include working with the Fiscal Services Officer to complete Nevada Department of Education and legislative reporting, working with accounting software vendors, and training LCSD staff with accounting software.

ESSENTIAL DUTIES AND RESPONSIBILITIES:
This list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Prepare journal entries for posting to the general ledger and subsidiary projects on a monthly, annual and ad hoc basis.
2. Works directly with all levels of District staff in requesting information or answering inquiries.
3. Approves purchase orders to verify budgetary account accuracy.
4. Trains and assists site and district staff with accounting software.
5. Ability to independently gather, organize and perform accounting related analysis and reconciliations.
6. Oversees the district purchase card program to ensure timely posting to the general ledger.
7. Oversees the following: employee files, calculate monthly salaries, accrue leave, process absences, time worked, paychecks, deduction payments and track time taken under the Family Medical Leave Act (FMLA).
8. Reviews Public Employees Retirement System of Nevada (PERS) monthly reporting of time, wages and contributions. Processing enrollment, change, and termination forms. Calculating salary certifications.
9. Assists with implementation and maintenance of internal accounting controls and audits preparations.
10. Oversees Federal and State payroll reporting – monthly, quarterly and annual payroll tax and employment reporting including annual W-2s and Social Security number verification.
11. Monitors Student Activity Funds and assists the Fiscal Services Officer with the transition to be in compliance with GASB 84. Review monthly of activity, create journal entries to post reconcile the general ledger and assists with internal audits of the same.
12. Works with the Fiscal Services Officer to complete Nevada Department of Education and legislative reports.
13. Assist the Fiscal Services Officer with the budget and financial statements.
14. Ability to appropriately handle stress and interact with others, including supervisors, coworkers, teachers, and the community.
15. Maintains capital improvement project records, reflecting the accurate project costs in the districts fixed asset system.
16. Coordinates the state and federal accountability reports as required by the grants.
17. Maintain needed information and data and prepare performance and other reports for funded grants as required.
18. Complete all fiscal reporting (to include: request for funds, final reporting, etc.).
19. Regular and consistent punctuality and attendance are essential functions of the job.
20. Performs all other duties as assigned.

POSITION EXPECTATIONS:
Expertise in:

1. Nevada Department of Education Chart of Accounts and required reports.
2. Payroll processing and procedures, from timesheet data entry to annual reporting of wages.
3. PERS policies and any changes in those policies that would affect LCSD employees.
4. Relevant Federal and State employment laws and regulations.
5. Advanced accounting practices, procedures and financial reporting fundamentals.

6. Advanced computer applications, especially accounting software and spreadsheets.

Ability to:

1. Work collaboratively with finance department employees in Business Office functions.
2. Effectively communicate with employees and others in a clear, concise and professional manner.
3. Reconcile complex accounts using analytical skills to identify and resolve problems.
4. Master accounting software and instruct LCSD staff in the use of accounting software.
5. Work overtime in evenings, mornings and on weekends as necessary or requested.

AUTHORITIES:

The Accounting Supervisor will exercise certain job responsibilities in the absence of the Fiscal Services Officer, including approving additional requisitions, payable batches, bank transfers and e-pars.

POSITION REQUIREMENTS:

Education and Training:

1. Bachelor's degree in accounting, business or finance preferred, but not necessarily required.
2. Three (3) years of accounting, financial reporting or bookkeeping experience preferred.
3. In-depth understanding of payroll, bookkeeping and financial reporting.
4. Experience using Microsoft Excel and other accounting software

Licenses and Certifications:

1. A valid Nevada driver's license is required at the time of appointment.
2. Skills testing may be required.

Candidates must meet the minimum qualifications as listed on the appropriate position vacancy announcement.

PHYSICAL AND MENTAL REQUIREMENTS:

The physical and mental requirements described here are representative of those that must be met by an employee to successfully perform the essential functions of the job.

Cognitive ability and dexterity to operate office equipment for long periods of time. Strength and stamina to bend, stoop, sit and stand for long periods. Dexterity and coordination to handle periodic lifting and moving of boxes. Reaching for items above and below waist level. Involves hearing and speech to communicate in person or over the telephone. Must have the ability to lift 50 pounds to waist height.

In compliance with applicable disability laws, reasonable accommodations may be provided for qualified individuals with a disability who require and request such accommodations. Incumbents and individuals who have been offered employment are encouraged to discuss potential accommodations with the employer.

WORKING CONDITIONS:

Work is performed under the following conditions: Position functions primarily within an office. The majority of work will be performed sitting at a computer for prolonged periods of time. Exposure to climate controlled office settings to outside weather with temperatures ranging from mild/moderate to extreme cold/heat. May involve exposure to noise levels ranging from low to moderate for frequent time periods.

Hazards: Stress, anxiety and office equipment (as related to specific assignment).

PHYSICAL CAPACITY REQUIREMENTS FOR POSITION

(Mark with an X, leave blank where not applicable)

ESSENTIAL FUNCTION	*LESS THAN 25% OF TIME*	*25% TO 49% OF TIME*	*50% TO 74% OF TIME*	*75% TO 100% OF TIME*
Sitting			X	
Standing	X			
Walking	X			
Bending/Stooping/				
Squatting/Twisting				
Crawling				
Kneeling				
Reaching above of body	X			
Reaching away from body	X			
Climbing Stairs				
Climbing while working (ladder, stools, roofs, poles)				
Balancing				
Lifting &/Or Carrying objects:				
50 Pounds or 1/3 Bodyweight				
Pushing				
Pulling				
Grasping/ Gripping		X		
Handling				
Applying Torque (arms)				
Fine Manipulation				
Repetitive Work			X	
Weight Bearings				
Typing, Keyboarding, or Entering Data			X	
Computer Monitor/ CRT			X	
Driving a Vehicle				
Working Alone				

Operating Machinery or Equipment:				
Heavy Equipment				
Vibrating Equipment				
Power Tools				
Machine/Electrical Hazards				
Ladders ≥ 6 Feet				
Personal Protective Equipment				
Respirator Use				
Work Conditions:				
High Noises				
Heights				
Confined Spaces				
Heat Stress				
Cold Stress				
UV Exposure				
Hazardous Chemical/Waste				
>8 Hrs Day				
Overtime/Irregular Hrs				
Senses:				
Eyes				
Visually Demanding Work				
Near Vision			X	
Far Vision				
Depth Perception				
Basic Color Discrimination				
Hearing Protection				
Speech Discrimination				
Audio Alarms				
Ability to Smell				

Equal Opportunity Employer

The Lyon County School District is an equal opportunity employer and will not knowingly discriminate in any area of employment. Those include discriminatory recruiting and hiring practices against any United States citizen or legal alien on the basis of race, color, creed, religion, sex, age, marital status, national or ethnic origin, disability, or any other protected class and shall extend to working conditions, training, promotion, and terms and conditions of employment.

Individuals with a disability who require reasonable accommodation(s) during any step of the screening process or who have questions about qualifications should notify a representative in Human Resources. Notification may be made in person, in writing, or by calling: (775) 463-6800.

I have read and understand the requirements of my job.

Employee Name: _____

Employee Signature: _____ Date: _____

From: **Tom Hendrix** hendrix.tom@lyoncsd.org
Subject: Agenda item Oct 24 2023, PRDP
Date: October 6, 2023 at 1:13 PM
To: Wayne Workman wworkman@lyoncsd.org
Cc: Philip Cowee pcowee@lyoncsd.org

TH

Mr Workman and Mr Cowee,

This is how I'd like another one of my agenda items presented for the October 24, 2023meeting.

(For Possibly Action) Discussion and possible action regarding improved safety of the 2023-2024 LCSD Progressive Restorative Discipline Plan. This is being presented by Trustee Hendrix.

Board Memo

Date: October 24, 2023

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Improved Safety of LCSD Progressive Restorative Discipline Plan

Recommendation

That Board of Trustees approve an amendment to the 2023-2024 Progressive Restorative Discipline Plan to improve safety.

Background Information

There are concerns about teacher safety when meeting in a one-on-one situation with students who have severe discipline issues and have been required to be placed in an alternative education setting such as Lyon Online.

Lyon County teachers in alternative education settings are located off campus and do not have a traditional classroom.

We must do everything possible to protect our teachers from any unsafe situation.

Proposed Motion

Page 49 of the 2023-2024 Progressive Restorative Discipline Plan, the section underlined and highlighted in red at the end of the second bullet point, shall be amended to add "Teachers shall be provided the option of being accompanied by additional staff and/or an SRO at the student's homes school, in a classroom.

Budget Considerations
No cost

Attachments
Agenda Item 10F, Sept 27 2023

Respectfully submitted,

Tom, Hendrix,
LCSD Trustee
Sent from my iPhone

LYON COUNTY SCHOOL DISTRICT:
RESTORATIVE DISCIPLINE PLAN

ELEMENTARY SCHOOLS:

COTTONWOOD, DAYTON, EAST VALLEY, FERNLEY ELEMENTARY, FERNLEY INTERMEDIATE, RIVERVIEW, SILVER STAGE, SMITH VALLEY, SUTRO, YERINGTON

INTERMEDIATE/ MIDDLE SCHOOLS:

DAYTON, SILVER STAGE, SILVERLAND, SMITH VALLEY, YERINGTON

HIGH SCHOOLS:

DAYTON, FERNLEY, SILVER STAGE, SMITH VALLEY, YERINGTON

Author's Note: This Restorative Discipline Plan was developed by the Lyon County School District (LCSD) Restorative Discipline Committee (Tim Logan, Tammie Moniz, Shawn Romero, Corinne Burns, Monie Byers, David Palmer, Jed Marciniak, Stephanie Coplan, and Tamara Roseberry) with feedback from the following focus groups as outlined in AB 285: Teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts, other educational personnel and support personnel, the parents and guardians of pupils, the pupils who are enrolled in the school and, if applicable, organizational teams established pursuant to NRS. 388G.700. A list of names for those participating in focus groups is in Appendix A.

Categories of Behavior

1. Attendance Related Behaviors
    a. Excessive Tardies (minor)
    b. Truancy (minor)
    c. Habitual Truancy (major)
2. Violations of School Rules
    a. Disregard for School Rules (minor)
        i. Public Display of Affection
        ii. Horseplay
        iii. Physical Aggression
        iv. Unauthorized Area
    b. Insubordination (major)
3. Disruptions of Class/School Activities
    a. Interference with Instruction (minor)
    b. Disruption of School Activities (major)
        i. False Fire Alarm
        ii. Serious Disruption of School
        iii. Threat to School
4. Prohibited Behaviors- General
    a. Arson (major or minor)
    b. Bus/Transportation (minor)
    c. Cheating/Plagiarism (major or minor)
        i. Altering School Records
        ii. Cheating Plagiarism
        iii. Forgery

d. Damage to or Destruction of Property on School Grounds (major or minor)
e. Dress Code Violation (minor)
f. Gang Related Behavior/Activity (major)
g. Habitual Disciplinary Problem (major)
h. Impairing Health, Safety, or Welfare of Others (major or minor)
i. Inappropriate Language (minor)
    i. Directed at Peer
    ii. Directed at a LCSD Employee
j. Sexual Assault (major)
k. Sexual Misconduct/Harrassment (major)
l. Technology Violation (minor)
    i. Electronic Devices/Cell Phone
    ii. Pornography
m. Theft/Possession of Stolen Property
n. Trespassing (minor or major)

5. Bullying Behaviors
    a. Bullying (minor or major)
    b. Cyberbullying (minor or major)
    c. Discrimination Based on Race (minor or major)
6. Substance Use Behaviors
    a. Alcohol - Possession/Use of (minor)
    b. Drug Paraphernalia- Possession of (minor)
    c. Possession/Use of a Controlled Substance (minor)
    d. Tobacco Violation (minor)
    e. Sale Distribution of Controlled Substance (major)

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7. Threat Behaviors
    a. Threat to School (major)
    b. Threat to Staff (major)
    c. Threat to Student (major)
8. Violent Behaviors
    a. Violence/Harm to Staff (major)
    b. Violence/Harm to Student (major)
9. Weapons Involved Behaviors
    a. Possession/Use of a Weapon (major)
        i. Possession/Use of a Weapon
        ii. Fireworks
        iii. Weapon not Defined Under NRS
        iv. Brandishing a Weapon or Dangerous Weapon

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LCSD DISCIPLINE POLICY STATEMENT

At Lyon County School District (LCSD), we are committed to providing our students with the best possible learning environment. Our mission is to provide relevant learning opportunities that develop adaptable, persistent, and self-directed learners capable of creativity, collaboration, communication, and critical thinking necessary to overcome complex challenges. We, at LCSD, have some fundamental beliefs which guide our thinking and shape our policies. All LCSD students have the right to:

- **A positive, safe and respectful learning environment.**
- **Highly qualified staff who offer their best every day.**
- **Our patience and nonjudgmental guidance as they learn to navigate this confusing world.**
- **Make mistakes, understand why it was a mistake and the opportunity to learn from those mistakes.**
- **Motivating adults who believe in their individual dreams and are committed to helping them fulfill those dreams.**
- **Caring adults who support and respect them for who they are individually.**
- **An equitable and diverse education with the appropriate resources to be successful.**
- **Engage as inclusive members of their school and community.**
- **Be heard and have a voice in all aspects of their education.**
- **Understand existing rules, the purposes of those rules and the opportunity to express concerns with perceived inequities.**
- **Be open, honest and express themselves in a respectful manner.**
- **Authentic, real world learning opportunities that will prepare them for their future.**

Our approach to discipline includes the value of teaching and re-teaching expectations to students. Discipline should only be applied with the additional support of restorative practices in conjunction with both behavior and academic support as needed. The MTSS team will monitor the student discipline referral data on a quarterly basis to identify any disproportionalities.

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CHRONIC MISBEHAVIORS[1]:
Questions to Consider

□ **Is the student consistently receiving Tier One (school-wide) behavior supports?**
□ **Does the student possess the skills necessary to:**
- ✔ **appropriately resolve conflicts with peers and/or adults?**
- ✔**successfully complete academic requirements?**
- ✔**resist peer recruitment (gangs, drugs, hazing, etc.)?**
- **If not, what targeted skill development is necessary?**

□ **What INTERVENTIONS, as opposed to punishments, have been implemented?**
□ **What ENVIRONMENTAL FACTORS (triggers) at school are contributing to the misbehavior?**
- **What is missing or present in the environment which supports the continued use of the misbehavior?**

□ **What FUNCTION does the misbehavior serve? What is gained or avoided by engaging in misbehavior?**
□ **Has the student been seen by the school counselor?**
□ **Has the student been provided targeted skill development? i.e., anger management, conflict resolution**
□ **Has the student been seen by a private agency?**
□ **Has the student been paired with an adult mentor to help build positive school relationships?**
□ **Has the student been referred to the Instructional Support Team (IST/ICAT)?**
□ **Has the student been diagnosed with a medical / psychiatric condition which requires medication?**

REMINDER: Punishments are one of the LEAST EFFECTIVE responses to students who demonstrate a pattern of inappropriate behavior. Students with chronic behavior concerns, will require interventions which are thoughtfully constructed and routinely evaluated for effectiveness.

[1] **Adapted from SBCUSD**

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Restorative Questions I[2]

To respond to challenging behavior

- ★ **What happened?**
- ★ **What were you thinking of at the time?**
- ★ **Who has been affected by what you have done?**
- ★ **In what way?**
- ★ **What do you think you need to do to make things right?**

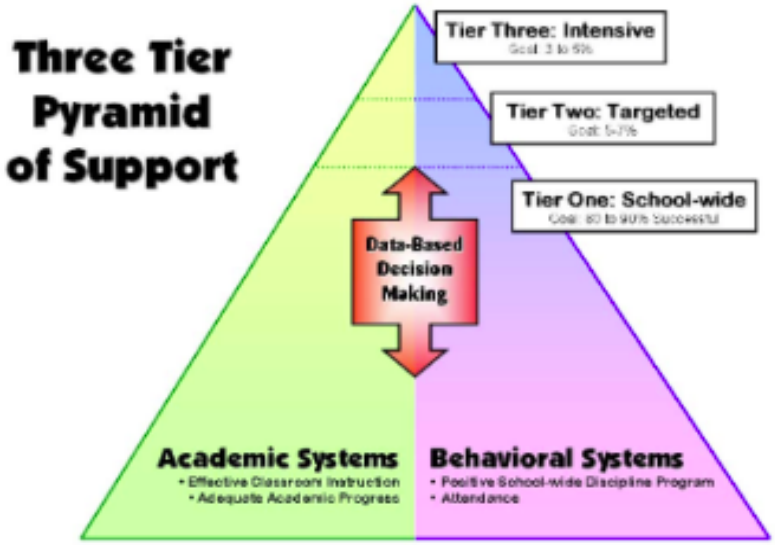
Restorative Questions II[2]

To help those harmed by another's actions.

- ★ **What did you think when you realized what had happened?**
- ★ **What impact did this incident have on you and others?**
- ★ **What has been the hardest thing for you?**
- ★ **What do you think needs to happen to make things right?**

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[2] **From** International Institute for Restorative Practices, www.iirp.org



Tier Two Supports (Targeted):

Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

Targeted behavior supports include:

- targeted skill development
- function-based interventions
- increased support and feedback
- increased progress monitoring

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Tier One Supports (School-wide):

Tier One Supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

School-wide behavior supports include:

- explicit teaching of expected behaviors
- consistent acknowledgement and correction of student behavior
- data-based decision making
- active supervision
- safe and welcoming culture

Tier Three Supports (Individual):

Tier Three supports (academic / behavioral) are long-term, intensive interventions which focus on individual students.

Tier Three supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and placement.

Adapted from SBCUSD

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TIER ONE BEHAVIOR SUPPORTS	TIER TWO BEHAVIOR SUPPORTS	TIER THREE BEHAVIOR SUPPORTS
❑ Commitment to PBIS ❑ Universal Expectations & Rules ❑ Office Referral Procedures ❑ School-Wide Acknowledgement System ❑ School-Wide Social Skills Instruction ❑ Active Supervision ❑ Enforcement of Expectations ❑ Data-Based Decision Making ❑ Safe and Welcoming Climate	❑ Strategic Skill Development ● School Success ○ Attendance ○ Classroom Survival Skills ○ Interacting with Confidence ○ Organization ● Targeted Skill Development ○ Anti-Social ○ Conflict with Authority ○ Drug/Alcohol ○ Impulse Control ○ Problems with Peers ○ Withdrawal ❑ Function-Based Intervention ● Gain ○ Check In/Check Out ○ Mentoring ● Escape ○ Academic support ○ Accommodations ❑ School-Based Network of Support ● Planned staff collaboration ● Intentional staff/student interactions ● Increased monitoring & feedback	❑ Analysis of Behavior Function & Creation of Behavior Support Plan ● Environmental modifications ● Replacement Behaviors ● Curriculum modifications ● Reinforcement system ● Proactive strategies ● Reactive strategies ● Behavior goals ● Communication systems ❑ Wrap Around Support(s) ● School-based network of support ● Inter-agency collaboration ● Continuous monitoring & feedback ❑ District-Based Structured Alternative/Resource Setting ● School-wide Behavior Management System ○ Proactive supervision and monitoring ○ On-site community agency personnel (school resource officer, social worker, mental health)

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Adapted from SBCUSD

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Interventions and Best Practices:

- **Clearly define / post the behavioral expectations.**
- **Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.**
- **TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).**
- **Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. "Lunch will be in two minutes. At that time, everyone will put away all the materials, push in all the chairs and line up."**
- **Cue / Prompt / Remind - Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.**
- **Acknowledge students who appropriately demonstrate the expected behavior.**
- **Specifically explain HOW the behavior did not meet the stated / taught expectation. "It is disrespectful to other students when you _____."**
- **Provide a warning - "Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning."**
- **Check for student understanding of the behavioral expectations - "Please summarize what we discussed so I ensure there is no confusion."**
- **Evaluate the student's skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.**
- **Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?**
- **Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. "You can work quietly on your assignment now and leave with the class or work with me during lunch."**
- **Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.**
- **Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).**
- **Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors.**
- **Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for "out of the box" ideas.**
- **Involve a problem-solving team (See Student Intervention Flow Chart).**

Adapted from SBCUSD

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Lyon County School District

RESTORATIVE DISCIPLINE PLAN

ATTENDANCE RELATED BEHAVIORS

Excessive Tardies (minor): A student has been marked tardy five or more times in a school semester. All tardies marked during the day will count as one tardy.

State Definition: *Violations of a policy regarding attendance adopted by a board of trustees pursuant to NRS 392.122, the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463, or the rules of the school as outlined in the Parent/Student handbook or disseminated by a school in regard to the number of tardies that will result in a student receiving disciplinary sanctions. Decisions on the number of tardies that will result in a student receiving disciplinary sanctions should be based on localized considerations such as the school level, age and/or development of students, and other local considerations (such as layout of the school campus or status as open or closed campus) and may be contextualized by school level or campus based on those considerations as long as there is an effort for standardization across the LEA by grade or school levels.)*

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School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Elementary	Parent contact (5th tardy)	Parent contact; Improvement Plan (6th tardy)	Parent Contact; Required Improvement Plan Review (7+ tardies)	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for meeting expectations (PBIS) Tier 2: • Re-teaching Expectations • Meet with counselor • Meet with social worker • Referral to MTSS Team • Instructional Assessment • Conference with Admin/SRO • Time for time Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Student Escort between classes or to and from school.	**45: Multiple Tardies** ***Excessive Tardies**
Middle	Detention; Parent contact (5th tardy)	Detention; Parent contact (6th tardy)	Detention; Parent contact (7+ tardies)		
High	Detention; Parent contact (5th tardy)	Detention; Parent contact (6th tardy)	Detention; Parent contact (7+ tardies)		

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ATTENDANCE RELATED BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Truancy (minor): A student who has an absence for at least one period or the equivalent of, that is not excused or exempt, shall cause the administration of the school to investigate the cause of such absence. LCSD Board Policy JED **State:** NRS 392.120;					
Elementary	1-3 days Detention; tier 2 intervention	3-5 days Detention; required tier 2 intervention	5-10 days Detention; P/G conference; required tier 3 intervention	Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Re-teaching Expectations ● Make-up assignment ● Make-up lost time ● Meet with counselor ● Meet with social worker ● Educational Project ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Campus Beautification ● Restitution ● Check-in Check-Out ● After School Detention Tier 3: ● Student Study Team ● Functional Behavior Assessment ● Behavior Improvement Plan ○ Review of bell schedule ○ Plan of attendance ● Law Enforcement ● JPO	519 **TR: Truant** ***Truancy**
Middle	1 - 3 days Detention; tier 2 intervention	1 day APEP; required tier 2 intervention	3 days APEP; LCSO citation for habitual truancy; required tier 3 intervention		
High	1 - 3 days Detention; tier 2 intervention	1 day APEP; required tier 2 intervention	3 days APEP; LCSO citation for habitual truancy; possible suspension of driver's license by the DMV; required tier 3 intervention		

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ATTENDANCE RELATED BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Habitual Truancy (major): Any child who has been declared truant three (3) or more times within one school year must be declared a habitual truant. *NRS 392.140* *Conditions under which pupil declared habitual truant; applicability.* LCSD Board Policy JED					
Elementary	Habitual truancy packet completed and request for citation by the Lyon County Sheriff Office Additional day(s) of Detention/ISS, required tier 3 intervention			Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Meet with counselor • Meet with social worker • Educational Project • Attendance Improvement Plan Tier 3: • Student Study Team • Functional Behavior Assessment • Law Enforcement • JPO	520 **HT: Habitually Truant** ***Habitual Truancy**
Middle	Habitual truancy packet completed and request for citation by the Lyon County Sheriff Office Additional day(s) of APEP, required tier 3 intervention				
High	Habitual truancy packet completed and request for citation by the Lyon County Sheriff Office Additional day(s) of APEP, required tier 3 intervention				

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VIOLATIONS OF SCHOOL RULES

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Disregard For School Rules (minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 and/or violations of the rules of the school as outlined in the Parent/Student handbook, or disseminated by the individual school, teacher, or coach. **Example:** Horseplay/pushing, Unacceptable school behavior, Nuisance item, Inappropriate display of affection (public display of affection), Throwing substance at vehicle (if NO damage occurred to the vehicle; if damage did occur to the vehicle, code to Damage of or Destruction of Property on School Grounds **					
Public Display of Affection: See student handbook for full definition					
Elementary	Warning	Warning	See Insubordination 1st offense		
Middle	Warning	1-3 days Detention	See Insubordination 1st offense		
High	Warning	1-3 days Detention	See Insubordination 1st offense		
Horseplay: Students are engaged in mutual physical interaction without the intent of injury.					
Elementary	Warning	1-2 days Detention	3-5 days Detention		
Middle	Warning	1-3 days Detention	1-3 days APEP		
High	Warning	1-3 days Detention	1-3 days APEP		
Physical Aggression: Students are engaged in the action of pushing, shoving, and kicking that is an emotional act without premeditation or intent to harm.					
Elementary	1-2 days Detention	3-5 days Detention or 0.5-3 days ISS	0.5-3 days ISS or 1 day OSS		
Middle	1-5 days Detention	1-3 days APEP	3-5 days APEP		
High	See Violence/Harm to Student for consequences				

Tier 1:
- Classroom lessons
- School wide education assemblies
- Positive acknowledgement for demonstrating expectations (PBIS)

Tier 2:
- Pre-correction
- Re-teaching Expectations
- Meet with counselor
- Meet with social worker
- Educational Project
  - Legal ramification research
  - Review of transportation pamphlet
- Referral to MTSS Team
- Instructional Assessment
- Restorative Circle/Mediation
- Restorative Mediation
- Conference with Administration or School Resource Officer
- Time for time
- Complete online DMV exam (high school)
- Enrollment in evidenced based intervention program available at school site

Tier 3:
- Functional Behavior Assessment
- Behavior Improvement Plan
- Law Enforcement
- JPO
- Alternative Transportation

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2: Disorderly Conduct

31: Public Display of Affection

***Disregard For School Rules**

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VIOLATIONS OF SCHOOL RULES

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Unauthorized Area: Students are not where they have been assigned.					
Elementary	Conference; Warning	Conference; Warning or 1-3 days Detention	1-3 days Detention/ISS		
Middle	Warning; possible truancy	1-3 days Detention; possible truancy	3-5 days Detention; possible truancy		
High	Warning; possible truancy	1-3 days Detention; possible truancy	3-5 days Detention; possible truancy		
INSUBORDINATION (major): Offenses that involve repeatedly and willfully not following written, disseminated, known, and/or verbal rules or expectations that have been taught, even after reteaching and prompting.**				Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Complete online DMV exam (high school) • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement/JPO	**20: Insubordination / Disobedience** 522 ***Disregard For School Rules**
Elementary	Warning, 1-3 days Detention	1-3 days Detention or 1-2 days ISS, Restorative conference	1-3 days ISS/OSS; Restorative Conference		
Middle	1-5 days Detention:	1-3 days APEP	3-5 days APEP		
High	1-5 days Detention	1-3 days APEP	3-5 days APEP		

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DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Interference With Instruction (minor): Disruptive conduct in the classroom which has the effect of disrupting the instruction of other students and which are violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 and/or violations of the rules of the school as outlined in the Parent/Student handbook or disseminated by the school. **Example:** Class Disruption which has the effect of disrupting the instruction of other students , does not result in a large scale disturbance or disruptive behavior					
Elementary	1-2 days Detention	3-5 days Detention	0.5-3 days ISS; P/G conference	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for meeting expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project • Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	523 **14: Classroom Disruption** ***Interference With Instruction**
Middle	1-5 days Detention;	1-3 days APEP	3-5 days APEP		
High	1-5 days Detention	1-3 days APEP	3-5 days APEP		

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DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Disruption Of School Activities (Major): Willfully interfering with or disturbing persons in the general educational activities of the school through violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 and/or violations of the rules of the school as outlined in the Parent/Student handbook or disseminated by the school. This event type is for use with large scale disturbances only. ***Example:*** *Disturbing the peace, Riot/brawl, False fire alarm, False reporting of weapon*					
False Fire Alarm: Student pulled the school fire alarm without a fire emergency					
Elementary	1-3 days Detention/ISS; notify LCSO/LCFD	1-5 days ISS; notify LCSO/LCFD	5-10 days ISS or 1-5 OSS; notify LCSO/LCFD		
Middle	5-10 days APEP; LCSO/LCFD notified	10 days APEP; notify LCSO/LCFD, with possible long-term suspension	10 days APEP/OSS pending long-term suspension; Notify LCSO/LCFD		
High	5-10 days short-term suspension; notify LCSO/LCFD	10 days APEP; Notify LCSO/LCFD, with possible long-term suspension	10 days APEP/OSS pending long-term suspension; Notify LCSO/LCFD		
Serious Disruption of School: A student(s) action that interferes with the purpose and function of a school. **Example:** Disturbing the peace, Riot/brawl, False reporting of weapon					
Elementary	1-5 days Detention or 0.5-3 ISS	3-5 days Detention or .5-3 days ISS; possible notification of law enforcement	1-5 days ISS or 1-3 OSS; P/G conference; LCSO notification		
Middle	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP; possible long-term suspension	Notify LCSO; 1-10 days APEP/OSS; possible permanent long-term suspension/expulsion for contract violations		
High	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP; possible long-term suspension	Notify LCSO; 1-10 days APEP/OSS; possible permanent long-term suspension/expulsion for contract violations.		

Tier 1:
- Classroom lessons
- School wide education assemblies
- Positive acknowledgement for demonstrating expectations (PBIS)

Tier 2:
- Pre-correction
- Re-teaching Expectations
- Meet with counselor
- Meet with social worker
- Educational Project
  - Legal ramification research
- Referral to MTSS Team
- Instructional Assessment
- Restorative Circle/Mediation
- Restorative Mediation
- Conference with Administration or School Resource Officer
- Time for time
- Enrollment in evidenced based intervention program available at school site

Tier 3:
- Functional Behavior Assessment
- Behavior Improvement Plan
- Law Enforcement
- JPO

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33: School Disruption

***Disruption Of School Activities**

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DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Threat to School: Threats and targeted attacks against schools					
Elementary	See policy JG,LCSO notification				
Middle	10 days APEP pending long-term suspension; LCSO notification				
High	10 days APEP pending long-term suspension; LCSO notification				

PROHIBITED BEHAVIORS - GENERAL					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Arson (major, or minor): Intentionally setting fire, or attempting to set fire, or intentionally engaging in malicious conduct which may reasonably be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct. See also: NRS 205.005 "Set fire to" defined 525					
Elementary	1-10 days ISS/OSS; See policy JG, LCSO notification			Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement(PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Educational Project • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Conference with Admin/SRO Tier 3: • Meet with counselor • Meet with social worker • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement/ JPO	**15: Conduct prohibited by city/state/federal** ***Arson**
Middle	10 days APEP/OSS pending long-term suspension; LCSO notification				
High	10 days APEP/OSS pending long-term suspension; LCSO notification				

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PROHIBITED BEHAVIORS - GENERAL (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Bus/Transportation (minor): A violation of the transportation policy adopted by the board of trustees pursuant to NRS 392.4636.					
Elementary **Middle** **High**	**Minor**: Following 3 minor violations transportation will submit referral to admin; 1-3 days Detentions **Major**: Follow restorative discipline plan for specific behavior category infractions; 1-5 days transportation suspension *Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance	**Minor**: 1-3 days transportation suspension **Major**: Follow restorative discipline plan: 6-10 days transportation suspension *Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance	**Minor**: 3-10 days transportation suspension **Major**: Up to 45 days transportation suspension *Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement(PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	526 **38 Transportation Violation** ***Bus/Transportation**

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Cheating/Plagiarism (major or minor): A violation of the Code of Honor related to cheating established pursuant to NRS 392.461. In general, cheating is the improper taking of information from and/or giving of information to another student, individual or other source. Plagiarism is representing another person's work or ideas as your own without credit to the proper source and submitting it for any purpose. ***Example:*** Altering records, Communicating false information (written or spoken), Dishonesty, Forgery.					
Altering School Records: Student makes unauthorized changes to school records (grades, attendance, etc)					
Elementary	Warning; 1-3 days Detention	3-5 days Detention	.5-3 days ISS; P/G conference	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**10: Altering School Records** **13: Cheating** 527 **30: Plagiarism** **24: Forging Documents** ***Cheating/Plagiarism**
Middle	1-3 days APEP	3-5 days APEP	5-10 days of APEP		
High	1-3 days APEP	3-5 days APEP	5-10 days of APEP		

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Cheating/Plagiarism: Student copies or takes credit for another individuals work				Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	**30: Plagiarism** 528 **24: Forging Documents** ***Cheating/Plagiarism**
Elementary	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	1-3 days ISS		
Middle	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	5-10 days of Detention; Parent Conference		
High	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	5-10 days of Detention; Parent Conference		
Forgery: when a person makes or alters a note or writing so that it is false with the intent to deceive.					
Elementary	1-3 days Detention	3-5 days Detention; P/G conference	5-10 days Detention or 0.5-3 days ISS; P/G conference		
Middle	3-5 days Detention or 1 day APEP	2-3 days APEP	3-5 days APEP		
High	3-5 days Detention or 1 day APEP	2-3 days APEP	3-5 days APEP		

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Damage to or Destruction of Property on School Grounds (major or minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 relating to the willful or malicious destruction of or injury to real or personal property of another. ***Example:*** Graffiti, Tampering with motor vehicles, Throwing substance at vehicle (if damage occurred to the vehicle; if damage did not occur to the vehicle then code to Disregard for School Rules, minor), Vandalism.					
Elementary	Restitution; 1-3 days Detention; Over $250 LCSO notified.	Restitution; 3-5 days Detention or 0.5-3 Day ISS; Over $250 LCSO notified.	Restitution; possible 1-3 Day ISS/OSS ; P/G Required Conference; Over $250 LCSO notified.	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based • Intervention program available at school site Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	529 **21: Damage to School Property/Vandalism** ***Damage to or Destruction of Property on School Grounds**
Middle	Restitution; 3-5 days APEP, Over $250 LCSO notified	Restitution; 5-7 days APEP; Over$250 LCSO notified	Restitution; 7-10 days APEP; Over $250 LCSO notified		
High	Restitution; 3-5 days APEP, Over $250 LCSO notified	Restitution; 5-7 days APEP; Over$250 LCSO notified	Restitution; 7-10 days APEP; Over $250 LCSO notified		

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Dress Code Violation (minor): Violations of the dress code as outlined in the parent student handbook and/or individual school rules. This includes violations of a school uniform policy adopted pursuant to NRS 386.855. ***Example*:** Non-dress Physical Education (PE), Indecent exposure (rule out age/development level of the student and other major prohibited behavior that more appropriately captures the behavior of the student). See LCSD Board Policy JFJ					
Elementary	Warning; corrected	Warning; corrected	See Insubordination- first offense	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	530 **29: Inappropriate Dress** ***Dress Code Violation**
Middle	Warning; corrected	Warning; corrected	See Insubordination- first offense		
High	Warning; corrected	Warning; corrected	See Insubordination- first offense		

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Gang Related Behavior/Activity (major): Violations of the policy established by the board of trustees for the prohibition of activities of criminal gangs on school property pursuant to NRS 392.4635. See LCSD Board Policy JFC					
Elementary	1-3 days Detention/ISS; Gang/ Behavior Contract; notify LCSO	3-5- days Detention/ISS; notify LCSO/Work with SRO	1-3 days ISS/OSS; notify LCSO/work with SRO	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker7 • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	531 **25 Gang Activity** ***Gang Related Behavior/Activity**
Middle	1-3 days APEP; notification of LCSO	3-5 days APEP; notification of LCSO	5-10 days APEP/OSS with long-term suspension; notification of LCSO		
High	3-5 days APEP; Gang/Behavior Contract; Notify LCSO	5-10 days APEP; Notify LCSO; Possible long-term suspension	10 days APEP/OSS; notify LCSO; long-term suspension/expulsion		

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Habitual Disciplinary Problem (major): NRS 392.4655 Conditions under which pupil deemed habitual disciplinary problem; plan of behavior to prevent pupil from being deemed habitual disciplinary problem; appeal by parent or guardian concerning content of plan or action taken pursuant to plan. **Example:** See LCSD Policy JG for specific guidelines.					
Elementary	See Policy JG			Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	532 **15 Conduct prohibited by city/state/federal** ***Habitual Disciplinary Problem**
Middle	10 days APEP/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers				
High	10 days APEP/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers				

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PROHIBITED BEHAVIORS - GENERAL (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Impairing Health, Safety, or Welfare of Others (major or minor): Violations of any regulation adopted by the board of trustees for sanitation in the public schools and for the prevention of the spread of contagious and infectious diseases pursuant to NRS 392.430. **Example:** Throwing urine on another student, spitting on another student, knowingly give someone something to ingest (putting eye drops in teacher water), poking a student with a syringe					
Elementary	See Policy JG			Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	533 ***Impairing Health, Safety, or Welfare of Others**
Middle	10 days APEP/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers				
High	10 days APEP/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers				

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Inappropriate Language (minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 relating to spoken language or other communications. **Example:** Foul language, Disrespect/swearing, Inappropriate behavior/language, Profanity, Obscene language and gestures, Unacceptable language, Verbal abuse					
Inappropriate Language (minor): Directed at a Peer					
Elementary	Warning	1-3 days Detention	3-5 days Detention	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**41: Vulgar Language / Obscenities / Profanity** ***Inappropriate Language** 534
Middle	Warning	1-3 days Detention	3-5 days Detention		
High	Warning	1-3 days Detention	3-5 days Detention		

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Inappropriate Language (minor): Directed at a LCSD Employee				Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for meeting expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Educational Project • Referral to MTSS Team • Instructional Assessment • Restorative Mediation • Conference with Admin/SRO Tier 3: • Meet with counselor • Meet with social worker • Functional Behavior Assessment • Behavior Improvement • PlanRestorative Circle/Mediation • Law Enforcement / JPO	**15 Conduct Prohibited by city/state/federal** ***Sexual Assault** 535
Elementary	1-3 days Detention;	3-5 days Detention; or 1 day ISS	0.5-3 days ISS or see insubordination		
Middle	1-3 days APEP	3-5 days APEP	5-10 days APEP		
High	1-3 days APEP	3-5 days APEP	5-10 days APEP		
Sexual Assault (major): NRS 200.366 Sexual assault: Definition; penalties; exclusions. NRS 62F.100 "Sexual offense" defined. NRS 62A.320 "Sexually motivated act" defined. NRS 62F.010 District attorney may request hearing after adjudication of delinquency in certain circumstances to determine whether unlawful act was sexually motivated; evidence; juvenile court to enter finding.					
Elementary	Contact LCSO;				
Middle	Contact LCSO;				
High	Contact LCSO;				

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Sexual Misconduct/Harassment (major): Violations of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463 relating to behavior or harassment that is sexual in nature. **Examples** may include but are not limited to: unwelcome sexual advances or propositions; using electronic devices or technology to record or transmit nudity or sexual acts; unwanted touching; threatening to harm someone sexually; consensual sexual activity between two (2) or more students; and inappropriate or suggestive sexual behavior involving one or more students. See also: NRS 200.571 Harassment: Definition; penalties.					
Sexual Harassment					
Elementary	1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	1-3 Days OSS (in-school or out-of-school), depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	4-10 Days OSS depending on severity of incident.* . Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	536 **11: Bullying Confirmed** **18: Cyber Bullying Confirmed** ***Sexual Misconduct/Harassment**
Middle	3-5 days Detention or 1-3 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	3-5 days of APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	5-10 days of APEP with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment		
High	1-3 days APEP/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO for possible citation, 3-5 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment		

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Technology Violation (minor): Violations of the policy concerning use and possession of electronic devices adopted by the board of trustees pursuant to NRS 392.4637. **Example:** Acceptable use policy, Cell phone use violations, electronic device violation, Inappropriate use of technology violation, Internet violation, Personal communication device.					
Electronic Devices/Cell phones - LCSD Policy EDBB & Individual school handbook					
Elementary	Warning	Teacher confiscates device and returns at end of class/day	Teacher confiscates device and turns into office; returned at end of day at discretion of admin, possible 1-3 days Detention	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**35: Technology Violation** ***Technology Violation** 537
Middle	Warning	Taken to the office; student may access device at lunch, during passing.	Taken to the office; student may access device at lunch, during passing.		
High	Warning	Taken to the office; student may access device at lunch, during passing.	Taken to the office; student may access device at lunch, during passing.		

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Pornography: Student accesses online or physical content deemed to be pornography					**35: Technology Violation** ***Technology Violation**
Elementary	1-3 days Detention	3-5 days Detention and computer privileges suspended for a time TBD by administration	1-3 days of ISS and computer privileges suspended for a time TBD by administration		
Middle	1-5 days APEP	5-10 days APEP; and computer privileges suspended for a time TBD by administration	10 days APEP and computer privileges suspended for a time TBD by administration		
High	1-5 days APEP	5-10 days APEP; and computer privileges suspended for a time TBD by administration	10 days APEP and computer privileges suspended for a time TBD by administration		
Theft/Possession of Stolen Property (major): Stealing or taking the property of another individual, or being in the possession of property that has been stolen, based on statutory definitions for such actions, and which is a violation of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463; a violation of the rules of the school as outlined in the Parent/Student handbook; or disseminated by the individual school, teacher, or coach. See also: NRS 205.0832 Actions which constitute theft. NRS 205.060 Residential burglary, burglary of a business, burglary of a motor vehicle and burglary of a structure: Definitions; penalties; venue. [Effective July 1, 2020.] NRS 200.380 Definition; penalty. (Robbery) NRS 205.220 Grand larceny Definition. [Effective July 1, 2020.]. **Example:** Burglary, Larceny, Robbery, Stealing, theft private property, theft personal property					
Elementary	1-3 days Detention; notification of LCSO if over $250, restitution	1-5 days ISS; notify LCSO if over $250, restitution, P/G conference	3-5 days ISS or 0.5-3 days OSS; notify LCSO if over $250, restitution, P/G conference	Tier 1: • Classroom and school wide lessons on expectations • Positive acknowledgement (PBIS) Tier 2: • Pre-correction/Re-teaching • Counselor/social worker meeting • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Conference with Admin/SRO • Restitution • Available Tier 2 interventions Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement/JPO	**32 Receiving/Possession of Stolen Property** ***Theft/Possession of Stolen Property**
Middle	3-5 days APEP; notification of LCSO for any item stolen over $250	5-10 days APEP; notification of LCSO for any item stolen over $250	Administrator Discretion; notification of LCSO for any item stolen over $250		
High	3-5 days APEP; notification of LCSO for any item stolen over $250	5-10 days APEP; notification of LCSO for any item stolen over $250	Administrator Discretion; notification of LCSO for any item stolen over $250		

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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Trespassing (minor or major): Trespassing or presence in an unauthorized area by a student and which is a violation of the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463; a violation of the rules of the school as outlined in the Parent/Student handbook; or disseminated by the individual school, teacher, or coach; and which includes previous or repeated communication to the student that the area is off-limits to students. See also: NRS 207.200 Unlawful trespass upon land; warning against trespassing. **Example:** Being on another campus unauthorized (middle school on high school campus), when in APEP and showing up to an event)					
Elementary	Administration decides on consequence	3-5 days Detention or 0.5-3 ISS	0.5-3 days ISS/OSS	Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	539 **39: Unauthorized area** ***Trespassing**
Middle	1-5 days Detention	1-3 days APEP	3-5 days APEP		
High	1-3 days Detention	1 day APEP	2 days APEP; student success plan.		

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BULLYING BEHAVIORS					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Bullying: See NRS 388.122 "Bullying" defined and LCSD Board Policy JFCC. Example: Harassment, Hazing, Intimidation, Libel/Slander, Retaliation, Stalking					
Elementary	1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	1-3 Days ISS/OSS, depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	4-10 Days ISS/OSS depending on severity of incident.* . Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**11: Bullying Confirmed** 540 **42: Violence to other student one sided** ***Bullying**
Middle	3-5 days Detention or 1-3 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	3-5 days of APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	5-10 days of APEP with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race		
High	1-3 days APEP/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO for possible citation, 3-5 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race		

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BULLYING BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Cyberbullying: NRS 388.123 "Cyber-bullying" defined. "Cyber-bullying" means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737. (Added to NRS by 2009, 687; A 2011, 1062) See also: NRS 200.571 Harassment: Definition; penalties. NRS 200.605 Penalties; definition. (Hazing), NRS 200.575 Stalking: Definitions; penalties; entry of finding in judgment of conviction or admonishment of rights. **Example:** Includes the following when the behavior is perpetrated via electronic means: Harassment, Hazing, Intimidation, Libel/Slander, Retaliation, Stalking.					
Elementary	1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	1-3 Days ISS/OSS, depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	4-10 Days ISS/OSS, depending on severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	541 **18: Cyberbullying Confirmed** ***Cyberbullying**
Middle	3-5 days Detention or 1-3 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	3-5 days of APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	5-10 days of APEP with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race		
High	1-3 days APEP/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO for possible citation, 3-5 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race		

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BULLYING BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Discrimination Based on Race: NRS 388.1235 "Discrimination based on race" defined. "Discrimination based on race" means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic identified in subsection 1: 1. Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and 2. That occurs in person, online or in any other setting including, without limitation, in a course of distance education.					
Elementary	1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	1-3 Days ISS/OSS (in-school or out-of-school), depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	4-10 Days ISS/OSS depending on severity of incident.* . Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	542 **46: Discrimination based on race confirmed** ***Discrimination Based on Race**
Middle	3-5 days Detention or 1-3 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	3-5 days of APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	5-10 days of APEP with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race		
High	1-3 days APEP/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO for possible citation, 3-5 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race	Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race		

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SUBSTANCE USE BEHAVIORS					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Alcohol: Possession/Use of (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of an alcoholic beverage. See also: NRS 392.464 Adoption and enforcement by trustees of disciplinary measures for pupil in possession of alcoholic beverage or controlled substance on premises of school.					
Elementary	1-3 days Detention/1 day ISS; notify LCSO	1-5 days ISS; notify LCSO	3-5 days ISS or 1-3 days OSS; notify LCSO	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	543 **1: Alcohol** ***Alcohol - Possession/Use of**
Middle	5 days APEP; mandatory referral for intervention and law enforcement contacted	10 days APEP; mandatory referral for intervention and law enforcement contacted	10 days APEP; notify Law Enforcement		
High	5-7 days APEP; may be reduced with completion of project success; notify law enforcement for citation	7-10 days APEP; notify law enforcement	10 days APEP; notify law enforcement		

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SUBSTANCE USE BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Drug Paraphernalia: Possession of (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of drug paraphernalia.					
Elementary	1-3 days Detention/1 day ISS; notify LCSO	1-3 days ISS; notify LCSO,	3-5 days ISS; notify LCSO	Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	**17: Controlled Substance Possession/Use** 544 ***Drug Paraphernalia - Possession of**
Middle	5 days APEP; mandatory referral for intervention; law enforcement contacted	10 days APEP; mandatory referral for intervention; law enforcement contacted	10 days APEP; notify law enforcement; possible long-term suspension		
High	7 days short-term suspension; may be reduced with completion of project success; notify law enforcement for citation	10 days APEP; notify law enforcement	10 days APEP; notify law enforcement; possible long-term suspension		

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SUBSTANCE USE BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Possession/Use of a Controlled Substance (major): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of a controlled substance. See also: NRS 392.464 Adoption and enforcement by trustees of disciplinary measures for pupil in possession of alcoholic beverage or controlled substance on premises of school. This can include over the counter medication misuse. Note: Sale/distribution of a controlled substance is a law enforcement and not a student discipline event (see section on Behavior event types to be eliminated).					
Elementary	1-3 days Detention/1 day ISS; notify LCSO	1-3 days ISS/OSS; notify LCSO	3-5 days ISS/OSS; notify LCSO	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	545 **17: Controlled Substance Possession/Use** ***Possession/Use of a Controlled Substance**
Middle	5-7 days APEP; mandatory referral for intervention; law enforcement contacted	7-10 days APEP; mandatory referral for intervention; law enforcement contacted	10 days APEP; notify law enforcement; possible long-term suspension		
High	5-7 days APEP; may be reduced with completion of project success; notify law enforcement for citation	7-10 days APEP; notify law enforcement	10 days APEP; notify law enforcement; possible long-term suspension		

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SUBSTANCE USE BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Tobacco Violation (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of tobacco or tobacco related products. Includes vaping (must rule out presence of a controlled substance).					
Elementary	P/G notification; confiscate device/product	1-3 Days Detention; parent meeting	3-5 Days Detention/ISS; parent meeting	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	546 **37: Tobacco** ***Tobacco Violation**
Middle	1-3 days APEP; confiscate device/product	3-5 days APEP	7-10 days APEP		
High	1-3 days APEP	3-5 days APEP	7-10 days APEP		

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SUBSTANCE USE BEHAVIORS (continued)					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Sale/Distribution of a Controlled Substance: (major): Distribution of an illegal or controlled substance NRS 392.466(1)					
Elementary	1-3 days Detention/ISS; notify LCSO	3-5 days ISS/OSS; notify LCSO; possible expulsion or permanent expulsion (11 & older)	5-10 days ISS/OSS; notify LCSO; possible expulsion or permanent expulsion (11 & older)	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	**16: Controlled Substance Distribution** ***Sale Distribution of a Controlled Substance**
Middle	10 days APEP/OSS pending long-term suspension; expulsion, or permanent expulsion; mandatory intervention counseling; law enforcement contacted				
High	Notify LCSO; 10 days APEP/OSS; Send home with P/G; pending long-term suspension, expulsion, or permanent expulsion				

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THREAT BEHAVIORS					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Threat to Staff (major): NRS 392.915 Threatening to cause bodily harm or death to pupil or school employee by means of oral, written or electronic communication; penalties. **Note**: Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type. Note: Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type.					
Elementary	1-3 Detention	4-5 days ISS/0.5-3 days OSS	0.5-5 days OSS	Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site Tier 3: ● Student Study Team ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO	548 **36: Threat/Intimidation/Extortion** ***Threat to Staff**
Middle	3-10 days APEP; Habitual Discipline Behavior Contract; Instructional intervention to be discussed	7-10 days OSS; possible expulsion, deemed "habitual discipline problem" per contract	10 days OSS with possible permanent expulsion; violation of contract		
High	3-10 days APEP, Habitual Discipline Behavior Contract; Instructional intervention to be discussed	7-10 days APEP/OSS; possible expulsion, deemed “habitual discipline problem” per contract	10 days OSS with possible permanent expulsion; violation of contract		

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THREAT BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Threat to Student (major): NRS 392.915 Threatening to cause bodily harm or death to pupil or school employee by means of oral, written or electronic communication; penalties. **Note:** Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type.					
Elementary	1-3 Detention or ISS	4-5 Detention or ISS	1-3 day of ISS/OSS	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	549 **36: Threat/Intimidation/ Extortion** ***Threat to Student**
Middle	1-5 days APEP	5-10 days APEP	10 days APEP; possible notification of LCSO		
High	3-10 days APEP, Habitual Discipline Behavior Contract; Instructional intervention to be discussed	7-10 days APEP	10 days APEP; possible notification of LCSO		

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VIOLENT BEHAVIORS					
School Level	**1st Offense**	**2nd Offense**	**3rd Offense**	**Restorative Practice**	**IC Codes**
Violence/Harm to Staff (major): NRS 200.481 Battery: Definitions; penalties. NRS 392.910 Assaulting pupil or school employee; interference with persons peaceably assembled within school; penalties. NRS 200.471 Assault: Definitions; penalties. [Effective January 1, 2020.]. Includes Assault to staff, Battery to staff. Note: Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type.					
Elementary	Notify LCSO, DO, P/G; 1-3 days Detention/ISS; possible schedule change; possible long term suspension, expulsion, or permanent expulsion (8 years and older). Battery with intent to result in bodily injury: <8 must be suspended; 8+ must be suspended, expelled, or permanently expelled	Notify LCSO, DO, P/G 3-5 days ISS or 1-3 OSS; possible schedule change; possible long term suspension, expulsion, or permanent expulsion (8 years and older). Battery with intent to result in bodily injury: <8 must be suspended; 8+ must be suspended, expelled, or permanently expelled		Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	550 **44: Violence to staff member(s)** ***Violence/Harm to Staff**
Middle	10 days APEP pending possible long term suspension, expulsion, or permanent expulsion; LCSO contacted depending on severity; Instructional interventions must be in place here and for all progressive discipline tiers. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled	10 days APEP pending possible expulsion or permanent expulsion; law enforcement contacted depending on severity. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled			
High	10 days APEP/OSS pending possible long term suspension, expulsion, or permanent expulsion; LCSO contacted depending on severity; Instructional interventions must be in place here and for all progressive discipline tiers. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled	10 days APEP/OSS pending possible permanent expulsion; law enforcement contacted depending on severity. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled			

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VIOLENT BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Violence/Harm to Student (major): NRS 200.481 Battery: Definitions; penalties. NRS 392.910 Assaulting pupil or school employee; interference with persons peaceably assembled within school; penalties. NRS 200.471 Assault: Definitions; penalties. [Effective January 1, 2020.] Note: Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type. **Examples:** Fighting, Hitting, Inciting/promotion/premeditation of fighting or violence, Assault to students, Battery to students, Videotaping and/or distribution.					
Elementary	1-3 days Detention or .5-3 days ISS	3-5 days ISS or .5-3 days OSS; conference with P/G and admin/counselor	5-10 days ISS or 1-5 OSS; notify LCSO; behavior contract	Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project ○ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	551 **43: Violence to student-fighting** **22: Inciting** ***Violence/Harm to Student**
Middle	1 to 5 days APEP; fight contract implemented; possible notification of LCSO	5 to 10 days APEP with possible long-term suspension; 2nd fight contract; possible notification of LCSO	10 days APEP with possible long-term suspension; notification of LCSO		
High	3-10 days APEP, Habitual Discipline Behavior Contract; Instructional intervention to be discussed.	7-10 days OSS, possible long term suspension, deemed "habitual discipline problem" per contract\.	10 days OSS with possible long term suspension/expulsion, violation of contract.		

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WEAPONS INVOLVED BEHAVIORS

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes

Possession/Use of Weapon (major): A pupil who is found in possession of a firearm or a dangerous weapon while on the premises of any public school, at an activity sponsored by a public school or on any school bus, where dangerous weapon and firearm are defined as (see NRS 392.466):

- (b) "Dangerous weapon" includes, without limitation, a blackjack, slingshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person. (see NRS 392.466) (c) "Firearm" includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. § 921, as that section existed on July 1, 1995. (see NRS 392.466)
- Note: NRS 392.4634 – Prohibition against disciplining certain pupils for simulating firearm or dangerous weapon or wearing clothing or accessories that depict firearm or dangerous weapon; exceptions; prohibition against adoption of conflicting policy, ordinance or regulation. Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type.

Examples: Air/pellet/paint gun, Combustibles, Explosive device, Firearm, Fireworks, Incendiary device/bomb, Knives.

Possession/Use of a Weapon

Elementary	Possible long-term suspension; notify law enforcement; possible expulsion/permanent expulsion (ages 11+).	Possible long-term suspension; notify law enforcement; possible expulsion/permanent expulsion (ages 11+).		Tier 1: • Classroom lessons • School wide education assemblies • Positive acknowledgement (PBIS) Tier 2: • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site.	552 **23: Firearm/Dangerous weapon** **3: Incendiary Device** ***Possession/Use of Weapon**
Middle	Long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Notify law enforcement; expulsion or permanent expulsion.			
High	Long-term suspension; notify law enforcement; possible expulsion, or permanent expulsion.	Notify law enforcement; expulsion or permanent expulsion			

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WEAPONS INVOLVED BEHAVIORS

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice	IC Codes
Fireworks: Student is in possession of a firework on school grounds				Tier 3: • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO	553
Elementary	Possible 1-10 days Detention/ISS, depending on severity & usage; notify LCSO	Possible 5-10 days Detention/ISS (dependent on severity); notify LCSO	5-10 days OSS		
Middle	1-5 days Detention or 1-3 days APEP depending on severity; possible notification of LCSO	3-5 days APEP; possible notification of LCSO; behavior contract implemented	10 days APEP; possible notification of LCSO; behavior contract reviewed/revised		
High	5 days APEP, depending on severity & usage; notify LCSO; possible long-term suspension/expulsion	5-10 days APEP; possible long-term suspension/expulsion; notify LCSO	10 days APEP pending long-term suspension/expulsion; notify LCSO		
Weapon not Defined Under NRS NRS 392.466 **Example:** Pocket knife, taser , Pepper Spray					
Elementary	Confiscated; 1-3 days Detention/ISS; possible notification of law enforcement;	Confiscated; Possible 3-5 days Detention/ISS; possible expulsion; P/G conference; possibly notify law enforcement	Confiscated; 5-10 days ISS; P/G conference; possible permanent expulsion; possible notify law enforcement		
Middle	Confiscated; Parents must retrieve	Confiscated; parents must retrieve; 1 day APEP	Confiscated; parents must retrieve; 2 days APEP		
High	Confiscated; parents must retrieve	Confiscated; parents must retrieve; 1 day APEP	Confiscated; parents must retrieve; 2 days APEP		

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WEAPONS INVOLVED BEHAVIORS					
Brandishing a weapon or dangerous weapon: Student make the presence of a weapon known to another person, in order to intimidate that person, regardless of whether the weapon is directly visible to that person					
Elementary	Confiscated. May be iImmediately removed and may be suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion (ages 11+).	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion (ages 11+).			
Middle	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.			
High	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.			554

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Please note the following disclosures in regards to the LCSD Restorative Discipline Plan:

- **The severity of some discipline infractions may dictate more serious consequences**
- **Per JG Discipline Policy: 1-10 days is defined as short term suspension, 11-179 days is defined as long term suspension, Expulsion is defined as up to 1 year/180 days**
- **All consequences are administered at the discretion of the LCSD designated administrator**
- **Criminal offenses will be reported to the Lyon County Sheriff's Office (LCSO)**
- **The School and/or District is not responsible for lost or stolen items**
- **Bus/transportation -student may not be removed from bus on the same trip of infraction**
- **The School and District implement several proactive measures to support student success including Positive Behavior Intervention Supports (PBIS), Social Emotional Learning (SEL), and a Multi-Tiered System of Supports (MTSS)**
- **The School and District promote a learning approach regarding disciplinary infractions & exercise restorative justice opportunities, when applicable.**
- **School's progressive discipline plan addresses all incidents as outlined in Section VII of the LCSD Discipline Policy JG**
- **Please note that this is a supplementary document to LCSD Board Policy JG**
- **For specific information about discipline infractions and applicable NRS, including that for alternative placement and transportation, refer to LCSD Policy JG**
- **All infractions and consequences require parent/guardian notification**
- **All consequences are administered at the discretion of the school administrator(s) and in accordance with LCSD Board Policy**
- **Should a student reach the end of the classroom discipline ladder and in the judgment of the teacher engaged in behavior that seriously interferes with teaching and learning, the student shall be sent to the Principal with a written referral indicating that the student has been removed from class pursuant to NRS 392.4645. Once this point is reached, all steps outlined in NRS 392.4645 dealing with temporary removal from the classroom will be specifically followed. Restorative practices AND instructional interventions must be used here and for all progressive discipline tiers (Temporary Alternative Placement)**
- **As outlined in NRS 392.4647, selected certified staff will review an alternative placement and plan with administration should a teacher request temporary removal of a student**
- **Once a suspension is assigned, the student is not allowed back on campus until the suspension is fulfilled. This includes all school related activities: dances, athletic events, etc.**
- **This plan utilizes the nine behavior categories recognized by the state**

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- **ISS = In School Suspension / OSS = Out of School Suspension /APEP = Alternative Placement Education Program**
- **Alternative Placement (AP) = ISS/APEP/OSS (administrator discretion)**
- **Early out may be revoked in addition to other consequences**
- *** New IC Code**
- **** NOTE: Use of this behavior code requires a citation in the behavior description narrative within the student information system of:**
    - **The specific rule or expectation that was repeatedly and willfully violated,**
    - **<u>And</u> a description of efforts that were employed to teach, reteach, and/or prompt the student regarding the specific rule or expectation**
- **Students who are suspended for 3 consecutive days or have 5 or more cumulative days in a year will have an Individual Student Plan (ISP) to address prevention of inappropriate behaviors and will be referred to the school MTSS (Multi-Tiered System of Supports) team for determination of appropriate interventions**
- **Students placed in an alternative educational setting off campus such as Lyon Online due to severe discipline reasons, will be given the opportunity to meet with an educator in person at least weekly**
- **Schools will review discipline data quarterly to look for disproportionalities and trends**

Addressing/Protecting those who are recipients of infractions and to whom harm has been done

- **Recipients will be treated with compassion and respect for their dignity**
- **Steps will be taken to minimize retraumatization**
- **They are entitled to redress for the harm that they may have suffered**
- **They will have access to school counselors and other professionals as needed and available**
- **They will be given the opportunity to participate in restorative conferences**

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Appendix A

Names of Lyon County School District Discipline Plan Focus Group Participants

Allura Venagas-Addington (Teacher)
Ally Sceirine (Administrator)
Amanda Windsor (Classified)
Ashley Hogan (Teacher)
Audrey Fitzsimmons (Teacher)
Blake Cooper (Administrator)
Breanne Smith (Classified)
Bridget Perez (Teacher)
Brittany Harrell (Classified)
Chase Woodford (Administrator)
Christina Woods (Classified)
Christine Koch (Teacher)
Cindy Owings (Counselor)
Corinne Burns (Administrator)
Dana Fenili-Doll (Parent)
Dave Varnadoe (Teacher)
David Nomicos (School Psychologist)
DeAnn Kelsey (Teacher)
Dee Connolly (Teacher)
Duane Mattice (Administrator)
Dusti Houk (Administrator)
Elise Johnson (School Counselor)
Elizabeth Barrati (Teacher)
Elizabeth Stanton (Teacher)
Eric Ozolins (School Counselor)
Erin Korf (Administrator)
Farrah Alexander (Administrator)
Gina Armstrong (School Counselor)
Hannah Swindlehurst (Teacher)
Heather Knudson (Teacher)
Hollie Acciari (Teacher)
Jamie Henderson (Administrator)
Jed Marciniak (Administrator)
Jenn Golden (Teacher)
Jenni O'Bryant (Classified)
Jennifer Bluhm (Administrator)
Jeremy Rogers (Teacher)
Jeremy Satalick (Administrator)
Jessica Batchelor (Teacher)
Jessica Billings (School Counselor)
Jessica Davis (Parent)
Jessie Little (Teacher)
John De Young (Parent)
Kamille Carlson (Teacher)
Kassie Parker (Parent)
Katie Gillespie (Teacher)
Kelly Simmons (Teacher)
Kevin Kranjcec (Administrator)
Korina Santos (Parent),
Kristin Inman (Parent)
Kristen Kellogg (Classified)
Laura Olave (Teacher)
Le-An Roberts (Classified)
Lindsay Parsons (Teacher)
Linsey Sousa (Teacher)
Lynn Jeka (Teacher)
Malinda Pope (School Counselor)
Many Jo Fless (Parent)
Marie Bingham (Teacher)
Marie Dufresne (School Counselor)
Matthew Gallagher (Teacher)
Melissa Marshek (Classified)
Melissa Wood (Teacher)
Michelle Trousdale (Teacher)
Monica Copple (Teacher)
Monie Byers (Administrator)
Nancy LaDawn Malone (Teacher)
Neysia Smith (Teacher)
Nicole LaFleur (Teacher)
Patrick Billings (Teacher)
Priscilla Castaneda (Teacher)
Renee Ewing (Teacher)
Renae Oliver (Counselor)
Rosa Keithly (Classified)
Ryan Shea (Counselor)
Scott Fellows (Teacher)
Shaun Mc Mackin (Dean)
Shawn Romero (Administrator)
Stacy Spurlock (Classified)
Stephanie Coplan (Administrator)
Steve Henderson (Administrator)
Tara Crespo (Parent)
Tony Wilson (Administrator)
Tricia Strasdin (Teacher)
Trezlyn Wieser (Parent)
Vickie Church (Administrator)
Vince Angle (Teacher)

Lyon County School District Students
4th Grade Students at East Valley Elementary
Audrey Sumsion (student at Sutro Elementary)
Aven Nauyoks (student at Dayton Elementary)
Bronwynn Garret (student at Silverland Middle)
Caydalein Woods (student at Riverview Elementary)
Landon Harris (student at Dayton Elementary)
Leighton Soukup (student at Dayton Elementary)
Lilly Trunk (student at Yerington High)
Luke Santos (student at Yerington High)
Mason Alarcon (student at Yerington High)
Riley Aldridge (student at Yerington High)
Ruby DeChambeau (student at Smith Valley)
Sonny Romero (student at Sutro Elementary)
Taylor Mitchell (student at Yerington High)
Valencia Evans (student at Dayton Elementary)
Vinny Menesini (student at Yerington High)
Wyatt Knudson (student at Riverview Elementary)

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Assembly Bill No. 330–Committee on Education

CHAPTER.....

AN ACT relating to education; requiring a suspension or expulsion in a charter school or a university school for profoundly gifted pupils to be consistent with such punishments in certain public schools; requiring a plan for restorative discipline for public schools to include consideration of certain data relating to pupil discipline; authorizing the Superintendent of Public Instruction to require implementation of an alternative plan for restorative discipline if a public school fails to take certain actions relating to disproportionality in pupil discipline; requiring a plan for restorative discipline to reflect the authority to temporarily remove a pupil from the classroom; requiring certain actions by a school at the time of a suspension or expulsion of a pupil for committing certain acts; revising the persons to whom the appeals of certain disciplinary determinations may be made; revising requirements for policies for the appeal of suspensions and expulsions; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law establishes certain provisions relating to the behavior and discipline of pupils. (NRS 392.4601-392.472) **Sections 2 and 3** of this bill apply these provisions to charter schools and university schools for profoundly gifted pupils.

Section 3.3 of this bill establishes: (1) requirements for proper notification to a pupil and the parent or legal guardian of the pupil, if the pupil is less than 18 years of age, of the policy to appeal a suspension or expulsion; (2) a 5-day timeline for a pupil or, if the pupil is less than 18 years of age, the parent or guardian of the pupil to appeal the suspension or expulsion; (3) a 5-day timeline for a hearing to be scheduled upon receipt of such an appeal; (4) the method for determining whether a pupil who is suspended or expelled or is being considered for suspension or expulsion may be considered for temporary alternative placement; and (5) that education services are required to be provided to the pupil to prevent the pupil from losing academic credit or being disengaged from school during the period the pupil is suspended or expelled. **Sections 3.5 and 3.7** of this bill make conforming changes to indicate the proper placement of **section 3.3** in the Nevada Revised Statutes.

Under existing law, the board of trustees of each school district is required to establish a plan to provide for the restorative discipline of pupils, which must be developed with the input of certain school personnel and the parents and guardians of pupils. (NRS 392.4644) Existing law also requires each public school to collect and submit data on the discipline of pupils and categorize such data by various subgroups of pupils. (NRS 392.462) **Section 4** of this bill requires that the data be reported to the superintendent of the school district or to the administrative head of a charter school. **Section 6** also requires the Superintendent of Public Instruction to review data on the disproportionality of punishments and provide a corrective

period for any deficient schools to make progress in addressing any disproportionalities or any insufficiency in such data.

Existing law requires a plan to provide for the restorative discipline of pupils to provide for the temporary removal of a pupil from a classroom or other premises of a public school under certain circumstances. (NRS 392.4645) **Section 7** instead authorizes the temporary removal of a pupil from a classroom or other premises of a public school under such circumstances, and **section 6** requires a plan to provide for the restorative discipline of pupils to include provisions for such a temporary removal.

Existing law requires that a pupil who has been removed from the classroom or other premises of a public school must have a conference within 3 days after removal, with certain exceptions. If such a conference is not held within 3 days, the pupil is required to be allowed to return to the classroom or other premises, with certain exceptions. (NRS 392.4646) **Section 8** of this bill removes the requirement if, in the judgment of the principal, the pupil continues to pose a threat and the superintendent has authorized an extension of the removal.

Existing law provides certain requirements concerning the determination that a pupil is deemed a habitual disciplinary problem. (NRS 392.4655) **Section 9** of this bill revises the persons to whom a pupil or parent or legal guardian of a pupil may appeal such a determination.

Existing law authorizes, under certain circumstances, the suspension, expulsion or permanent expulsion of a pupil who attends a public school, charter school or university school for profoundly gifted pupils and who is at least 11 years of age. (NRS 388A.495, 388C.150, 392.466, 392.467) Existing law further provides that a pupil who is less than 11 years of age may be suspended, expelled or permanently expelled by the public school in which the pupil is enrolled if such a punishment is approved by the board of trustees of the school district. (NRS 392.466) **Section 10** of this bill provides for the suspension, expulsion or permanent expulsion of certain pupils who are at least 11 years of age. **Section 10**: (1) provides that pupils who are less than 11 years of age may, following review and approval by certain school officials, be suspended in certain situations; and (2) prohibits, in general, the expulsion or permanent expulsion of a pupil who is less than 11 years of age.

Under existing law, a public school is prohibited, in general, from permanently expelling a pupil who is less than 11 years of age, except for certain situations in which such a punishment is authorized by the board of trustees of a school district. (NRS 392.466, 392.467) **Section 10** provides that, for a pupil who sells or distributes a controlled substance in certain situations or commits a battery other than a battery intended to result in the bodily injury of an employee of the school in various school settings: (1) the pupil may be suspended if he or she is less than 11 years of age and may also be expelled or permanently expelled if he or she is at least 11 years of age; (2) the suspension of a pupil who is less than 6 years of age must be reviewed by the superintendent of the school district or his or her designee; and (3) if the removal is of a pupil with a disability, such removal must comply with federal law. Additionally, **section 10** provides that, for a pupil who commits a battery which is intended to result in the bodily injury of an employee of the school: (1) the pupil shall be suspended or expelled if he or she is at least 8 years of age; (2) the suspension of a pupil who is less than 6 years of age must be reviewed and approved by the superintendent of the school district or his or her designee; and (3) if the removal is of a pupil with a disability, such removal must comply with federal law. Finally, **section 10** provides that a pupil who is found in possession of a firearm at a public school or an activity or school bus of a public school: (1) shall be suspended, expelled or permanently expelled if he or she is at least 11 years of age; (2) shall be suspended or expelled if he or she is at least 8 but less than

11 years of age; (3) may be suspended if he or she is at least 6 but less than 8 years of age; (4) may be suspended if he or she is less than 6 years of age upon review and approval by the superintendent of the school district or his or her designee; and (5) if the pupil is a pupil with a disability, any removal of the pupil must comply with federal law. **Sections 10 and 11** of this bill: (1) prohibit the permanent expulsion of a pupil who is less than 6 years of age; and (2) authorize a homeless pupil or a pupil in foster care of any age to be suspended or expelled for not more than 5 days if the principal determines that the conduct of the pupil poses an ongoing threat.

Existing law provides that a pupil may not be suspended or expelled unless the pupil is given the opportunity for a hearing. (NRS 392.467) **Section 11** removes the hearing requirement before suspension or expulsion for certain pupils who: (1) pose a danger to other persons or property; (2) threaten to disrupt the academic process; (3) are selling or distributing a controlled substance; or (4) are in possession of a firearm or other dangerous weapon.

Existing law provides certain requirements concerning the process for appealing a suspension or expulsion. (NRS 392.4671) **Section 12** of this bill makes these requirements applicable to significant suspensions, expulsions or permanent expulsions.

Existing law requires that, with certain exceptions, a public school must provide a plan of action based on restorative justice to a pupil before removing, suspending or expelling the pupil. (NRS 392.472) **Section 13** of this bill allows a pupil to be temporarily removed in certain circumstances without first providing such a plan.

Section 13.5 of this bill amends Assembly Bill No. 285 to resolve a conflict.

EXPLANATION – Matter in ***bolded italics*** is new; matter between brackets ~~[omitted material]~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. NRS 388.133 is hereby amended to read as follows:

388.133 1. The Department shall, in consultation with the governing bodies, educational personnel, local associations and organizations of parents whose children are enrolled in schools throughout this State, and individual parents and legal guardians whose children are enrolled in schools throughout this State, prescribe by regulation a policy for all school districts and schools to provide a safe and respectful learning environment that is free of discrimination based on race, bullying and cyber-bullying.

2. The policy must include, without limitation:

(a) Requirements and methods for reporting violations of NRS 388.135, including, without limitation, violations among teachers and violations between teachers and administrators, coaches and other personnel of a school district or school;

(b) Requirements and methods for addressing the rights and needs of persons with diverse gender identities or expressions;

(c) Requirements and methods for restorative disciplinary practices that align with the statewide framework for restorative justice if such a framework is developed pursuant to NRS 388.1333; and

(d) A policy for use by school districts and schools to train members of the governing body and all administrators, teachers and all other personnel employed by the governing body. The policy must include, without limitation:

(1) Training in the appropriate methods to facilitate positive human relations among pupils by eliminating the use of discrimination based on race, bullying and cyber-bullying so that pupils may realize their full academic and personal potential;

(2) Training in methods to prevent, identify and report incidents of discrimination based on race, bullying and cyber-bullying;

(3) Training concerning the needs of persons with diverse gender identities or expressions;

(4) Training concerning the needs of pupils with disabilities and pupils with autism spectrum disorder;

(5) Methods to promote a positive learning environment;

(6) Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and

(7) Methods to teach skills to pupils so that the pupils are able to replace inappropriate behavior with positive behavior.

3. As used in this section, "restorative justice" has the meaning ascribed to it in NRS 392.472.

Sec. 2. NRS 388A.495 is hereby amended to read as follows:

388A.495 1. A governing body of a charter school shall adopt:

(a) Written rules of behavior required of and prohibited for pupils attending the charter school; and

(b) Appropriate punishments for violations of the rules.

2. ~~[If]~~ ***A pupil enrolled in a charter school shall only be suspended or expelled in a manner consistent with the requirements for the suspension or expulsion of a pupil enrolled in a public school within a school district as set forth in NRS 392.4601 to 392.472, inclusive.***

3. Except as otherwise provided in NRS 392.467, if suspension or expulsion of a pupil is used as a punishment for a violation of the rules, the charter school shall ensure that, ~~[before]~~ ***at the time of*** the suspension or expulsion, the pupil and, if the pupil is under 18 years of age, the parent or guardian of the pupil, ~~[has been]~~ ***are*** given notice of the charges against him or her, an explanation of

the evidence and an opportunity for a hearing. If a pupil is ***significantly*** suspended ***,*** ~~[or]~~ expelled ~~[.]~~ ***or permanently expelled,*** the pupil or, if the pupil is under 18 years of age, the parent or guardian of the pupil may appeal the ***significant*** suspension ***, expulsion*** or ***permanent*** expulsion in accordance with the provisions of NRS 392.4671. The charter school shall ensure that a pupil who is ***significantly*** suspended ***,*** ~~[or]~~ expelled ***or permanently expelled*** and is appealing the ***significant*** suspension ***, expulsion*** or ***permanent*** expulsion or a pupil who is being considered for ***significant*** suspension ***, expulsion*** or ***permanent*** expulsion continues to attend school and receives an appropriate education in the least restrictive environment possible as required by NRS 392.4673. The provisions of chapter 241 of NRS do not apply to any hearing or proceeding conducted pursuant to this section. Such a hearing or proceeding must be closed to the public.

~~[3. A pupil who is at least 11 years of age and who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, who is selling or distributing any controlled substance or who is found to be in possession of a dangerous weapon as provided in NRS 392.466 may be removed from the charter school only after the charter school has made a reasonable effort to complete a plan of action based on restorative justice with the pupil in accordance with the provisions of NRS 392.466 and 392.467.]~~

4. ~~[A pupil with a disability who is at least 11 years of age and who is enrolled in a charter school may, in accordance with the procedural policy adopted by the governing body of the charter school for such matters and only after the governing body or its designee has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., be:~~

~~(a) Suspended from the charter school pursuant to this section for not more than 5 days for each occurrence of proscribed conduct.~~

~~(b) Expelled from school pursuant to this section.~~

~~(c) Permanently expelled from school pursuant to this section.~~

~~5.]~~ A copy of the rules of behavior, prescribed punishments and procedures to be followed in imposing punishments must be:

(a) Distributed to each pupil at the beginning of the school year and to each new pupil who enters school during the year.

(b) Available for public inspection at the charter school.

~~[6.]~~ ***5.*** The governing body of a charter school may adopt rules relating to the truancy of pupils who are enrolled in the charter school if the rules are at least as restrictive as the provisions

governing truancy set forth in NRS 392.130 to 392.220, inclusive. If a governing body adopts rules governing truancy, it shall include the rules in the written rules adopted by the governing body pursuant to subsection 1.

~~[7.]~~ ***6.*** As used in this section:

(a) "Expel" or "expulsion" has the meaning ascribed to it in NRS 392.4603.

(b) "Permanently expelled" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled:

(1) Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the pupil is currently enrolled or another public school within the school district; and

(2) With the possibility of enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled after being permanently expelled.

(c) ~~["Pupil with a disability" has the meaning ascribed to it in NRS 388.417.]~~ ***"Significantly suspended" has the meaning ascribed to "significant suspension" in NRS 392.4655.***

(d) "Suspend" or "suspension" has the meaning ascribed to it in NRS 392.4607.

Sec. 3. NRS 388C.150 is hereby amended to read as follows:

388C.150 1. The governing body of a university school for profoundly gifted pupils shall adopt:

(a) Written rules of behavior for pupils enrolled in the university school, including, without limitation, prohibited acts; and

(b) Appropriate punishments for violations of the rules.

2. ~~[If]~~ ***A pupil enrolled in a university school for profoundly gifted pupils shall only be suspended or expelled in a manner consistent with the requirements for the suspension or expulsion of a pupil enrolled in a public school within a school district as set forth in NRS 392.4601 to 392.472, inclusive.***

3. Except as otherwise provided in NRS 392.467, if suspension or expulsion of a pupil is used as a punishment for a violation of the rules, the university school for profoundly gifted pupils shall ensure that, ~~[before]~~ ***at the time of*** the suspension or expulsion, the pupil ~~[has been]~~ ***is*** given notice of the charges against him or her, an explanation of the evidence and an opportunity for a hearing. If a pupil is ***significantly*** suspended ***,*** ~~[or]~~ expelled ~~[,]~~ ***or permanently expelled,*** the pupil or, if the pupil is under 18 years of age, the parent or guardian of the pupil may appeal the ***significant*** suspension ***, expulsion*** or ***permanent*** expulsion in accordance with the provisions of NRS 392.4671. The university school shall ensure

that a pupil who is ***significantly*** suspended ***,*** ~~[or]~~ expelled ***or permanently expelled*** and is appealing the ***significant*** suspension ***, expulsion*** or ***permanent*** expulsion or a pupil who is being considered for ***significant*** suspension ***, expulsion*** or ***permanent*** expulsion continues to attend school and receives an appropriate education in the least restrictive environment possible as required by NRS 392.4673. The provisions of chapter 241 of NRS do not apply to any hearing or proceeding conducted pursuant to this section. Such a hearing or proceeding must be closed to the public.

~~[3. A pupil who is at least 11 years of age and who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, who is selling or distributing any controlled substance or who is found to be in possession of a dangerous weapon as provided in NRS 392.466 may be removed only after the university school for profoundly gifted pupils has made a reasonable effort to complete a plan of action based on restorative justice with the pupil in accordance with the provisions of NRS 392.466 and 392.467.]~~

4. ~~[A pupil with a disability who is at least 11 years of age and who is enrolled in a university school for profoundly gifted pupils may, in accordance with the procedural policy adopted by the governing body of the university school for such matters and only after the governing body or its designee has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., be:~~

~~(a) Suspended from the university school pursuant to this section for not more than 5 days for each occurrence of proscribed conduct.~~

~~(b) Expelled from school pursuant to this section.~~

~~(c) Permanently expelled from school pursuant to this section.~~

~~5.]~~ A copy of the rules of behavior, prescribed punishments and procedures to be followed in imposing punishments must be:

(a) Distributed to each pupil at the beginning of the school year and to each new pupil who enters the university school for profoundly gifted pupils during the year.

(b) Available for public inspection at the university school.

~~[6.]~~ ***5.*** The governing body of a university school for profoundly gifted pupils may adopt rules relating to the truancy of pupils who are enrolled in the university school if the rules are at least as restrictive as the provisions governing truancy set forth in NRS 392.130 to 392.220, inclusive. If the governing body adopts

rules governing truancy, it shall include the rules in the written rules adopted by the governing body pursuant to subsection 1.

~~[7.]~~ ***6.*** As used in this section:

(a) "Expel" or "expulsion" has the meaning ascribed to it in NRS 392.4603.

(b) "Permanently expelled" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled:

(1) Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the pupil is currently enrolled or another public school within the school district; and

(2) With the possibility of enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled after being permanently expelled.

(c) ~~["Pupil with a disability" has the meaning ascribed to it in NRS 388.417.]~~ ***"Significantly suspended" has the meaning ascribed to "significant suspension" in NRS 392.4655.***

(d) "Suspend" or "suspension" has the meaning ascribed to it in NRS 392.4607.

Sec. 3.3. Chapter 392 of NRS is hereby amended by adding thereto a new section to read as follows:

1. If a pupil is suspended or expelled from a public school, the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils in which the pupil is enrolled or the designee of the board of trustees or governing body, as applicable, shall provide, on the same day that the pupil is suspended or expelled, a notice of the policy for appealing a suspension or expulsion of a pupil adopted by the board of trustees or governing body, as applicable, pursuant to NRS 392.4671, to the pupil and, if the pupil is less than 18 years of age, the parent or legal guardian of the pupil. A notice provided pursuant to this subsection must:

(a) Include information regarding the timelines for appealing the suspension or expulsion, as applicable, pursuant to subsection 2;

(b) Be written clearly and in a manner that allows the pupil and, if the pupil is less than 18 years of age, the parent or legal guardian of the pupil, to understand each provision of the policy; and

(c) To the extent practicable, be provided in as many languages as possible.

2. Not later than 5 school days after receiving notification of the suspension or expulsion of the pupil pursuant to

NRS 392.4671, the pupil or, if the pupil is less than 18 years of age, the parent or legal guardian of the pupil may file an appeal pursuant to the policy adopted by the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils, as applicable, pursuant to NRS 392.4671.

3. Not later than 5 school days after receiving notification of an appeal of a suspension or expulsion made pursuant to the policy adopted pursuant to NRS 392.4671, the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils or the designee of the board of trustees or governing body, as applicable, must schedule a hearing.

4. A pupil who is suspended or expelled or is being considered for suspension or expulsion:

(a) May be considered for temporary alternative placement pursuant to NRS 392.4645 if, in the judgment of the principal after consideration of the seriousness of the acts which were the basis for the discipline of the pupil:

(1) The temporary alternative placement will serve as the least restrictive environment possible, pursuant to NRS 392.4673; and

(2) The pupil does not pose a serious threat to the safety of the school.

(b) Must be provided education services to prevent the pupil from losing academic credit or becoming disengaged from school during the period of suspension or expulsion.

5. As used in this section, "principal" means the lead administrator of a public school, including, without limitation, such an administrator who is referred to by another title.

Sec. 3.5. NRS 392.4601 is hereby amended to read as follows:

392.4601 As used in NRS 392.4601 to 392.472, inclusive, ***and section 3.3 of this act,*** unless the context otherwise requires, the words and terms defined in NRS 392.4603, 392.4605 and 392.4607 have the meanings ascribed to them in those sections.

Sec. 3.7. NRS 392.4609 is hereby amended to read as follows:

392.4609 The Department shall adopt any regulations necessary to carry out the provisions of NRS 392.4601 to 392.472, inclusive, ***and section 3.3 of this act,*** including, without limitation, regulations which establish timelines for the purposes of subsection 1 of NRS 392.4671.

Sec. 4. NRS 392.462 is hereby amended to read as follows:

392.462 Each public school shall collect data on the discipline of pupils. Such data must include, without limitation, the number of expulsions and suspensions of pupils and the number of placements of pupils in another school. Such data must be disaggregated into the subgroups of pupils listed in subsection 2 of NRS 385A.250 and the types of offense. The principal of each public school shall:

1. Review the data and take appropriate action;

2. Report the data to the ~~[board of trustees]~~ ***superintendent*** of the school district ***or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable,*** each quarter; and

3. To the extent allowed by the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, post the data on the Internet website maintained by the public school.

Sec. 5. NRS 392.4634 is hereby amended to read as follows:

392.4634 1. ~~[Except as otherwise provided in subsection 3, a]~~ ***A*** pupil enrolled in kindergarten or grades 1 to 8, inclusive, may not be disciplined, including, without limitation, pursuant to NRS 392.466, for:

(a) Simulating a firearm or dangerous weapon while playing; or

(b) Wearing clothing or accessories that depict a firearm or dangerous weapon or express an opinion regarding a constitutional right to keep and bear arms,

➥ unless it substantially disrupts the educational environment ~~[.]~~ ***, creates a risk of harm to another person or places another person in reasonable fear of harm.***

2. Simulating a firearm or dangerous weapon includes, without limitation:

(a) Brandishing a partially consumed pastry or other food item to simulate a firearm or dangerous weapon;

(b) Possessing a toy firearm or toy dangerous weapon that is 2 inches or less in length;

(c) Possessing a toy firearm or toy dangerous weapon made of plastic building blocks which snap together;

(d) Using a finger or hand to simulate a firearm or dangerous weapon;

(e) Drawing a picture or possessing an image of a firearm or dangerous weapon; and

(f) Using a pencil, pen or other writing or drawing implement to simulate a firearm or dangerous weapon.

3. ~~[A pupil who simulates a firearm or dangerous weapon may be disciplined when disciplinary action is consistent with a policy~~

~~adopted by the board of trustees of the school district and such simulation:~~

~~(a) Substantially disrupts learning by pupils or substantially disrupts the educational environment at the school;~~

~~(b) Causes bodily harm to another person; or~~

~~(c) Places another person in reasonable fear of bodily harm.~~

~~4. Except as otherwise provided in subsection 5, a school, school district, board of trustees of a school district or other entity shall not adopt any policy, ordinance or regulation which conflicts with this section.~~

~~5.]~~ The provisions of this section shall not be construed to prohibit a school from establishing and enforcing a policy requiring pupils to wear a school uniform as authorized pursuant to NRS 386.855.

~~[6.]~~ ***4.*** As used in this section:

(a) "Dangerous weapon" has the meaning ascribed to it in NRS 392.466.

(b) "Firearm" has the meaning ascribed to it in NRS 392.466.

Sec. 6. NRS 392.4644 is hereby amended to read as follows:

392.4644 1. The ~~[board of trustees]~~ ***superintendent*** of each school district ~~[,]~~ ***and the administrative head of each charter school and university school for profoundly gifted pupils*** shall establish a plan to provide for the restorative discipline of pupils and on-site review of disciplinary decisions. The plan must:

(a) Be developed with the input and participation of teachers, school administrators and other educational personnel and support personnel who are employed by the school district, pupils who are enrolled in schools within the school district and the parents and guardians of pupils who are enrolled in schools within the school district.

(b) Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463.

(c) Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of each school within the school district.

(d) Provide restorative disciplinary practices which include, without limitation:

(1) Holding a pupil accountable for his or her behavior;

(2) Restoration or remedies related to the behavior of the pupil;

(3) Relief for any victim of the pupil; and

(4) Changing the behavior of the pupil.

(e) ~~[Provide for]~~ ***Include provisions that authorize*** the temporary removal of a pupil from a classroom or other premises of a public school ~~[in accordance with]~~ ***pursuant to*** NRS 392.4645.

(f) Provide for the placement of a pupil in a different school ~~[within the school district]~~ in accordance with NRS 392.466.

(g) Include the names of any members of a committee to review the temporary alternative placement of pupils required by NRS 392.4647.

(h) Be in accordance with the statewide framework for restorative justice developed pursuant to NRS 388.1333 ***.*** ~~[,~~ ~~including, without limitation, by addressing]~~

(i) Include consideration of the results of the data collected and reported pursuant to NRS 392.462 and include methods for addressing the occurrences of the suspension, expulsion or removal of pupils from school that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250.

~~[(i) Be posted on the Internet website maintained by the school district.]~~

2. On or before September 15 of each year, the principal of each public school shall:

(a) Review the plan established by subsection 1 in consultation with the teachers, school administrators and other educational personnel and support personnel who are employed at the school ***,*** ~~[and]~~ the parents and guardians of pupils and the pupils who are enrolled in the school ~~[;]~~ ***and, if applicable, the organizational team established pursuant to NRS 388G.700;***

(b) Determine whether and to what extent the occurrences of the suspension, expulsion or removal of pupils from school disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250; ***and***

(c) Based upon the review, recommend to the ~~[board of trustees]~~ ***superintendent*** of the school district ***or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable,*** revisions to the plan, as recommended by the teachers, school administrators and other educational personnel and support personnel ***,*** ~~[and]~~ the parents and guardians of pupils and the pupils who are enrolled in the school ~~[,]~~ ***and, if applicable, the organizational team established pursuant to NRS 388G.700,*** if necessary ***.*** ~~[;~~

~~(d) Post a copy of the plan or the revised plan, as provided by the school district, on the Internet website maintained by the school; and~~

~~(c) Distribute to each teacher, school administrator and all educational support personnel who are employed at or assigned to the school a written or electronic copy of the plan or the revised plan, as provided by the school district.]~~

3. ***On or before September 30 of each year, the superintendent of each school district and the administrative head of each charter school or university school for profoundly gifted pupils shall issue a revised plan that appropriately reflects comments provided by teachers, school administrators, other educational personnel and support personnel and, if applicable, organizational teams pursuant to subsection 2.***

4. Not more than 14 days after the receipt of the revised plan issued pursuant to subsection 3, the principal of each school shall:

(a) Post a copy of the plan or the revised plan on the Internet website maintained by the school; and

(b) Distribute to each teacher, school administrator and all educational support personnel who are employed at or assigned to the school and, if applicable, the organizational team a written or electronic copy of the plan or the revised plan.

5. On or before November 15 of each year, the board of trustees of each school district ***and the governing body of each charter school or university school for profoundly gifted pupils*** shall:

(a) Submit a written report to the Superintendent of Public Instruction that reports the progress of each school ~~[within the district]~~ in complying with the requirements of this section, including, without limitation, addressing the occurrences of the suspension, expulsion or removal of pupils from school that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250; and

(b) Post a copy of the report on the Internet website maintained by the school district ~~[~~.

~~4. As used in this section, "restorative justice" has the meaning ascribed to it in NRS 392.472.]~~ ***, charter school or university school for profoundly gifted pupils, as applicable.***

6. If the Superintendent of Public Instruction determines that the data collected pursuant to NRS 392.462 indicates disproportionality in disciplinary actions or is insufficient to determine whether disproportionality exists, the Superintendent shall issue a written notice to the school district, charter school or university school for profoundly gifted pupils, as applicable, listing the specific areas of concern and providing a specific corrective period for the school district, charter school or university school

for profoundly gifted pupils, as applicable, to implement a framework to reduce the disproportionality or correct the insufficiency of the data, as applicable. The specific corrective period shall be at least 12 months and not more than 36 months, and shall include required monitoring of the progress made by the school district, charter school or university school for profoundly gifted pupils, as applicable. If, following the conclusion of the specific corrective period, the school district, charter school or university school for profoundly gifted pupils, as applicable, fails to:

(a) Make measurable progress in addressing the disproportionality or insufficiency listed in the notice received pursuant to this subsection; or

(b) Provide the required progress reports,

➥ the Superintendent of Public Instruction may issue an alternative plan for the school district, charter school or university school for profoundly gifted pupils, as applicable, for mandatory implementation.

Sec. 7. NRS 392.4645 is hereby amended to read as follows:

392.4645 1. ~~[Except as otherwise provided in subsection 5, the plan established pursuant to NRS 392.4644 must provide for the temporary removal of a]~~ ***A*** pupil ***may be temporarily removed*** from a classroom or other premises of a public school if, in the judgment of the teacher or other staff member responsible for the classroom or other premises, as applicable, the pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach the other pupils in the classroom and with the ability of the other pupils to learn or with the ability of the staff member to discharge his or her duties. ~~[The plan must provide that, upon]~~ ***Upon*** the removal of a pupil from a classroom or any other premises of a public school pursuant to this section, the principal of the school shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil pursuant to this section, the principal of the school shall notify the parent or legal guardian of the pupil of the removal.

2. Except as otherwise provided in subsection 3, a pupil who is removed from a classroom or any other premises of a public school pursuant to this section may be assigned to a temporary alternative placement pursuant to which the pupil:

(a) Is separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;

(b) Studies or remains under the supervision of appropriate personnel of the school district; and

(c) Is prohibited from engaging in any extracurricular activity sponsored by the school.

3. The principal shall not assign a pupil to a temporary alternative placement if the suspension or expulsion of a pupil who is removed from the classroom pursuant to this section is:

(a) Required by NRS 392.466; or

(b) Authorized by NRS 392.467 and the principal decides to proceed in accordance with that section.

➥ If the principal proceeds in accordance with NRS 392.466 or 392.467, the pupil must be removed from school in accordance with those sections and the provisions of NRS 392.4642 to 392.4648, inclusive, do not apply to the pupil.

4. A public school must offer a pupil who is removed from a classroom or any other premises of the public school pursuant to this section for more than 2 school days:

(a) Education services to prevent the pupil from losing academic credit or becoming disengaged from school during the period the pupil is removed from a classroom or any other premises of the public school; and

(b) Appropriate positive behavioral interventions and support, trauma-informed support and a referral to a school social worker or school counselor.

5. ~~[Before]~~ ***Upon*** removing a pupil from a classroom or any other premises of a public school pursuant to this section for more than 1 school day, the principal of the school must contact the local educational agency liaison for homeless pupils designated in accordance with the McKinney-Vento Homeless Assistance Act of 1987, 42 U.S.C. §§ 11301 et seq., or a contact person at a school, including, without limitation, a school counselor or school social worker, to make a determination of whether the pupil is a homeless pupil.

6. As used in this section, "homeless pupil" has the meaning ascribed to the term "homeless children and youths" in 42 U.S.C. § 11434a(2).

Sec. 8. NRS 392.4646 is hereby amended to read as follows:

392.4646 1. Except as otherwise provided in this section, not later than 3 school days after a pupil is removed from a classroom or any other premises of a public school pursuant to NRS 392.4645, a conference must be held with:

(a) The pupil;

(b) A parent or legal guardian of the pupil, unless the pupil is an unaccompanied pupil;

(c) The principal of the school; and

(d) The teacher or other staff member who removed the pupil.

➥ The principal shall give an oral and written notice of the conference to each person who is required to participate.

2. After receipt of the notice required pursuant to subsection 1, the parent or legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The principal shall accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent or legal guardian confirming that the conference has been postponed at the request of the parent or legal guardian.

3. If a parent or legal guardian of a pupil refuses to attend a conference, the principal of the school shall send a written notice to the parent or legal guardian confirming that the parent or legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection 6.

4. Except as otherwise provided in this subsection, a pupil must not return to the classroom or other premises of the public school from which the pupil was removed before the conference is held. If the conference is not held within 3 school days after the removal of the pupil, the pupil, including, without limitation, an unaccompanied pupil or a pupil in foster care, must be allowed to return to the classroom or other premises unless:

(a) The parent or legal guardian of the pupil refuses to attend the conference;

(b) The failure to hold a conference is attributed to the action or inaction of the pupil, including, without limitation, an unaccompanied pupil or a pupil in foster care, or the parent or legal guardian of the pupil; ~~[or]~~

(c) The parent or legal guardian requested that the date of the conference be postponed ~~[.]~~ ***; or***

(d) If:

(1) In the judgment of the principal, there is a reasonable expectation that the pupil poses a threat to employees of the school or other pupils enrolled at the school; and

(2) The principal has received written authorization from the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, to extend the period for which the pupil is

removed from the classroom or other premises of the public school.

5. During the conference, the teacher who removed the pupil from the classroom, the staff member who removed the pupil from the other premises of the public school or the principal shall provide the pupil and, if the pupil is not an unaccompanied pupil, the pupil's parent or legal guardian with an explanation of the reason for the removal of the pupil from the classroom or other premises. The pupil and, if the pupil is not an unaccompanied pupil, the pupil's parent or legal guardian must be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom or other premises was appropriate in their opinion based upon the behavior of the pupil. If the pupil is a homeless pupil, the conference must include consideration of and interventions to mitigate the impact of homelessness on the behavior of the pupil.

6. Upon conclusion of the conference or, if a conference is not held pursuant to subsection 3 not later than 3 school days after the removal of a pupil from a classroom or other premises of a public school ~~[.]~~ ***or such period as deemed appropriate by the superintendent or administrative head, as applicable, pursuant to paragraph (d) of subsection 4,*** the principal shall recommend whether to return the pupil to the classroom or other premises or continue the temporary alternative placement of the pupil if the pupil has been assigned to a temporary alternative placement.

7. As used in this section:

(a) "Foster care" has the meaning ascribed to it in 45 C.F.R. § 1355.20.

(b) "Homeless pupil" has the meaning ascribed to the term "homeless children and youths" in 42 U.S.C. § 11434a(2).

(c) "Unaccompanied pupil" has the meaning ascribed to the term "unaccompanied youth" in 42 U.S.C. § 11434a(6).

Sec. 9. NRS 392.4655 is hereby amended to read as follows:

392.4655 1. Except as otherwise provided in this section, a principal of a school shall deem a pupil enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in 1 school year:

(a) The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school two or more times or the pupil has a record of five significant suspensions from the school for any reason;

(b) The pupil has not entered into and participated in a plan of behavior pursuant to subsection 6; and

(c) The behavior of the pupil was not caused by homelessness, as determined in consultation with the local educational agency liaison for homeless pupils designated in accordance with the McKinney-Vento Homeless Assistance Act of 1987, 42 U.S.C. §§ 11301 et seq., or a contact person at a school, including, without limitation, a school counselor or school social worker.

2. A principal of a school shall presume that the behavior of the pupil was caused by homelessness unless the principal determines the behavior was not caused by homelessness pursuant to subsection 1.

3. At least one teacher of a pupil who is enrolled in elementary school and at least two teachers of a pupil who is enrolled in junior high, middle school or high school may request that the principal of the school deem a pupil a habitual disciplinary problem. Upon such a request, the principal of the school shall meet with each teacher who made the request to review the pupil's record of discipline. If, after the review, the principal of the school determines that the provisions of subsection 1 do not apply to the pupil, a teacher who submitted a request pursuant to this subsection may appeal that determination to the ~~[board of trustees]~~ ***superintendent*** of the school district ~~[.]~~ ***or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable.*** Upon receipt of such a request, the ~~[board of trustees]~~ ***superintendent or administrative head*** shall review the initial request and determination pursuant to the procedure established by the board of trustees ***of the school district or the governing body of the charter school or university school for profoundly gifted pupils, as applicable,*** for such matters.

4. If a pupil is suspended, the school in which the pupil is enrolled shall provide written notice to the parent or legal guardian of the pupil or, if the pupil is an unaccompanied pupil, the pupil that contains:

(a) A description of the act committed by the pupil and the date on which the act was committed;

(b) An explanation that if the pupil receives five significant suspensions on his or her record during the current school year and has not entered into and participated in a plan of behavior pursuant to subsection 6, the pupil will be deemed a habitual disciplinary problem;

(c) An explanation that, pursuant to subsection ~~[5]~~ ***8*** of NRS 392.466, a pupil who is deemed a habitual disciplinary problem may be:

(1) Suspended from school; or

(2) Expelled from school under extraordinary circumstances as determined by the principal of the school;

(d) If the pupil is a pupil with a disability, an explanation of the effect of subsection ~~[10]~~ ***12*** of NRS 392.466, including, without limitation, that if it is determined in accordance with 20 U.S.C. § 1415 that the pupil's behavior is not a manifestation of the pupil's disability, he or she may be suspended or expelled from school in the same manner as a pupil without a disability; and

(e) A summary of the provisions of subsection 6.

5. A school shall provide the notice required by subsection 4 for each suspension on the record of a pupil during a school year. Such notice must be provided at least 7 days before the school deems the pupil a habitual disciplinary problem.

6. If a pupil is suspended, the school in which the pupil is enrolled shall develop, in consultation with the pupil and the parent or legal guardian of the pupil, a plan of behavior for the pupil. The parent or legal guardian of the pupil or, if the pupil is an unaccompanied pupil, the pupil may choose for the pupil not to participate in the plan of behavior. If the parent or legal guardian of the pupil or the pupil chooses for the pupil not to participate, the school shall inform the parent or legal guardian or the pupil of the consequences of not participating in the plan of behavior. Such a plan must be designed to prevent the pupil from being deemed a habitual disciplinary problem and may include, without limitation:

(a) A plan for graduating if the pupil is deficient in credits and not likely to graduate according to schedule.

(b) Information regarding schools with a mission to serve pupils who have been:

(1) Expelled or suspended from a public school, including, without limitation, a charter school; or

(2) Deemed to be a habitual disciplinary problem pursuant to this section.

(c) A voluntary agreement by the parent or legal guardian to attend school with his or her child.

(d) A voluntary agreement by the pupil and, if the pupil is not an unaccompanied pupil, the pupil's parent or legal guardian to attend counseling, programs or services available in the school district or community.

(e) A voluntary agreement by the pupil and, if the pupil is not an unaccompanied pupil, the pupil's parent or legal guardian that the pupil will attend summer school, intersession school or school on Saturday, if any of those alternatives are offered by the school district.

7. If a pupil commits the same act for which notice was provided pursuant to subsection 4 after he or she enters into a plan of behavior pursuant to subsection 6, the pupil shall be deemed to have not successfully completed the plan of behavior and may be deemed a habitual disciplinary problem.

8. A pupil may, pursuant to the provisions of this section, enter into one plan of behavior per school year.

9. The parent or legal guardian of a pupil or, if the pupil is an unaccompanied pupil, a pupil who has entered into a plan of behavior with a school pursuant to this section may appeal to the ~~[board of trustees]~~ ***superintendent*** of the school district ***or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable,*** a determination made by the school concerning the contents of the plan of behavior or action taken by the school pursuant to the plan of behavior. Upon receipt of such a request, the ~~[board of trustees]~~ ***superintendent*** of the school district ***or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable,*** shall review the determination in accordance with the procedure established by the board of trustees ***of the school district or the governing body of the charter school or university school for profoundly gifted pupils, as applicable,*** for such matters.

10. As used in this section:

(a) "Significant suspension" means the school in which the pupil is enrolled:

(1) Prohibits the pupil from attending school for 3 or more consecutive days; and

(2) Requires a conference or some other form of communication with the parent or legal guardian of the pupil before the pupil is allowed to return to school.

(b) "Unaccompanied pupil" has the meaning ascribed to the term "unaccompanied youth" in 42 U.S.C. § 11434a(6).

Sec. 10. NRS 392.466 is hereby amended to read as follows:

392.466 1. Except as otherwise provided in this section, any pupil who ~~[commits a battery which results in the bodily injury of an employee of the school or who]~~ sells or distributes any controlled substance while on the premises of any public school, at an activity sponsored by a public school or on any school bus ~~[and who is at least 11 years of age]~~ shall meet with the school and his or her parent or legal guardian. The school shall provide a plan of action based on restorative justice to the parent or legal guardian of the pupil or, if the pupil is an unaccompanied pupil, the pupil. The pupil

may be suspended ~~[or]~~ ***, expelled or permanently*** expelled from the school, ~~[in which case the pupil shall:]~~ ***except that:***

(a) ~~[Enroll in a private school pursuant to chapter 394 of NRS or be homeschooled; or]~~ ***A pupil who is less than 11 years of age may not be expelled or permanently expelled pursuant to this subsection.***

(b) ~~[Enroll in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program.]*** ***A pupil who is less than 6 years of age may be suspended pursuant to this subsection, and the suspension must be reviewed and approved by the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, or his or her designee.***

(c) For a pupil with a disability who has been suspended or expelled pursuant to this subsection, the school in which the pupil is enrolled shall make available to the pupil a free appropriate public education in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days.

2. ***Except as otherwise provided in this section, any pupil who commits a battery against an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus shall meet with the school and his or her parent or legal guardian. The school shall provide a plan of action based on restorative justice to the parent or legal guardian of the pupil or, if the pupil is an unaccompanied pupil, the pupil. The pupil may be suspended, expelled or permanently expelled from the school, except that:***

(a) A pupil who is less than 8 years of age may not be expelled or permanently expelled pursuant to this subsection.

(b) A pupil who is less than 6 years of age may be suspended pursuant to this subsection, and the suspension must be reviewed and approved by the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, or his or her designee.

(c) For a pupil with a disability who has been suspended or expelled pursuant to this subsection, the school in which the pupil is enrolled shall make available to the pupil a free appropriate

public education in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days.

3. Except as otherwise provided in this section, any pupil who commits a battery which is intended to result in the bodily injury of an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus shall meet with the school and his or her parent or legal guardian. The school shall provide a plan of action based on restorative justice to the parent or legal guardian of the pupil or, if the pupil is an unaccompanied pupil, the pupil. The pupil shall be suspended, expelled or permanently expelled from the school, except that:

(a) A pupil who is less than 8 years of age may not be expelled or permanently expelled pursuant to this subsection.

(b) A pupil who is less than 6 years of age may be suspended pursuant to this subsection, and the suspension must be reviewed and approved by the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, or his or her designee.

(c) For a pupil with a disability who has been suspended or expelled pursuant to this subsection, the school in which the pupil is enrolled shall make available to the pupil a free appropriate public education in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days.

4. An employee who is a victim of a battery which ~~[results]~~ ***is intended to result*** in the bodily injury of an employee of the school may appeal to the school ~~[the]~~ ***a*** plan of action provided pursuant to subsection ~~[1]~~ ***3*** if:

(a) The employee feels any actions taken pursuant to such plan are inappropriate; and

(b) For a pupil with a disability who committed the battery, the board of trustees of the school district ***or governing body of the charter school or university school for profoundly gifted pupils, as applicable,*** or its designee has reviewed the circumstances and determined that such an appeal is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq.

~~[3.]~~ ***5.*** Except as otherwise provided in this section, any pupil ***,*** ~~[of any age,]~~ including, without limitation, a pupil with a disability, who ***poses a continuing danger to persons or property or an***

ongoing threat of disrupting the academic process or who is found in possession of ~~[a firearm or]~~ a dangerous weapon ***other than a firearm*** while on the premises of any public school, at an activity sponsored by a public school or on any school bus ~~[must, for the first occurrence, be expelled from the school for a period of not less than 1 year, although the pupil may be placed in another kind of school for a period not to exceed the period of the expulsion. For a second occurrence, the pupil must be permanently expelled from the school.~~

~~4.]~~ ***may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal, for his or her suspension, expulsion or permanent expulsion, except that:***

(a) A pupil who is less than 11 years of age may not be expelled or permanently expelled pursuant to this subsection.

(b) A pupil who is less than 6 years of age may be suspended pursuant to this subsection only after the suspension is reviewed and approved by the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, or his or her designee.

(c) For a pupil with a disability who has been suspended or expelled pursuant to this subsection, the public school in which the pupil is enrolled shall make available to the pupil a free appropriate public education in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days.

6. Except as otherwise provided in this section, any pupil, including, without limitation, a pupil with a disability, who is found in possession of a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal, for his or her suspension, expulsion or permanent expulsion. A pupil who is:

(a) Eleven years of age or older shall be suspended, expelled or permanently expelled pursuant to this section.

(b) At least 8 but less than 11 years of age shall be suspended or expelled pursuant to this subsection.

(c) At least 6 but less than 8 years of age may be suspended pursuant to this subsection.

(d) Less than 6 years of age may be suspended pursuant to this subsection only after the suspension is reviewed and approved by the superintendent of the school district or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable, or his or her designee.

(e) A pupil with a disability who has been suspended or expelled pursuant to this subsection must be provided with a free appropriate public education in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., by the public school in which the pupil is enrolled for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days.

7. If a school is unable to retain a pupil in the school pursuant to ~~[subsection]~~ ***subsections*** 1 ***to 6, inclusive,*** for the safety of any person or because doing so would not be in the best interest of the pupil, the pupil may be suspended, expelled or placed in another school. If a pupil ***, including, without limitation, a pupil who is less than 11 years of age,*** is placed in another school, the current school of the pupil shall explain what services will be provided to the pupil at the new school that the current school is unable to provide to address the specific needs and behaviors of the pupil. The ~~[school district of the]~~ current school of the pupil shall coordinate with the new school to create a plan of action based on restorative justice for the pupil and to ensure that any resources required to execute the plan of action based on restorative justice are available at the new school.

~~[5.]~~ ***8.*** Except as otherwise provided in this section, if a pupil is deemed a habitual disciplinary problem pursuant to NRS 392.4655 ~~[, the pupil is at least 11 years of age]~~ and the school has made a reasonable effort to complete a plan of action based on restorative justice with the pupil, based on the seriousness of the acts which were the basis for the discipline, the pupil may be:

(a) Suspended from the school; or

(b) Expelled from the school under extraordinary circumstances as determined by the principal of the school.

~~[6.]~~ ***9.*** If the pupil is expelled, or the period of the pupil's suspension is for one school semester, the pupil must:

(a) Enroll in a private school pursuant to chapter 394 of NRS or be homeschooled; ~~[or]~~

(b) Enroll in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the pupil qualifies

for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program ~~[.]~~ ***; or***

(c) Enroll in a program of alternative education provided by the school district in which the pupil resides. Each school district shall, alone or through a partnership with another school district, provide a program of alternative education pursuant to this paragraph in an in-person setting that allows each pupil enrolled in the program to receive educational services in the least restrictive educational environment.

~~[7.]~~ ***10.*** The superintendent of schools of a school district ***or the administrative head of a charter school or university school for profoundly gifted pupils*** may, for good cause shown in a particular case in that school district, ***or public school, as applicable,*** allow a modification to a suspension or expulsion pursuant to subsections 1 to ~~[5,]~~ ***8,*** inclusive, if such modification is set forth in writing. The superintendent ***or the administrative head of a charter school or university school for profoundly gifted pupils, as applicable,*** shall allow such a modification if ~~[the superintendent]~~ ***he or she*** determines that a plan of action based on restorative justice may be used successfully.

~~[8.]~~ ***11.*** This section does not prohibit a pupil from having in his or her possession a knife or firearm with the approval of the principal of the school. A principal may grant such approval only in accordance with the policies or regulations adopted by the board of trustees of the school district ~~[.]~~ ***or the governing body of the charter school or university school for profoundly gifted pupils, as applicable.***

~~[9. Except as otherwise provided in this subsection and subsection 3, a pupil who is less than 11 years of age must not be permanently expelled from school. In extraordinary circumstances, a school may request an exception to this subsection from the board of trustees of the school district. A pupil who is at least 11 years of age may be suspended, expelled or permanently expelled from school pursuant to this section only after the board of trustees of the school district or its designee has reviewed the circumstances and approved this action in accordance with the procedural policy adopted by the board for such issues.~~

~~10.]~~ ***12.*** Except as otherwise provided in subsection ~~[3,]~~ ***5 or 6,*** a pupil with a disability who is at least 11 years of age may, in accordance with the procedural policy adopted by the board of trustees of the school district ***or governing body of the charter school or university school for profoundly gifted pupils, as applicable,*** for such matters and only after the board of trustees of

the school district ***or governing body, as applicable,*** or its designee has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., be:

(a) Suspended from school pursuant to this section for not more than ~~[5]~~ ***10*** days. Such a suspension may be imposed pursuant to this paragraph for each occurrence of conduct proscribed by subsection 1.

(b) Expelled from school pursuant to this section.

(c) Permanently expelled from school pursuant to this section.

~~[11.]~~ ***13.*** A homeless pupil or a pupil in foster care ~~[who is at least 11 years of age]~~ may be suspended ~~[or expelled]~~ from school pursuant to this section ~~[only]~~ ***for not more than 5 days if, following a review of all available information, the principal determines that the conduct of the pupil poses an ongoing threat to the pupil or other persons at the school and*** if a determination is made that the behavior that led to the consideration for suspension or expulsion was not caused by homelessness or being in foster care. The person responsible for making a determination of whether or not the behavior was caused by homelessness or being in foster care shall presume that the behavior was caused by homelessness or being in foster care unless the person determines that the behavior was not caused by homelessness or being in foster care pursuant to this subsection. A determination that the behavior was not caused by homelessness must be made in consultation with the local educational agency liaison for homeless pupils designated in accordance with the McKinney-Vento Homeless Assistance Act of 1987, 42 U.S.C. §§ 11301 et seq., or a contact person at a school, including, without limitation, a school counselor or school social worker. A determination that the behavior was not caused by being in foster care must be made in consultation with an advocate for pupils in foster care at the school in which the pupil is enrolled or the school counselor of the pupil.

~~[12.]~~ ***14. The principal of a public school may, at his or her discretion, reduce or eliminate the period of suspension, convert an expulsion to a suspension or otherwise reduce, eliminate or alter a disciplinary action imposed upon a pupil who commits a battery which results in the bodily injury of an employee of the school.***

15. The principal of a public school may reduce the period of suspension or convert an expulsion to a suspension for a pupil who distributes a controlled substance while on the premises of a

public school, at an activity sponsored by a public school or on a school bus if:

(a) The pupil is less than 11 years of age;

(b) The pupil has not engaged in such proscribed conduct before; and

(c) After a thorough review of the facts and circumstances, the principal determines that the pupil did not know that the substance being distributed was a controlled substance.

16. The provisions of chapter 241 of NRS do not apply to any hearing or proceeding conducted pursuant to this section. Such hearings or proceedings must be closed to the public.

~~[13.]~~ ***17.*** As used in this section:

(a) "Battery" has the meaning ascribed to it in paragraph (a) of subsection 1 of NRS 200.481.

(b) ***"Bodily injury" means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.***

(c) "Dangerous weapon" includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.

~~[(c)]~~ ***(d)*** "Firearm" includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. § 921, as that section existed on July 1, 1995.

~~[(d)]~~ ***(e)*** "Foster care" has the meaning ascribed to it in 45 C.F.R. § 1355.20.

~~[(e)]~~ ***(f)*** "Homeless pupil" has the meaning ascribed to the term "homeless children and youths" in 42 U.S.C. § 11434a(2).

~~[(f)]~~ ***(g)*** "Permanently expelled" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled:

(1) Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the pupil is currently enrolled or another public school within the school district; and

(2) With the possibility of enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled after being permanently expelled.

~~[(g)]~~ ***(h)*** "Restorative justice" has the meaning ascribed to it in NRS 392.472.

~~[(h)]~~ ***(i)*** "Unaccompanied pupil" has the meaning ascribed to the term "unaccompanied youth" in 42 U.S.C. § 11434a(6).

~~[14.]~~ ***18.*** The provisions of this section do not prohibit a pupil who is suspended or expelled from enrolling in a charter school that is designed exclusively for the enrollment of pupils with disciplinary problems if the pupil is accepted for enrollment by the charter school pursuant to NRS 388A.453 or 388A.456. Upon request, the governing body of a charter school must be provided with access to the records of the pupil relating to the pupil's suspension or expulsion in accordance with applicable federal and state law before the governing body makes a decision concerning the enrollment of the pupil.

Sec. 11. NRS 392.467 is hereby amended to read as follows:

392.467 1. Except as otherwise provided in subsections ~~[5 and]~~ 6 ***and 7,*** and NRS 392.466, the board of trustees of a school district ***or governing body of a charter school or university school for profoundly gifted pupils, as applicable,*** or its designee may authorize the suspension or expulsion of any pupil who is at least 11 years of age from ~~[any]~~ ***a*** public school ***.*** ~~[within the school district.]~~ Except as otherwise provided in this subsection and ~~[subsection 3]~~ ***subsections 5 and 6*** of NRS 392.466, a pupil who is ***at least 6 years of age but*** less than 11 years of age must not be ***expelled or*** permanently expelled from school. In extraordinary circumstances, a school may request an exception to the prohibition set forth in this subsection against ***expelling or*** permanently expelling a pupil who is less than 11 years of age from school from the board of trustees of the school district ~~[.]~~ ***or the governing body of the charter school or university school, as applicable.***

2. ***A pupil who is less than 6 years of age must not be permanently expelled from school.***

3. Except as otherwise provided in subsection ~~[6,]~~ ***7,*** no pupil may be suspended or expelled until the pupil has been given notice of the charges against him or her, an explanation of the evidence and an opportunity ~~[for]~~ ***to schedule*** a hearing, except that a pupil who ~~[is]~~ ***:***

(a) Poses a continuing danger to persons or property;

(b) Is an ongoing threat of disrupting the academic process;

(c) Is selling or distributing any controlled substance; or

(d) Is found to be in possession of a firearm or a dangerous weapon as provided in NRS 392.466 ***,***

➥ may be removed from the school immediately upon being given an explanation of the reasons for his or her removal and pending proceedings, to be conducted as soon as practicable after removal, for the pupil's suspension or expulsion.

~~[3.]~~ ***4.*** The board of trustees of a school district ***or governing body of a charter school or university school for profoundly gifted pupils, as applicable,*** or its designee may authorize the expulsion, suspension or removal of a pupil who has been charged with a crime from the school at which the pupil is enrolled regardless of the outcome of any criminal or delinquency proceedings brought against the pupil only if the school:

(a) Conducts an independent investigation of the conduct of the pupil; and

(b) Gives notice of the charges brought against the pupil by the school to the pupil.

~~[4.]~~ ***5.*** The provisions of chapter 241 of NRS do not apply to any hearing or proceeding conducted pursuant to this section. Such hearings or proceedings must be closed to the public.

~~[5.]~~ ***6.*** The board of trustees of a school district ***or governing body of a charter school or university school for profoundly gifted pupils, as applicable,*** or its designee shall not authorize the expulsion, suspension or removal of any pupil from the public school system solely for offenses related to attendance or because the pupil is declared a truant or habitual truant in accordance with NRS 392.130 or 392.140.

~~[6.]~~ ***7.*** A pupil with a disability may, in accordance with the procedural policy adopted by the board of trustees of the school district ***or governing body of the charter school or university school for profoundly gifted pupils, as applicable,*** for such matters and only after ~~[the board of trustees of the school district or its designee has reviewed]~~ ***an administrative review of*** the circumstances and ~~[determined]~~ ***a determination*** that the action is in compliance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., be:

(a) Suspended from school pursuant to this section for not more than ~~[5]~~ ***10*** days for each occurrence of proscribed conduct.

(b) Expelled from school pursuant to this section.

(c) Permanently expelled from school pursuant to this section.

~~[7.]~~ ***8.*** A homeless pupil or a pupil in foster care ~~[who is at least 11 years of age]~~ may be suspended ~~[or expelled]~~ from school pursuant to this section ~~[only]~~ ***for not more than 5 days if, following a review of all available information, the principal determines that the conduct of the pupil poses an ongoing threat***

to the pupil or other persons at the school and if a determination is made that the behavior that led to the consideration for suspension or expulsion was not caused by homelessness or being in foster care. The person responsible for making a determination of whether or not the behavior was caused by homelessness or being in foster care shall presume that the behavior was caused by homelessness or being in foster care unless the person determines that the behavior was not caused by homelessness or being in foster care pursuant to this subsection. A determination that the behavior was not caused by homelessness must be made in consultation with the local educational agency liaison for homeless pupils designated in accordance with the McKinney-Vento Homeless Assistance Act of 1987, 42 U.S.C. §§ 11301 et seq., or a contact person at a school, including, without limitation, a school counselor or school social worker. A determination that the behavior was not caused by being in foster care must be made in consultation with an advocate for pupils in foster care at the school in which the pupil is enrolled or the school counselor of the pupil.

~~[8.]~~ ***9.*** As used in this section:

(a) "Foster care" has the meaning ascribed to it in 45 C.F.R. § 1355.20.

(b) "Homeless pupil" has the meaning ascribed to the term "homeless children and youths" in 42 U.S.C. § 11434a(2).

(c) "Permanently expelled" means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled:

(1) Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the pupil is currently enrolled or another public school within the school district; and

(2) With the possibility of enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled after being permanently expelled.

Sec. 12. NRS 392.4671 is hereby amended to read as follows:

392.4671 1. The board of trustees of each school district and the governing body of each charter school or university school for profoundly gifted pupils, as applicable, shall adopt a policy for appealing the ***significant*** suspension ***, expulsion*** or ***permanent*** expulsion of a pupil enrolled in the school district, charter school or university school, as applicable. The policy must provide, without limitation, that:

(a) The board of trustees of a school district, the governing body of a charter school or university school for profoundly gifted pupils or the designee of the board of trustees or governing body, as

applicable, may authorize the ***significant*** suspension ***, expulsion*** or ***permanent*** expulsion of a pupil within the timeline established by the Department pursuant to NRS 392.4609;

(b) Within the timeline established by the Department pursuant to NRS 392.4609, the board of trustees of a school district, the governing body of a charter school or university school for profoundly gifted pupils or the designee of the board of trustees or governing body, as applicable, shall notify the pupil and, if the pupil is under 18 years of age, the parent or legal guardian of the pupil who is ~~[suspended]~~ ***given a significant suspension, expelled*** or ***permanently*** expelled of:

(1) The ***significant*** suspension ***, expulsion*** or ***permanent*** expulsion;

(2) The right to appeal the ***significant*** suspension ***, expulsion*** or ***permanent*** expulsion; and

(3) Information on the appeal policy adopted by the board of trustees of the school district or the governing body of the charter school or university school, as applicable;

(c) A pupil or, if the pupil is under 18 years of age, the parent or legal guardian of the pupil, who is ~~[suspended]~~ ***given a significant suspension, expelled*** or ***permanently*** expelled may file an appeal with the board of trustees of the school district, the governing body of the charter school or university school for profoundly gifted pupils or the designee of the board of trustees or governing body, as applicable, within the timeline established by the Department pursuant to NRS 392.4609;

(d) The board of trustees of a school district, the governing body of a charter school or university school for profoundly gifted pupils or the designee of the board of trustees or governing body, as applicable, shall schedule a hearing on an appeal of a ***significant*** suspension ***, expulsion*** or ***permanent*** expulsion of a pupil within the timeline established by the Department pursuant to NRS 392.4609; and

(e) After conducting a hearing pursuant to this subsection, the board of trustees of a school district, the governing body of a charter school or university school for profoundly gifted pupils or the designee of the board of trustees or governing body, as applicable, may not increase the initial ***significant*** suspension or expulsion of a pupil.

2. The board of trustees of a school district, the governing body of a charter school or university school for profoundly gifted pupils or the designee of the board of trustees or governing body, as applicable, shall post the appeal policy on the Internet website of the

school district and each school within the district or of the charter school or university school, as applicable.

3. The provisions of chapter 241 of NRS do not apply to any hearing conducted pursuant to this section. Such hearings must be closed to the public.

4. As used in this section:

(a) "Permanently expelled" has the meaning ascribed to it in NRS 392.466.

(b) "Significant suspension" has the meaning ascribed to it in NRS 392.4655.

Sec. 13. NRS 392.472 is hereby amended to read as follows:

392.472 1. Except as otherwise provided in NRS ***392.4645 and*** 392.466 and to the extent practicable, a public school shall provide a plan of action based on restorative justice before removing a pupil from a classroom or other premises of the public school or suspending or expelling a pupil from school.

2. The Department shall develop one or more examples of a plan of action which may include, without limitation:

(a) Positive behavioral interventions and support;

(b) A plan for behavioral intervention;

(c) A referral to a team of student support;

(d) A referral to an individualized education program team;

(e) A referral to appropriate community-based services; and

(f) A conference with the principal of the school or his or her designee and any other appropriate personnel.

3. The Department may approve a plan of action based on restorative justice that meets the requirements of this section submitted by a public school.

4. The Department, in consultation with the Office for a Safe and Respectful Learning Environment, shall post on its Internet website a guidance document that includes, without limitation:

(a) A description of the statewide framework for restorative justice developed pursuant to NRS 388.1333 and the requirements of this section and NRS 392.462;

(b) A timeline for implementation of the requirements of this section and NRS 392.462 by a public school;

(c) One or more models of restorative justice and best practices relating to restorative justice;

(d) A curriculum for professional development relating to restorative justice and references for one or more consultants or presenters qualified to provide additional information or training relating to restorative justice; and

(e) One or more examples of a plan of action based on restorative justice developed pursuant to subsection 2.

5. As used in this section:

(a) "Individualized education program team" has the meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(B).

(b) "Restorative justice" means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil.

Sec. 13.5. Section 5 of Assembly Bill No. 285 of this session is hereby amended to read as follows:

Sec. 5. NRS 392.4644 is hereby amended to read as follows:

392.4644 1. The ~~[board of trustees]~~ ***superintendent*** of each school district ***and the administrative head of each charter school and university school for profoundly gifted pupils*** shall establish a plan to provide for the ~~[restorative]~~ ***progressive*** discipline of pupils and on-site review of disciplinary decisions. The plan must:

(a) Be developed with the input and participation of teachers, school administrators ***, school counselors, school social workers, school psychologists, behavior analysts*** and other educational personnel and support personnel who are employed ~~[by]~~ ***at*** the ***public*** school ***,*** ~~[district,]~~ pupils who are enrolled in ***the public school or*** schools within the school district ***, as applicable,*** and the parents and guardians of pupils who are enrolled in ***the public school or*** schools within the school district ~~[.]~~ ***, as applicable.***

(b) Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463.

(c) Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of ***the public school or*** each school within the school district ~~[.]~~ ***, as applicable.***

(d) ~~[Provide restorative disciplinary practices which include, without limitation:~~

~~(1) Holding a pupil accountable for his or her behavior;~~

~~(2) Restoration or remedies related to the behavior of the pupil;~~

~~(3) Relief for any victim of the pupil; and~~

~~(4) Changing the behavior of the pupil.~~

~~(e) Provide for~~] ***Prescribe methods of alternative conflict resolution and interventions based on social and emotional***

learning that are developed to avoid the need for the removal of a pupil.

(e) Include provisions that authorize the temporary removal of a pupil from a classroom or other premises of a public school ~~[in accordance with]~~ ***pursuant to*** NRS 392.4645.

(f) Provide for the placement of a pupil in ***a more restrictive educational environment at that school or at*** a different ***public school or*** school within the school district ***, as applicable,*** in accordance with NRS 392.466.

(g) Include the names of any members of a committee to review the temporary alternative placement of pupils required by NRS 392.4647.

(h) ~~[Be in accordance with the statewide framework for restorative justice developed pursuant to NRS 388.1333, including, without limitation, by addressing the occurrences of the suspension, expulsion or removal of pupils from school that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250.~~

~~(i)]~~ Be ***provided to each school over which the board of trustees or governing body has authority and*** posted on the Internet website maintained by the ***public*** school ***.*** ~~[district.]~~

(i) Be in accordance with a plan to use disciplinary practices based on restorative justice developed pursuant to subsection 2, if applicable.

2. ***The superintendent of a school district shall, in addition to establishing a plan to provide for the progressive discipline of pupils pursuant to subsection 1, establish a plan to use disciplinary practices based on restorative justice. Such a plan must:***

(a) Authorize the use of disciplinary practices based on restorative justice which include, without limitation:

(1) Holding a pupil accountable for his or her behavior;

(2) Restoration or remedies related to the behavior of the pupil;

(3) Relief for any victim of the pupil; and

(4) Changing the behavior of the pupil; and

(b) Be in accordance with the statewide framework for restorative justice developed pursuant to NRS 388.1333, including, without limitation, by addressing the occurrences of the suspension, expulsion or removal of pupils from

schools that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250.

3. On or before September 15 of each year, the principal of each public school shall:

(a) Review the plan established by subsection 1 in consultation with the teachers, school administrators ***, school counselors, school social workers, school psychologists, behavior analysts*** and other educational personnel and support personnel who are employed at the school ***,*** ~~[and]~~ the parents and guardians of pupils ***,*** ~~[and]~~ the pupils who are enrolled in the school ~~[,]~~ ***and, if applicable, the organizational team established pursuant to NRS 388G.700;***

(b) Determine whether and to what extent the occurrences of the suspension, expulsion or removal of pupils from school disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250; ***and***

(c) Based upon the review, recommend to the ~~[board of trustees]~~ ***superintendent*** of the school district ***or the administrative head of the charter school or university school for profoundly gifted pupils, as applicable,*** revisions to the plan, as recommended by the teachers, school administrators ***, school counselors, school social workers, school psychologists, behavior analysts*** and other educational personnel and support personnel ***,*** ~~[and]~~ the parents and guardians of pupils ***,*** ~~[and]~~ the pupils who are enrolled in the school ~~[,]~~ ***and, if applicable, the organizational team established pursuant to NRS 388G.700,*** if necessary ***.*** ~~[;~~

~~(d) Post a copy of the plan or the revised plan, as provided by the school district, on the Internet website maintained by the school; and~~

~~(e) Distribute to each teacher, school administrator and all educational support personnel who are employed at or assigned to the school a written or electronic copy of the plan or the revised plan, as provided by the school district.~~

~~3.]~~ ***4. On or before September 30 of each year, the superintendent of each school district and the administrative head of each charter school or university school for profoundly gifted pupils shall issue a revised plan that appropriately reflects comments provided by teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts, other educational personnel and support personnel, the parents***

and guardians of pupils, the pupils who are enrolled in the school and, if applicable, organizational teams established pursuant to NRS 388G.700.

5. Not more than 14 days after the receipt of a plan established pursuant to subsection 1 or a revised plan issued pursuant to subsection 4, the principal of each school shall:

(a) Post a copy of the plan or the revised plan on the Internet website maintained by the school; and

(b) Distribute to each teacher, school administrator, school counselors, school social workers, school psychologists, behavior analysts, and all educational support personnel who are employed at or assigned to the school and, if applicable, the organizational team a written or electronic copy of the plan or the revised plan.

6. On or before November 15 of each year, the board of trustees of each school district ***and the governing body of each charter school or university school for profoundly gifted pupils*** shall:

(a) Submit a written report to the Superintendent of Public Instruction that reports the progress of each school ~~[within the district]~~ ***over which the board of trustees or governing body has authority*** in complying with the requirements of this section, including, without limitation, addressing the occurrences of the suspension, expulsion or removal of pupils from school that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of NRS 385A.250; and

(b) Post a copy of the report on the Internet website maintained by the school district ~~[.~~ ~~4.]~~ ***, charter school or university school for profoundly gifted pupils, as applicable.***

7. If the Superintendent of Public Instruction determines that the data collected pursuant to NRS 392.462 indicates disproportionality in disciplinary actions or is insufficient to determine whether disproportionality exists, the Superintendent shall issue a written notice to the school district, charter school or university school for profoundly gifted pupils, as applicable, listing the specific areas of concern and providing a specific corrective period for the school district, charter school or university school for profoundly gifted pupils, as applicable, to implement a framework to reduce the disproportionality or correct the insufficiency of the data, as applicable. The specific

corrective period must be at least 12 months but not more than 36 months, and must include required monitoring of the progress made by the school district, charter school or university school for profoundly gifted pupils, as applicable. If, after the conclusion of the specific corrective period, the school district, charter school or university school for profoundly gifted pupils, as applicable, fails to:

(a) Make measurable progress in addressing the disproportionality or insufficiency listed in the notice issued pursuant to this subsection; or

(b) Provide the required progress reports,

➥ the Superintendent may issue an alternative plan for the school district, charter school or university school for profoundly gifted pupils, as applicable, for mandatory implementation.

8. As used in this section ~~[, "restorative]~~ ***:***

(a) "Behavior analyst" has the meaning ascribed to it in NRS 641D.030.

(b) "Restorative justice" has the meaning ascribed to it in NRS 392.472.

Sec. 14. The provisions of NRS 354.599 do not apply to any additional expenses of a local government that are related to the provisions of this act.

Sec. 15. (Deleted by Amendment)

Sec. 16. 1. This section and sections 1 to 13, inclusive, 14 and 15 of this act become effective upon passage and approval.

2. Section 13.5 of this act becomes effective upon passage and approval if and only if Assembly Bill No. 285 of this session is enacted by the Legislature and approved by the Governor.

20 ~~~~~ **23**

From: **Tom Hendrix** hendrix.tom@lyoncsd.org
Subject: Agenda Item October 24, 2023 meeting
Date: October 10, 2023 at 1:11 PM
To: Wayne Workman wworkman@lyoncsd.org
Cc: Philip Cowee pcowee@lyoncsd.org

TH

Mr Workman and Mr Cowee,

This is how I'd like my third agenda item to be presented for the October 24, 2023 meeting.

(For Possibly Action) Discussion and possible action regarding Single Point Entry projects and other security alternatives. This is being presented by Trustee Hendrix, Lyon Co Sheriff Commander and Anessa Alderman, ZeroEyes Director of State & Local Education Solutions

Board Memo

Date: October 24,2023

To: Board of Trustees

From: Wayne Workman, Superintendent

Re: Single Point Entry projects and other alternatives for school safety.

Recommendation

The Board of Trustees review the status of single point entry projects in our high schools, as well as other safety measures that can be used in our district.

Background

In 2018, the State grant allocated funds for implementing modified single point entries in all elementary and middle schools. Subsequently, in 2019, additional funds were granted to complete the single point entry installations in the four remaining high schools. Unfortunately, these funds were reclaimed by the State in March 2020 due to the impact of the Covid-19 Pandemic.

In April 2022, Mr. Bains contacted our partners to obtain an estimate on the probable cost of the projects. The estimate we received ranged from $2.4 to $2.7 million. Regrettably, the necessary funding was not available at that time and the Board made the decision to forgo multiple projects. Both the family style restrooms and modified Single Point Entry projects were put on hold by the Board.

A number of schools around the District have some form of access control thereby allowing them to control who has access to the student population. There were two incidents last year where guns were brought on campus.

A number of high schools in our District have no meaningful safeguards for students to help prevent

A number of high schools in our District have no meaningful safeguards for students to help prevent guns from entering those schools.
Physical barriers, fencing and single point entry are accepted methods of limiting access to schools. Other methods of enhancing security and deterring weapons on campus in our schools are available. One of these is a firearms alerting canine that could be available around the District as a deterrent. Another is an artificial intelligence system that could monitor existing digital cameras in schools for guns and then in a matter of seconds alert administration, SROs and make calls to law-enforcement identifying location and movement onsite.

Respectfully submitted,

Tom Hendrix
LCSD Trustee

From: **Tom Hendrix** hendrix.tom@lyoncsd.org
Subject: Agenda Item Oct 24 2023, PRDP
Date: October 6, 2023 at 10:09 AM
To: Wayne Workman wworkman@lyoncsd.org
Cc: Philip Cowee pcowee@lyoncsd.org

TH

Mr Workman and Mr Cowee,

This is how I'd like one of my agenda items presented for the October 24, 2023 meeting.

(For Possible Action) Discussion and possible action regarding forming a Citizen Advisory Committee. This will be presented by Trustee Hendrix.

Date: October 24, 2023

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Formation of Citizen Advisory Committee to Monitor Instructional Material

Recommendation

The Board of Trustees appoint a Citizen Advisory Committee (CAC) to monitor instructional material.

Background Information

Per Board Policy BCF, the Board may appoint advisory committees which include community members to consider matters of District-wide importance in an ongoing effort to increase communication with the public and to provide for citizen involvement.

On September 28, 2021, the Board of Trustees passed the Equitable Education Opportunities Resolution stating that certain doctrines cannot be taught nor implied by education staff, and that staff are required to teach the approved curriculum exclusively.

The community has requested to understand how successfully this is being enforced. The Board also has Policies in place which prohibit inappropriate material in classrooms and libraries, but these Policies and specific definitions of what may be considered inappropriate are less well known to the community. Also, since the District has about 90 new hires this year, the Policies and classroom materials are due for review by staff and parents. In addition, since more and more curricula are being accessed electronically, the sites and links that students are directed to, which might be acceptable one day, can suddenly be changed without teacher knowledge, and therefore need to be audited to ensure student safety and compliance with Board Policies. Since reviewing all materials is a formidable task, the creation of a Citizen Advisory Committee (CAC) will help ease the burden from teachers and administrators and allow them to focus on providing the best instruction while also allowing improved communication and involvement with the public.

Per Board Policy BCF, the following Statement of Purpose and Responsibility, Resources Board will Provide, and Committee Standing and Reporting are proposed:

Statement of Purpose and Responsibility.

- The Board of Trustees create a Citizen Advisory Committee (CAC) to assist teachers, administrators, and parents in the identification and removal of any material that the CAC deems to be discriminatory, indoctrinating, false, obscene, pornographic, excessively violent, or which promotes illegal drug use, illegal activity, sexual immorality, or is deemed by the CAC to be otherwise inappropriate for children. The CAC shall include volunteer concerned parents, citizens, and staff, and no more than three CAC members shall be chosen by each Trustee. The CAC will review and monitor all print and digital material accessible to students at each grade level for compliance with Board Policies and Resolutions, and shall report their findings to site administrators for immediate action if necessary, and shall provide Preliminary and Final Reports (both Majority and Minority Reports if needed) for follow-up action and further recommendations.

Resources Board will Provide.

- Access to all print and digital materials accessible to students at each grade level.

Committee Standing and Reporting.

- CAC members shall be appointed at the Nov 2024 Board Meeting.
- CAC members shall be given access to all print and digital materials accessible to students at each grade level by Dec 1, 2023.
- CAC Preliminary Report shall be provided, within 5 months , at the April 2024 Board Meeting -- both CAC Majority and Minority Preliminary Reports shall be permitted.
- CAC Final Report shall be provided, within 10 months, at the Sept 2024 Board Meeting -- both CAC Majority and Minority Final Reports shall be permitted.

Budget Considerations
No cost.

Attachments
Agenda Item proposed September 2023.
Attachment: Board Policy BCF – Advisory Committees.

Respectfully Submitted,

Tom Hendrix
LCSD Trustee

ADVISORY COMMITTEES TO THE BOARD

In an ongoing effort to increase communication with the public and to provide for citizen involvement, the Board may appoint advisory committees which include community members to consider matters of district-wide importance. The Board shall have no permanent or standing advisory committees other than those required by statute.

Recommendations of such committees will be given careful consideration by the Board, but such recommendations will not relieve the Board of its legal responsibility to make final decisions about such matters.

All meetings of advisory committees shall be considered open meetings. The press may attend and report proceedings. Visitors shall sit apart from the committee members and shall speak only when invited to do so by the committee President.

The composition of advisory committees to the Board will be broadly representative and will take into consideration the specific tasks assigned to the committee. The process for the appointment of community members to an advisory committee will be determined by the Board. Appointment of staff members, when appropriate, will be made by the superintendent.

The Board will adopt guidelines for each committee as appropriate, which will include, but not be limited to, the following:

- The committee's written charge which shall include, but not be limited to, a statement of purpose and responsibility;
- The resources the Board will provide;
- The length of time the committee is asked to serve and the approximate date(s) on which the Board wishes to receive committee report(s).

Except as specifically provided by the Board, citizen advisory committees will cease to function when their reports have been received by the Board or when the purposes for which they were established have been accomplished.

The Board may be represented on lay and professional committees that serve the Board in an advisory capacity, with specific Board members appointed by the President, but normally such Board members will function as ex-officio members of the committees.

The Board's responsibility cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Board for action and must be recognized as advisory in nature.

Policy #BCF
Adopted 09/25/07

INSTRUCTIONAL MATERIAL ADOPTION PROCESS

PRESENTED BY LCSD

NEVADA DEPT. OF EDUCATION (NDE)
Puts out a Request For Inormation (RFI)

Vendors submit intructional Materials to be reviewed by NDE.

INTERNAL REVIEW
Should the material be considered for further review?

YES

NO

Rejected

Statewide Review Panel:
Should the material be forwarded to the Nevada Instructional Materials Steering Committee (NIMSC)?

YES

NO

Rejected

Vendor can appeal initial rejection.

APPEAL

NO APPEAL

NIMSC:
Should the material be forwarded to the Nevada State Board of Education for approval?

YES

NO

Rejected

State Board of Education:
Should the material be approved for use in schools in Nevada?

YES

NO

Instructional Material posted on State website.

Individual School Districts may begin their adoption process.

The State Board of Education will approve a variety of options.

LCSD chooses instructional material from the state-approved list to begin the process for approval in LCSD.

LCSD personnel previews material.

Instructional material is posted on the LCSD website and available in person at the District Office for review.

Instructional material goes to the LCSD Board of Trustees for approval.

Where the public is welcome to provide their input and participate in the process.

More Information Available Here.

LYON COUNTY SCHOOL DISTRICT
BOARD RESOLUTION

A Resolution of the Board of Trustees of the Lyon County School District Affirming their Commitment to Equitable Educational Opportunities for all Students

WHEREAS, the Lyon County School District Board of Trustees are committed to ensuring equitable educational opportunities for all students; and

WHERAS, discrimination based on race, sex, disability ethnicity; gender; gender identity/expression; sexual orientation; ability/disability status; religion and spirituality; age; education; socio-economic status; language/communication modality; individual experiential backgrounds; lifestyle (interests, hobbies, activities, affiliations); family dynamics; and any other protected class in conformance with federal, state, and local laws has no place in American society and especially in the Lyon County School District ("LCSD" or "the District"); and

WHEREAS, the LCSD condemns discrimination based on race, sex, disability ethnicity; gender; gender identity/expression; sexual orientation; ability/disability status; religion and spirituality; age; education; socio-economic status; language/communication modality; individual experiential backgrounds; lifestyle (interests, hobbies, activities, affiliations); family dynamics; and any other protected class in conformance with federal, state, and local laws and will not tolerate such conduct; and

WHEREAS, the Board of Trustees of the LCSD has the legal authority to determine the curriculum taught in the LCSD within the parameters set by law; and

WHEREAS, the Board of Trustees of the LCSD can require education staff to exclusively teach the curriculum approved by the LCSD Board of Trustees;

NOW, THEREFORE BE IT RESOLVED on this 28th day of September 2021 by the Board of Trustees of the Lyon County School District that discrimination based on race, sex, disability ethnicity; gender; gender identity/expression; sexual orientation; ability/disability status; religion and spirituality; age; education; socio-economic status; language/communication modality; individual experiential backgrounds; lifestyle (interests, hobbies, activities, affiliations); family dynamics; and any other protected class in conformance with federal, state, and local laws is rejected and will not constitute the basis for any instruction in the LCSD; and

NOW, BE IT FURTHER RESOLVED that the following doctrines cannot be taught nor implied by education staff in the LCSD:

A. An individual by virtue of their race, sex, disability ethnicity; gender; gender identity/expression; sexual orientation; ability/disability status; religion and

spirituality; age; education; socio-economic status; language/communication modality; individual experiential backgrounds; lifestyle (interests, hobbies, activities, affiliations); family dynamics; and any other protected class in conformance with federal, state, and local laws will inherently discriminate against others, whether consciously or unconsciously.

B. Individuals are either members of the oppressor class or oppressed class because of their race, sex, disability ethnicity; gender; gender identity/expression; sexual orientation; ability/disability status; religion and spirituality; age; education; socio-economic status; language/communication modality; individual experiential backgrounds; lifestyle (interests, hobbies, activities, affiliations); family dynamics; and any other protected class in conformance with federal, state, and local laws.

C. An individual is inherently, morally or otherwise superior or inferior to another individual because of their race, sex, disability ethnicity; gender; gender identity/expression; sexual orientation; ability/disability status; religion and spirituality; age; education; socio-economic status; language/communication modality; individual experiential backgrounds; lifestyle (interests, hobbies, activities, affiliations); family dynamics; and any other protected class in conformance with federal, state, and local laws.

D. An individual should be discriminated against, receive adverse treatment, or receive favorable treatment as a result of their race, sex, disability ethnicity; gender; gender identity/expression; sexual orientation; ability/disability status; religion and spirituality; age; education; socio-economic status; language/communication modality; individual experiential backgrounds; lifestyle (interests, hobbies, activities, affiliations); family dynamics; and any other protected class in conformance with federal, state, and local laws.

E. An individual, by virtue of their race, sex, disability ethnicity; gender; gender identity/expression; sexual orientation; ability/disability status; religion and spirituality; age; education; socio-economic status; language/communication modality; individual experiential backgrounds; lifestyle (interests, hobbies, activities, affiliations); family dynamics; and any other protected class in conformance with federal, state, and local laws bears responsibility for actions committed in the past or present by other members of the same status.

F. An individual should feel guilt, anguish or any other form of psychological distress on account of their race, sex, disability ethnicity; gender; gender identity/expression; sexual orientation; ability/disability status; religion and spirituality; age; education; socio-economic status; language/communication modality; individual experiential backgrounds; lifestyle (interests, hobbies, activities, affiliations); family dynamics; and any other protected class in conformance with federal, state, and local laws.

Notwithstanding the above restrictions and affirmations, the LCSD Board of Trustees recognizes the essential nature of discourse surrounding historical and current events. Instruction and discourse in the LCSD will focus on the facts surrounding these events and not on the indoctrination or infusion of opinions, political platforms, beliefs, etc.

APPROVED AND ADOPTED, this 28th day of September, 2021.

Holly Villines, President

Phil Cowee, Clerk

Wayne Workman, Superintendent

SCHOOL LIBRARY MEDIA CENTER POLICY

It shall be the policy of the Lyon County School District that its school library media centers be equipped, supplied, and operated to:

1. Provide a comprehensive collection of instructional materials that will enrich and support the instructional program, taking into consideration the needs of the individual and the varied interests, abilities, socio-economic backgrounds, ethnic backgrounds and maturity levels of all the patrons served.
2. Provide materials for patrons that will stimulate growth in factual knowledge and develop literary and cultural, appreciation and ethical standards.
3. Provide materials which reflect the ideas and beliefs of religious, social, political, historical and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity informing judgments.
4. Provide materials and information which present different points of view on current and historical issues, none of which should be proscribed or removed from library collections because of partisan or doctrinal disapproval.
5. Provide qualified professional personnel who will serve patrons by selecting and properly maintaining library materials in compliance with basic professionally recognized and written selection principles and by providing maximum accessibility to these materials.

SELECTION OF MATERIALS TO BE FOUND IN LYON COUNTY SCHOOL DISTRICT LIBRARY

MEDIA CENTERS

The selection of materials shall be the responsibility of the school media specialist/librarian/library tech aid, with the approval of the school principal. To assist in this process, the library media specialists will be kept apprised of changes in curriculum areas. The media specialist shall use the professional publications as reference guides when selecting materials.

The media specialist/librarian/library tech aid shall solicit input from instructional staff for suggestions and to identify needs when selecting new materials for the school library media center. Gift materials provided to the school and/or the school library media center will meet the same selection criteria as those materials that are purchased for use in the classrooms or the school library media center. If any materials do not meet the selection criteria of the library, the material shall be reviewed by the principal and approved before being added to the collection. If a disagreement arises between the school media specialist/librarian/library tech aid and the principal over the appropriateness of a particular piece of material, or if complaints are brought forth by individuals or organizations regarding school library media center materials, the following procedures will be followed for the reconsideration of the materials in question.

RECONSIDERATION OF SCHOOL LIBRARY MEDIA CENTER MATERIAL

1. All complaints regarding school library media center materials will be initially referred to the school media specialist/library tech aid/District Lead Librarian for consultation with the individual filing the complaint to verify the merits of the complaint and see if a solution can be

worked out.

2. If consultation with a media specialist fails to resolve the complaint a *CITIZEN REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS* form will be given to the complainant. When the form has been completed it shall be returned to the school principal who will review the merits of the case presented on the form. After consultation with the media specialist/library tech aid/District Lead Librarian, the school principal shall then render a decision regarding the disposition of the materials being reconsidered, and notify the complainant of the decision in writing within ten (10) school days of receipt of the completed form.

3. If the decision of the school principal fails to resolve the complaint, the complainant must request a hearing with the Directors of Curriculum, Instruction and Assessment within ten (10) school days of receipt of notification of the Principal's decision. A committee will be formed consisting of the Directors of Curriculum, Instruction and Assessment and the Deputy Superintendent. The complainant will be asked to present their case for reconsideration of the material in person to the committee. The committee will render a decision and notify the complainant within two (2) school days regarding the disposition of the materials in question. The decision will be in writing and will advise the complainant of how to proceed to step four (4).

4. If the decision of the committee does not resolve the complaint, the complainant may file a written request within ten (10) school days for review of the decision by the Board of Trustees with the Superintendent. The review will then occur during the next regularly scheduled board. The decision of the Board of Trustees shall be final.

Policy IIAC
Revised 2/27/18

CITIZEN'S REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

Request initiated by_____

Telephone_____Address _____

City_____State_____Zip Code _____

Complainant represents:

Him/Herself

□ Name of organization_____

□ Identify other group _____

□ Film □Recording □ Periodical □ Pamphlet

Library Book - □ hard cover □ paperback □ e-book □ audiobook

Is this book on a reading list? □ Yes □ No

Author_____Title _____

Publisher (if known) _____

1. To what in the printed material do you object? Please be specific; cite pages.

_____

_____

2. What do you feel might be the result of reading or seeing this material?

_____

_____

3. For what age group would you recommend this material? _____

4. Is there anything good about this material? _____

5. Did you read, hear, or see the entire content?_____What parts? _____

_____

6. Are you aware of the judgment of this material by literary or subject matter critics?

_____

7. What do you believe is the theme of this material? _____

8. What would you like your school to do about this material? _____

□do not assign it to my child

□withdraw it from all students as well as from my child

9. In its place, what material of equal quality would you recommend that would convey as valuable a picture and perspective of our civilization?

_____

Date_____Signature of Complainant _____

Lyon County School District
Board Memo

Date: October 24, 2023

To: Board of School Trustees

From: Damon Etter Professional Development and Data Manager, Heather Moyle and Jim Gianotti Executive Directors of Educational Services

Re: A report on assessment results for the 2022-2023 school year.

Recommendation

That the board approves a report on the assessment results for the 2022-2023 school year.

Background Information

In 2022-2023 Lyon County School District participated in a number of assessments that are used to determine accountability statewide. Based on our work with students, teachers and administrators, it comes as no surprise that our students, like those around the state and nation, showed a decrease in their performance again as they continue to reel from the impacts of the pandemic. There is increasing evidence that the disruptions caused by school shutdowns and alternative learning solutions have had a greater impact than imagined. The Nevada Department of Education, for the first time since the pandemic, calculated Star Ratings for schools this year based on a number of these assessments. Not surprisingly, schools and districts statewide have experienced similar frustrations as the schools in Lyon County School District:

	2018-19	2018-19	2022-23	2022-23
	Number of Schools	Percentage of Schools	Number of Schools	Percentage of Schools
5-Star	120	14.8%	85	9.8%
4-Star	113	13.9%	79	9.2%
3-Star	200	24.6%	179	20.7%
2-Star	191	23.5%	195	22.6%
1-Star	95	11.7%	223	25.8%
Not-Rated*	93	11.5%	102	11.8%
Grand Total	812	100.0%	863	100.0%

While the Lyon County School District continues to experience challenges with assessment results, we have noticed some increasing trends in parents opting their child(ren) out of these standardized tests.

As a district, we continue to review and analyze the data that we obtain from our annual assessments, along with the variety of formative assessments administered throughout the year. As a result, we know the work that lay ahead, and we continue to recognize the steps that the Board has allowed us to take to improve student achievement throughout the district.

The assessment data shared shows the percentage of students deemed proficient in the Smarter Balanced Assessments in mathematics, English language arts (ELA), and science.

Achievement on the MAP (Measure of Academic Progress) test in grades K-8 showing proficiency in the spring of 2023. Teachers and site personnel can take this data and determine needs based on individual student performance. As we enter the fall of 2023, staff utilize this data to determine placements and instructional needs until the completion of Fall MAP testing. We have now added the i-Ready Math Diagnostic to our battery of assessment to determine student needs and establish an independent learning path for each student in grades K-8, so we are able to close gaps and equip students with the skills to receive grade level instruction.

The ACT assessment was administered to all 11th graders in February of 2023. Students take this exam regardless of their intentions following graduation, and while the ACT is a college entrance exam, the state has chosen it as the College and Career Readiness exam. Typically, students intending to go on to college will take the ACT multiple times in order to receive higher scores. Those additional scores are not reflected in the state reporting.

The WIDA ACCESS for ELLs (ACCESS) is the summative English language proficiency assessment taken annually by English language learners in Kindergarten through Grade 12. The WIDA ACCESS assesses the four language domains of Listening, Speaking, Reading, and Writing, providing proficiency levels (1-6) for each domain. A student is proficient and exits the EL Program when an Overall (Composite) EL Level of 4.5 has been achieved.

Career and Technical Education (CTE) completer results are presented here and show the number of students eligible to receive a certificate and the percentage of those who did. The data also shows the percentage of students that passed the Workplace Readiness (WPR) exam.

Ultimately the educators of Lyon County School District work hard to overcome the obstacles faced by our students. We continue to analyze the data provided by these assessments but know that they ultimately do not adequately measure all the great things going on in Lyon CSD. We continue to work on our Portrait of a Learner and focus on those things that our stakeholders expressed were important. Lifelong Learning, Connected Learning, Student Ownership of Learning, and Discovery Learning. Additionally, information for understanding and interpreting the various assessments administered in Lyon CSD is attached.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

Board Assessment Report

Respectfully Submitted,
Damon Etter, Professional Development and Data Manager
Heather Moyle, Executive Director of Educational Services
Jim Gianotti, Executive Director of Educational Services

Lyon County School District

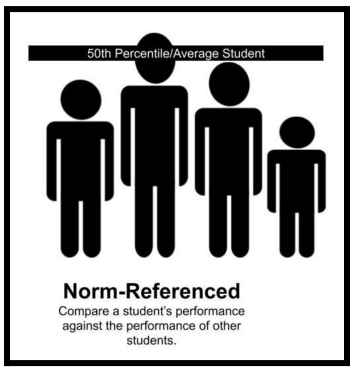
Report on the Assessment Results for the 2022/2023 School Year

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Systems of Assessments

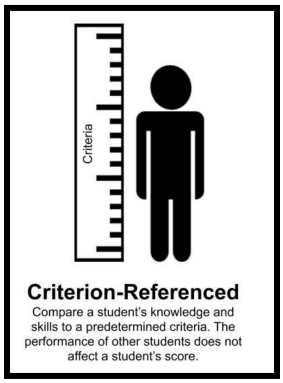
Overview of assessment types.

Norm-Referenced Assessment



- A norm-referenced assessment allows a view to compare a student's performance against the performance of other students on a state or national level. To complete this task, the assessment will assess students on a skill level above and below grade level. A norm-referenced assessment allows the view to compare a student to another student of the same age and to another student in a different city, state, and/or country.
    - Types of Lyon County School District norm-referenced assessments
        - *Measure of Academic Progress* (MAP)

Criterion Referenced Assessment



- A criterion referenced assessment compares a student's knowledge and skill to identified criteria. The predetermined criteria could be based on required grade-level skills. The student performance is not compared to students in other cities, states, and/or countries. A criterion referenced assessment allows the view to see what skills a student has developed and where they have grown over time.
    - Types of Lyon County School District criterion referenced assessments
        - *Smarter Balanced Assessment Criterion* (SBAC)
        - American College Testing (ACT)
        - Career and Technical Education (CTE)
        - World-class Instructional Design and Assessment (WIDA)

Lyon County Assessments

Smarter Balanced Assessment Consortium (SBAC)

- The Smarter Balanced Assessment Consortium (SBAC) is a public agency that provides standardized testing for students in the United States. These tests are designed to measure student progress in key areas like mathematics and English language arts/literacy, aligning with the Common Core State Standards. The goal of the SBAC is to provide teachers, schools, and parents with a clear understanding of student performance, helping to guide instruction and improve learning outcomes.
- Sure, the ELA SBAC (Smarter Balanced Assessment Consortium) Claims are:
- ELA Claims
    - **Reading**: Students can comprehend a range of complex texts independently.
    - **Writing**: Students can produce effective and well-grounded writing for a range of purposes and audiences.
    - **Speaking and Listening**: Students can employ effective speaking and listening skills for a range of purposes and audiences.
    - **Research/Inquiry**: Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.
    - **Claim Descriptors**
- Math Claims
    - **Concepts & Procedures:** Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
    - **Problem Solving**: Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
    - **Communicating Reasoning:** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
    - **Modeling & Data Analysis**: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.
- SBAC Practice Tests
    - Create an SBAC Test
    - 3rd Grade
        - Math Computer Adaptive Test
        - Math Performance Task
        - ELA Computer Adaptive Test
        - ELA Performance Task
    - 4th Grade
        - Math Computer Adaptive Test
        - Math Performance Task
        - ELA Computer Adaptive Test
        - ELA Performance Task
    - 5th Grade
        - Math Computer Adaptive Test
        - Math Performance Task

        - ELA Computer Adaptive Test
        - ELA Performance Task
    - 6th Grade
        - Math Computer Adaptive Test
        - Math Performance Task
        - ELA Computer Adaptive Test
        - ELA Performance Task
    - 7th Grade
        - Math Computer Adaptive Test
        - Math Performance Task
        - ELA Computer Adaptive Test
        - ELA Performance Task
    - 8th Grade
        - Math Computer Adaptive Test
        - Math Performance Task
        - ELA Computer Adaptive Test
        - ELA Performance Task
- Summative Family Report

- Additional documents:
    - **APPENDIX 1.1 -** 2022/2023 District SBAC Data

Interpretive Guide to the Smarter Balanced Summative Assessment Reports – 2018

Nevada Ready! The Nevada Department of Education

NEVADA
Student Assessment System
Smarter Balanced Summative Assessments

(1) Student Report

Student: Student Name
Grade: 6
Birth Date: XX/XX/XXXX

State Student ID: 99996702
School: Sample School

District: Sample District
Test Date: Spring 2018

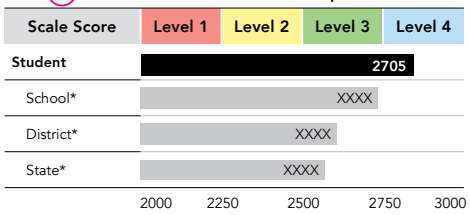
(2)

Achievement Levels				
Grade XX	Level 1: Minimal Understanding	Level 2: Partial Understanding	Level 3: Proficient	Level 4: Advanced
English Language Arts/ Literacy				✓
Mathematics			✓	

(3) **Achievement Level Descriptors**

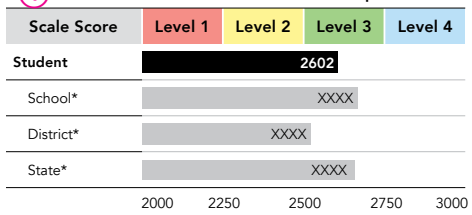
Level 1	Level 2	Level 3	Level 4
Level 1 - The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school.	**Level 2** - he student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school.	**Level 3** - The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school.	**Level 4** - The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills needed for likely success in entry-level credit-bearing college coursework after high school.

(4) **How Student's ELA Score Compares**



* A mean score is the average score calculated by adding the score values, dividing by the number of values, and rounding to the nearest whole number.

(4) **How Student's Mathematics Score Compares**



* A mean score is the average score calculated by adding the score values, dividing by the number of values, and rounding to the nearest whole number.

(5) **How to Support this Student's ELA Skills**

AdLit.org – This site provides a variety of resources for parents and students in grades 4-12; including, author interviews, themes booked lists and video clips. http://adlit.org

NEWSELA – This site provides access to high interest nonfiction articles. Each article is available in five different reading levels. https://newsela.com

Parent Roadmaps – This site provides detailed information for parents regarding the expectations and trajectory in grades K-12. http://www.cgcs.org/site/Default.aspx?PageID=366

(5) **How to Support this Student's Mathematics Skills**

Illustrative Mathematics – This site provides mathematical tasks and task solutions. Additionally, there are videos illustrating the Mathematical practices. www.illustrativemathematics.org

Illuminations – This site provides mathematics lesson plans, activities, computer games, puzzles, and mobile apps. http://illuminations.nctm.org

National Library of Virtual Manipulatives - This site provides interactive mathematics learning tools for grades Pk-12. Additionally, there are activities and parent/teacher guides. http://nlvm.usu.edu/en/nav/vlibrary.html

Para información en español, visite http://www.doe.nv.gov/Assessments/Resultados_en_Espanol/

About the Nevada Smarter Summative Assessments
The Smarter Summative Assessments are Nevada's criterion referenced test for English Language Arts/Literacy (ELA) and Mathematics for grades 3–8. The ELA and Mathematics assessments are each composed of two parts: 1) A computer adaptive test and 2) A performance task.

(1) In Nevada all students in grades 3 through 8 are required to take a summative assessment. The summative assessments align to the Nevada Academic Content Standards (NVACS). The Smarter Balanced Assessment Consortium (SBAC) provides Nevada's criterion-referenced examinations in English Language Arts/ Literacy and Mathematics.

(2) Students are assessed in the areas of English Language Arts/ Literacy and Mathematics. Check marks represent the students' achievement level (1-4) in English Language Arts/Literacy and Mathematics. Students meeting grade-level standards will earn an achievement level of 3-4.

The Achievement Level Descriptors describe each possible achievement level (1-4) in English Language Arts/Literacy and Mathematics.

(4) This bar graph represents comparisons between the student and the other students who took the same test in their school, their district and the state.

Note: A mean score is the average score, calculated by adding the score values, diving by the number of values, and rounding to the nearest whole number.

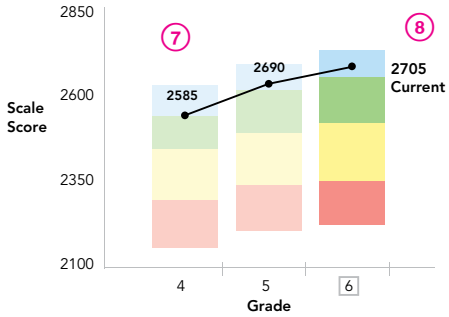
(5) This section provides online resources to support students in English Language Arts/Literacy and Mathematics.

Interpretive Guide to the Smarter Balanced Summative Assessment Reports – 2018

STUDENT RESULTS: ENGLISH LANGUAGE ARTS/LITERACY



The student's test scale score is indicated by ●. If this student were to test again under similar circumstances, his/her score would likely remain in the following range: 2695–2715, as shown by the segment — —.

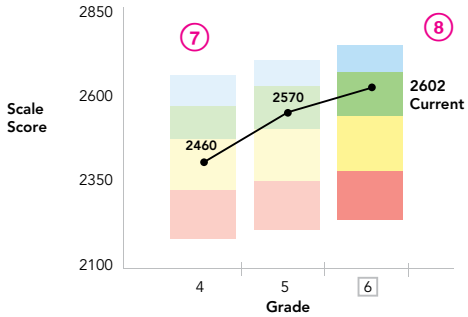


2018 AREA PERFORMANCE	Below Standard	At or Near Standard	Above Standard
Reading: How well does the student understand stories and information that he or she reads?			✓
Writing: How well does the student communicate in writing?			✓
Speaking/Listening: How well does the student understand spoken information?		✓	
Research/Inquiry: How well can the student find and present information about a topic?		✓	

STUDENT RESULTS: MATHEMATICS



The student's test scale score is indicated by ●. If this student were to test again under similar circumstances, his/her score would likely remain in the following range: 2592–2612, as shown by the segment — —.



2018 AREA PERFORMANCE	Below Standard	At or Near Standard	Above Standard
Concepts and Procedures: How well does the student use mathematical rules and ideas?			✓
Problem Solving and Modeling & Data Analysis: How well can the student show and apply problem-solving skills?		✓	
Communicating Reasoning: How well can the student think logically and express thoughts in order to solve a problem?		✓	

9

This student's Lexile range is XXXXXL to XXXXXL .
This range indicates the difficulty level of the materials that your child should be able to read successfully.

What is a Lexile® Measure?
A Lexile measure represents a student's reading ability and can be used to match him or her with books and other materials at an appropriate level of challenge. When students read materials within their Lexile range, they are more likely to improve their reading ability. Students in grade X should be able to read text that is between XXXXL and XXXXL to be on track for college and career readiness.

To find books within your student's Lexile range, visit: www.lexile.com/fab/nv/. Or, visit your nearest librarian and ask for help finding books that are within your student's Lexile range.

10

This student's Quantile range is XXXXXQ to XXXXXQ.
This range indicates the difficulty level of the mathematics lessons that your child is ready to learn.

What is a Quantile® Measure?
A Quantile measure represents your student's mathematical ability and can be used to determine which mathematics skills and concepts he or she has likely mastered, and which mathematics skills and concepts require further instruction. Students in grade X should be ready to learn mathematical skills and concepts that are between XXXXQ and XXXXQ to be on track for college and career readiness. This range represents the mathematical skills and concepts your student is likely to encounter in next year's math course.

To help strengthen your student's mathematical skills, visit www.Quantiles.com/tools/math-at-home. This website provides engaging resources that support mathematics lessons throughout the school year.

For More Information
Please visit the Nevada Department of Education website at **www.doe.nv.gov/assessments.**

6 A student scale score is represented by the black dot. This is the student's overall English Language Arts/Literacy and Mathematics score. A scale score is the overall score on that test.

**Note: The line segment represents the standard error of measurement, an estimate of the precision of the assessment.*

7 The purpose of this bar graph is to compare the achievement level a student attained from one year to the next. If there is only one bar on this graph, the student has only taken this assessment one time. The line segment connecting the bars represents the change in performance level between testing years. Score ranges for each level are different for each grade. As a result, students may need a higher overall score to remain in the same achievement level as the previous year.

8 Area Performance Details:

- Below Standard – Results indicated that the student has not yet met the standard.
- Near Standard – Results indicate that the student is close to or just meeting the standard.
- Above Standard – Results indicated that the student is able to apply their knowledge of the standard.

9 A student's Lexile range, in combination with classroom data, can be used to find a text of appropriate difficulty.

10 A student's Quantile range, in combination with classroom data, can be used to target appropriate skills and concepts for mathematics instruction.

American College Testing (ACT)

- The ACT, which stands for American College Testing, is a standardized test used for college admissions in the United States. It's designed to measure high school students' general educational development and their ability to complete college-level work.
- The test consists of four sections: English, Mathematics, Reading, and Science. There's also an optional Writing section. Each section is scored individually on a scale from 1 to 36, and those scores are then averaged to get a composite score. The test is known for its tight time constraints, which can make it a bit challenging.
- The state of Nevada sets a proficiency score of 22 on the ACT exam. A score of 22 on the ACT places a student approximately in the 63rd percentile of all test takers. This means a student with a score of 22 has performed better than about 63% of all students who took the ACT.
- Practice ACT
- Example of individual student profile report

- Additional Documents
    - **APPENDIX 2.1:** 2022/2023 ACT Data
    - **APPENDIX 2.2:** ACT Score National Rank

Measure of Academic Progress (MAP)

- MAP is an adaptive, computerized assessment system used to monitor student progress in key academic areas, such as reading, math, and science. It adjusts the difficulty of questions based on a student's response to previous questions. The results from MAP tests provide educators with valuable data about a student's knowledge, skills, and areas for improvement. This information can help teachers personalize learning, set goals, and track student growth over time.
- MAP assessments are unique in that they adapt to your student's level of learning. If a student answers a question correctly, the next question is more challenging. If they answer incorrectly, the next one is easier. This type of assessment challenges top performers, without overwhelming students whose skills are below grade level. The MAP tests are aligned with Common Core standards, which makes it a helpful tool in preparing students for state level tests. They are also used to measure growth over time, providing detailed insight into where students are excelling and where they may need extra help. MAP tests are typically administered three times per school year: fall, winter, and spring. This allows teachers to monitor progress and make data-informed decisions to improve teaching and learning. Lastly, MAP results are norm-referenced, which means they compare a student's scores with other students across the nation.
- Practice Assessment
- Example of individual student profile report with longitudinal data graph

- **APPENDIX 3.1**: 2022/2023 District MAP Proficiency Data
- **APPENDIX 3.2**: 2022/2023 District/Grade MAP Growth Data

World-class Instructional Design and Assessment (WIDA)

- The WIDA, or World-Class Instructional Design and Assessment, is a series of English language proficiency assessments. It's designed to measure the progress of students who are learning English as a second language (ESL students).
- The WIDA test suite includes several assessments, but the most commonly used ones are the ACCESS for ELLs (English Language Learners) and the W-APT (WIDA-ACCESS Placement Test). Lyon County School District currently uses the ACCESS for ELL assessment
- ACCESS for ELLs is an annual summative assessment that measures students' English language proficiency in four domains: Listening, Speaking, Reading, and Writing.
- Scores range from 1.0-6.0. A score below 5.0 generally indicates the student is in need of English language support, while a score of 5.0 or above signifies the student is English proficient. In the State of Nevada, a student must score a 4.5 to be considered language proficient.
- Practice Assessment

- **APPENDIX**
  - **4.1** - 2022/2023 WIDA Data

Career and Technical Education (CTE)

- Career and Technical Education (CTE) certifications are vocational qualifications that students can earn while still in high school. They're designed to provide students with the skills and knowledge necessary for specific jobs or industries.
- The exact certifications available can vary widely from school to school, but they often include areas like health care, information technology, construction trades, culinary arts, and automotive technology, among others.
- Earning a CTE certification can give students a head start in their chosen field, allowing them to jump straight into work after high school or giving them a leg up in post-secondary technical education programs.
- Additionally, CTE programs can often provide valuable real-world experience through internships, apprenticeships, or hands-on projects. They can also help students make more informed decisions about their career paths.
- Workplace Readiness Sill Practice Test

- **APPENDIX**
  - **5.1 -** 2022/2023 CTE Data

iReady - Diagnostic

- iReady Diagnostic is an adaptive assessment tool designed to provide teachers with insights into a student's academic skills, identify areas where they're struggling, and measure growth throughout the school year.
    - Here's a quick summary:
        - Adaptive: The test adjusts its difficulty based on the student's performance, making it personalized.
        - Insights: It provides detailed reports on students' skills in reading and math, identifying both strengths and weaknesses.
        - Progress Monitoring: It allows teachers to track student growth over time, helping in evaluating the effectiveness of teaching strategies.
        - Personalized Instruction: Based on the diagnostic results, iReady offers personalized learning paths for each student to address their skill gaps.
    - What is iReady?
    - iReady Diagnostic Report Explanation
    - Reviewing Diagnostic Data

- **APPENDIX 6.1 -** 2022/2023 iReady District Diagnostic Data

Historical Data

2022/2023 Nevada Report Card Data									
	ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism	Per Pupil Spend.
	ELEM.	MIDDLE	HIGH	ELEM.	MIDDLE	HIGH			
State	40.7	40.7	45.5	31.1	31.1	19.6	81.72	34.9	$11,300
Lyon	30.8	26.6	33.5	29.4	17.9	10.4	84.57	38.1	$12,419
Carson	41.4	35.4	43.4	37.4	27.6	20.1	83.42	28.8	$12,195
Churchill	32.7	30.9	48.8	27.7	15.6	19	79.75	33.1	$12,278
Clark	40.6	38.3	46	33.6	23.8	19.4	81.31	38.3	$11,624
Douglas	50	43.6	46.7	40.6	27.7	26.6	84.07	24.3	$12,882
Elko	37	33.2	38.7	32.4	20.6	16.9	80.43	34.3	$13,007
Esmeralda	12.5	29.4	50	20	11.1	<5%	-	36.5	$37,519
Eureka	63	35.5	45.4	62	37.2	31.8	>95%	25.7	$32,137
Humboldt	32.2	39.2	36.5	33.1	28.9	11	94.34	34.7	$14,547
Lander	36	14.6	53.3	24.6	10.3	6.4	85.53	39.2	$15,300
Lincoln	51.4	45.1	45.5	52.6	26.1	22.8	>95%	23.5	$18,148
Mineral	25.2	16.4	24.3	11.9	<5%	<5%	65.71	37.3	$16,979
Nye	32.1	30.7	33.7	26.2	21.8	8.2	80.66	35.2	$14,356
Pershing	35.3	28.4	43.2	18.6	10.4	15.3	>95%	20.8	$16,532
Public Charter	54.6	53.4	54	52	38.5	25.7	86.07	23	$7,897
Storey	44.4	44.4	60	48.7	28.8	24	88.24	35.8	$20,772
Washoe	43.3	39.9	45.6	40.2	27.7	22	84.36	31	$10,827
White Pine	23.1	31.4	36.6	27.1	29.7	23.6	89.77	32.2	$16,116

Source: http://nevadareportcard.nv.gov/DI/nv/2023

2021/2022 Nevada Report Card Data									
	ELA Proficiency			Math Proficiency			Grad Rate	Absenteeism	Per Pupil Spend.
	ELEM.	MIDDLE	HIGH	ELEM.	MIDDLE	HIGH			
State	44.1	45.1	45.7	36	25.6	21.2	81.3	36	$10,112
Lyon	36.2	31.9	36.3	33	19.3	15.2	87.98	39.2	$11,284
Carson	43.9	46.9	42	40.3	29.2	17.8	85.71	33	$11,505
Churchill	38.6	36.7	44.7	31.7	16.5	16.2	79.91	29	$11,599
Clark	41.1	41.9	44	31.4	22.2	19.7	80.94	40.6	$10,178
Douglas	51.1	45.5	52.5	43	28.3	25.8	84.53	22.6	$12,242
Elko	38.6	37.2	39.7	32.6	18.2	17.3	79.7	42	$12,134
Esmeralda	5.2	28.5	25	26.3	10.7	25		39.5	$29,329
Eureka	60.9	63	70.5	52.3	34.7	35.2	73.33	27.2	$34,593
Humboldt	36.8	42.5	36.6	31.7	27.4	11.1	94.23	47.8	$14,273
Lander	33.8	29.1	36.6	29.8	12	<5	66.67	36.4	$13,733
Lincoln	48.3	53.3	40.6	53.2	35.3	26.6	>95	13.9	$18,297
Mineral	38	18.5	<5	16.7	9	<5	88.89	44.9	$15,781
Nye	34.6	35.2	34.9	25.9	18.4	9.3	83.09	37.8	$12,856
Pershing	33.5	38.8	30.2	20.2	13.6	11.6	94.12	27.1	$17,534
Public Charter	55.4	57.3	54.3	49.2	36.5	25.2	86.89	21.8	$7,243
Storey	39.2	51.5	61.3	44	29.8	34	>95	40.5	$17,108
Washoe	45.9	45.3	50.1	40.1	27.7	26.6	82.48	25.5	$10,220
White Pine	29.6	41.8	36.5	25.9	26.8	13	83.76	38.4	$15,413

		ELA Proficiency			Math Proficiency			Grad Rate	9 - 12	3 - 8
		ELEM.	MIDDLE	HIGH	ELEM.	MIDDLE	HIGH			
2022-23	State	40.7	40.7	45.5	31.1	31.1	19.6	81.72	ACT	SBAC
	Lyon	30.8	26.6	33.5	29.4	17.9	10.4	84.57		
2021-22	State	44.1	45.1	45.7	36	25.6	21.2	81.31		
	Lyon	36.2	31.9	36.3	33	19.3	15.2	87.98		
2020-21	State	40.3	43.6	46.8	28.7	24.2	22.6	82.57		
	Lyon	34.3	34.9	36.1	24.5	18.1	18.8	86.58		
2019-20	State							84.1		
	Lyon							86.46		
2018-19	State	50.3	48.9	47.6	43.8	33.2	26.3	83.16		
	Lyon	42.1	42	43.3	36.7	30	24.9	84.76		
2017-18	State	50.1	47.8	45.6	43.4	32.4	26.3	80.85		
	Lyon	44.2	41.3	44.4	40.3	30.6	29.1	83.59		
2016-17	State	48.6	47	See EOC	42.1	26.9	See EOC	73.55	EOC	
	Lyon	45	41.5	See EOC	40.9	29.7	See EOC	81.3		
2015-16	State	47.9	45.27	See EOC	38.37	25.7	See EOC	71.3		
	Lyon	48.3	47.1	See EOC	40.6	36.9	See EOC	82.4		
2014-15	State			82			76.4	71.3	HSPE	CRT
	Lyon			85.5			80.6	74.7		
2013-14	State			77.5			77.5	69.8		
	Lyon			81.7			79	79.3		

Source: Nevada Report Card

http://nevadareportcard.nv.gov/di/ | NDE Data Source | Nevada Accountability Portal

		Group	Year	Number Enrolled	Number Tested	% Proficient	% Above Target	Level 1	Level 2	Level 3	Level 4
EOC	**ELA I**	State	2015-2016	22065	22065	68.7	TBD	31.3	28.7	24.6	15.4
		Lyon	2015-2016	576	532	76.5	TBD	23.5	34.6	26.5	15.4
		State	2016-2017	28892	28892	68.2	TBD	31.8	23.3	24.5	20.4
		Lyon	2016-2017	547	521	78.5	TBD	21.5	24.8	30.5	23.2
	ELA II	State	2015-2016	19110	19110	69.5	TBD	30.5	26.6	34.5	8.4
		Lyon	2015-2016	577	531	80.8	TBD	19.2	33.9	41.8	5.1
		State	2016-2017	36716	36716	72.3	TBD	27.7	23.2	33.1	16
		Lyon	2016-2017	613	589	78.4	TBD	21.6	26.7	39.4	12.4
	ELA III	State	2015-2016	19110	19110	69.5	TBD	30.5	26.6	34.5	8.4
		Lyon	2015-2016	577	531	80.8	TBD	19.2	33.9	41.8	5.1
		State	2016-2017	36716	36716	72.3	TBD	27.7	23.2	33.1	16
		Lyon	2016-2017	613	589	78.4	TBD	21.6	26.7	39.4	12.4
	MATH I	State	2015-2016	38214	38214	73.8	TBD	26.2	39.8	26.6	7.3
		Lyon	2015-2016	566	516	80.8	TBD	19.2	39.3	35.1	6.4
		State	2016-2017	46262	46262	74	TBD	26	40.7	25.7	7.6
		Lyon	2016-2017	798	764	82.2	TBD	17.8	42.1	32.3	7.7
	MATH II	State	2015-2016	32818	32818	33	TBD	67	14.3	11.8	6.9
		Lyon	2015-2016	562	537	33.7	TBD	66.3	19.4	10.2	4.1
		State	2016-2017	37665	37665	40.5	TBD	59.5	15.1	16.8	8.6
		Lyon	2016-2017	570	536	46.3	TBD	53.7	18.5	20.1	7.6

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Smarter Balanced Assessment Consortium (SBAC) Reflection

- **What areas of promise/success do you see?**
    - Our students are showing positive growth in the area of communicating reasoning and problem solving, modeling, and data analysis
    - Lower grades (Grades 1st - 3rd) show proficiency growth in both math and ELA in comparison to the 2021 school year.
    - When comparing cohorts, there is positive growth in math achievement from 5th grade to 6th grade.

- **What areas of improvement do you see?**
    - Lyon County School District needs to put a focus on ELA instruction in the areas of writing, reading, speaking and listening, and research/inquiry
    - Lyon County School District needs to put a focus on concepts and procedures in math instruction
    - Lyon County School District needs to put a focus on fidelity implementation of iReady curriculum in the middle school level grades.
    - Lyon County School District needs to put a focus on fidelity implementation of HMH and McGraw Hill (ELA) curriculum.

- **Does the data feel reflective of the current status of your learning community? Why or Why not?**
    - It is believed that spring 2022 data is an outlier as there is a shift upward but 2023 was more aligned with 2021. One possible reason for this is due to the number of students opting out of the assessment.
    - An area of concern is the number of students opting out of the SBAC assessment. There seems to be community concern in the area of overtesting our students and the purpose of these assessments for students. The increase in the number of students opting out of assessment has a negative impact on testing scores.
    - It is believed that we are seeing some of the positive effects of iReady implementation in the lower level elementary school grade levels. Will continue to monitor as we move into year two of implementation.

American College Testing (ACT) Reflection

- **What areas of promise/success do you see?**
    - Percent of students that met college readiness standards increased by 2% from 2022 to 2023 in ELA
    - Percent of students that met college readiness standards increased by 3% points from 2022 to 2023 in Science

- **What areas of improvement do you see?**
    - Math continues to be a concern as we continue to drop in math with a drop from 11% to 7% from the 2022 to 2023 testing schedule.
    - New Instructional Materials Adoption for grades K-8 show improvement based on Diagnostic results.
    - Lyon County School District will continue to work with schools with Professional Learning Communities (PLC) in mathematics for middle and high school in an effort to support growth.

- **Does the data feel reflective of the current status of your learning community? Why or Why not?**
    - Feedback from our school sites indicates that students do not take the ACT seriously due to their desire to not pursue a college degree as supported by school site comments and page 28 of the ACT document with 65% of students not providing a college plan response.
    - It is also believed that students do not take the assessment seriously as there is no impact on their ability to graduate or progress through their high school courses. In comparison to the High School Proficiency Exam (HSPE) where students were required to pass the exam in order to earn a high school diploma.

Measure of Academic Progress (MAP) Reflection

- **What areas of promise/success do you see?**
    - There is a correlation between our MAP data and our SBAC data, this will help us to move towards data-driven decision-making procedures to develop our teachers and students.
    - Growth summary report shows that Lyon County School District instruction is enabling our students to show growth and allows our students to progress toward proficiency.

- **What areas of improvement do you see?**
    - We need to improve our proficiency level but remember that all of our students are at different levels of learning and we need to support them where they are at.

- **Does the data feel reflective of the current status of your learning community? Why or Why not?**
    - The data does reflect our work towards working on differentiation and focus on our Multi-Tiered Systems of Support (MTSS) and changing our preventative systems and systems of differentiation.

World-class Instructional Design and Assessment (WIDA) Reflection

- **What areas of promise/success do you see?**
    - High level scores on listening assessment.
    - High level scores on comprehension.

- **What areas of improvement do you see?**
    - Low number of students reaching the 4.5 score needed to be deemed proficient on the WIDA assessment.
    - Need to improve the area of speaking
    - Need to improve the area of writing

- **Does the data feel reflective of the current status of your learning community? Why or Why not?**
    - WIDA data supports the need for alignment of our MTSS Tier 1 supports so that our EL teachers and paraprofessionals are able to support students on grade level curriculum.

Career and Technical Education (CTE) Reflection

- **What areas of promise/success do you see?**
    - 70% of our eligible students passed the Workplace Readiness Skills Performance. This is an increase from 69% the year prior.
    - 59% of our eligible students passed the End of Program Performance Assessment in their program of study. This is an increase from 46% the year prior.

- **What areas of improvement do you see?**
    - LCSD should increase the number of students earning End of Program Performance Assessment.
    - LCSD needs to continue to find ways to help students earn Industry Recognized Credentials as well as End of Program certificates so they may enter the workforce with credentials.

- **Does the data feel reflective of the current status of your learning community? Why or Why not?**
    - Career and Technical Education continues to be a focus of Lyon County School District as students seek increased ways to be college and career ready. This aligns with the district's Portrait of a Learner and all of the domains contained in that Portrait.

iReady Reflection

- **What areas of promise/success do you see?**
    - Increase in the number of students mid or above grade level and early on grade level.
    - Decrease in the number of students one, two, or three grade levels below.
    - Decrease in the number of students below grade level when looking at domain needs.

- **What areas of improvement do you see?**
    - Increase the number of students meeting their stretch growth as this has the greatest impact on student growth.
    - Increased use of Prerequisite Skill Reports to help teachers identify individual student needs prior to introducing grade level content.

- **Does the data feel reflective of the current status of your learning community? Why or Why not?**
    - Based on data chats with administration and teachers, stakeholders feel that this does reflect where students are at and the growth demonstrated in the classroom.

Our Path:

- Multi-Tiered System of Support Alignment:
    - Year of Inventory
        - Taking the year to identify all systems of support in the district.
        - Refine what the district is able to sustain and/or support in future years.
        - Develop a team of stakeholders to support the monitoring and implementation of school district initiatives.
    - Data-Driven Decision Making
    - Making our educational system more efficient

Tier 1
● Continue Implementation of iReady Math Curriculum ○ Year 3 for Grades 6-8 ○ Year 2 for grades K-5 ○ Ongoing Professional Development and Progress Monitoring in partnership with iReady ○ Administrator Data Chat ■ Work with administrators to focus on stretch growth as this has the greatest impact on moving students closer to grade level proficiency. ● Implement and create a monitoring system for implementation of HMH/McGraw Hill ELA curriculum ○ Year 1 for grades K-12 ○ Ongoing Professional Development ○ Progress Monitoring through District MTSS Meetings ● Paper Tutoring ○ Continue to provide tutoring support to students and families outside and inside the school setting. ○ Allow for career exploration through the use of MajorClarity. ● LETR's Training for a cohort of primary educators ○ Providing elementary school educator training in foundations/science of reading. ● Curriculum Compliments ○ NewsELA (McGraw Hill, FOSS Science, ○ Imagine Learning My Path (ELA) ○ DBQ (Social Studies but heavy literary pieces)
Tier 2
● Littera Tutoring

- Implement and monitor a tutoring system for the support of English Language Learners (ELL)
- College and Career Readiness Interventionists
  - Working with the bottom 25% of student population
  - Progress monitoring system in place to monitor that actions being taken are having the desired effect.
  - Work done in push-in and/or pull-out small group model
- Continue Implementation of Leveled LIterarcy Intervention (LLI)
- Pilot new reading intervention programs

Tier 3

- College and Career Readiness Interventionists
  - Working with the bottom 25% of the student population
  - Progress monitoring system in place to monitor that actions being taken are having the desired effect.
  - Work done in push-in and/or pull-out one one-on-one intervention
- Student Study Teams (SST)
  - Individualized systems of support for students who are not responding to Tier 1 and Tier 2 systems of support.
  - School staff and/or school staff and parent meetings to develop an individualized plan that will be progress monitored.

APPENDIX:

1.1 - District SBAC Data

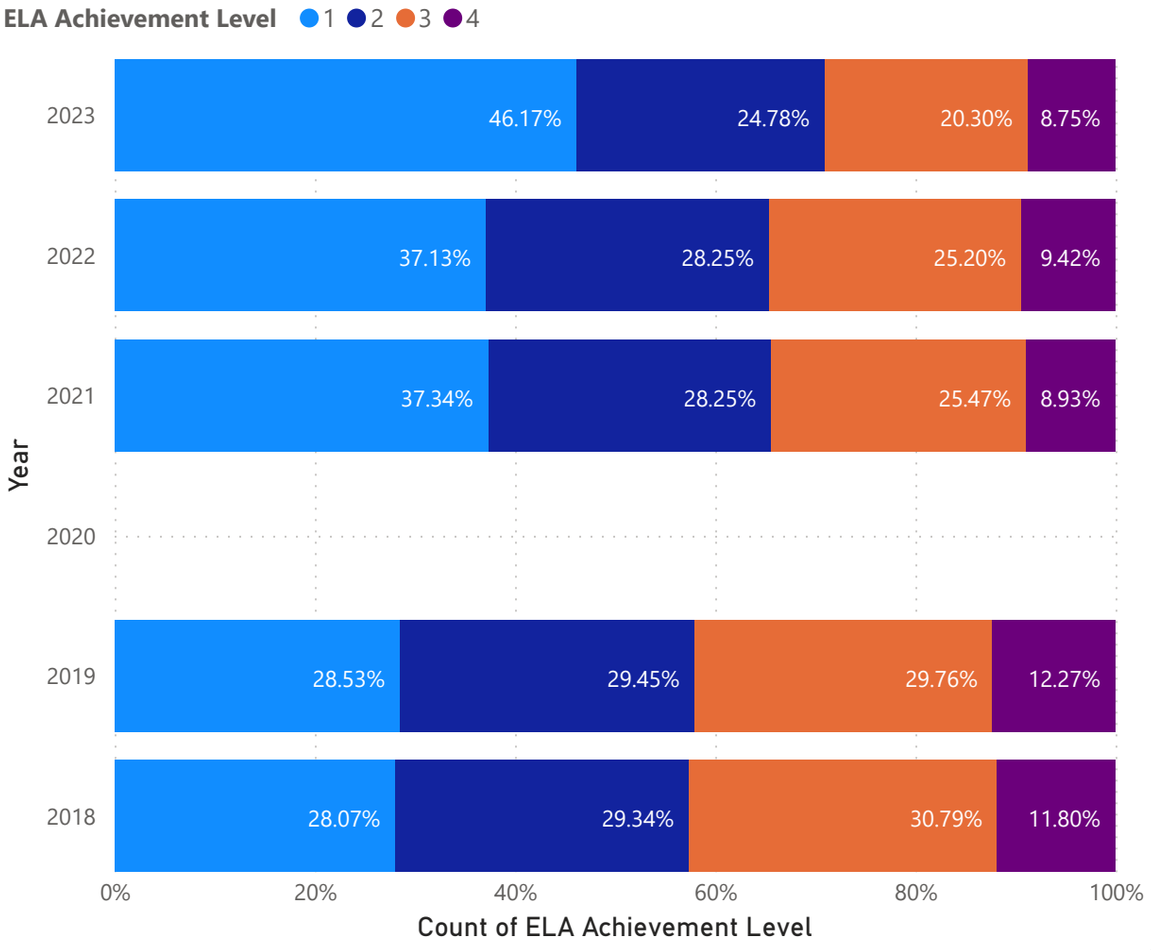
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Lyon County School District

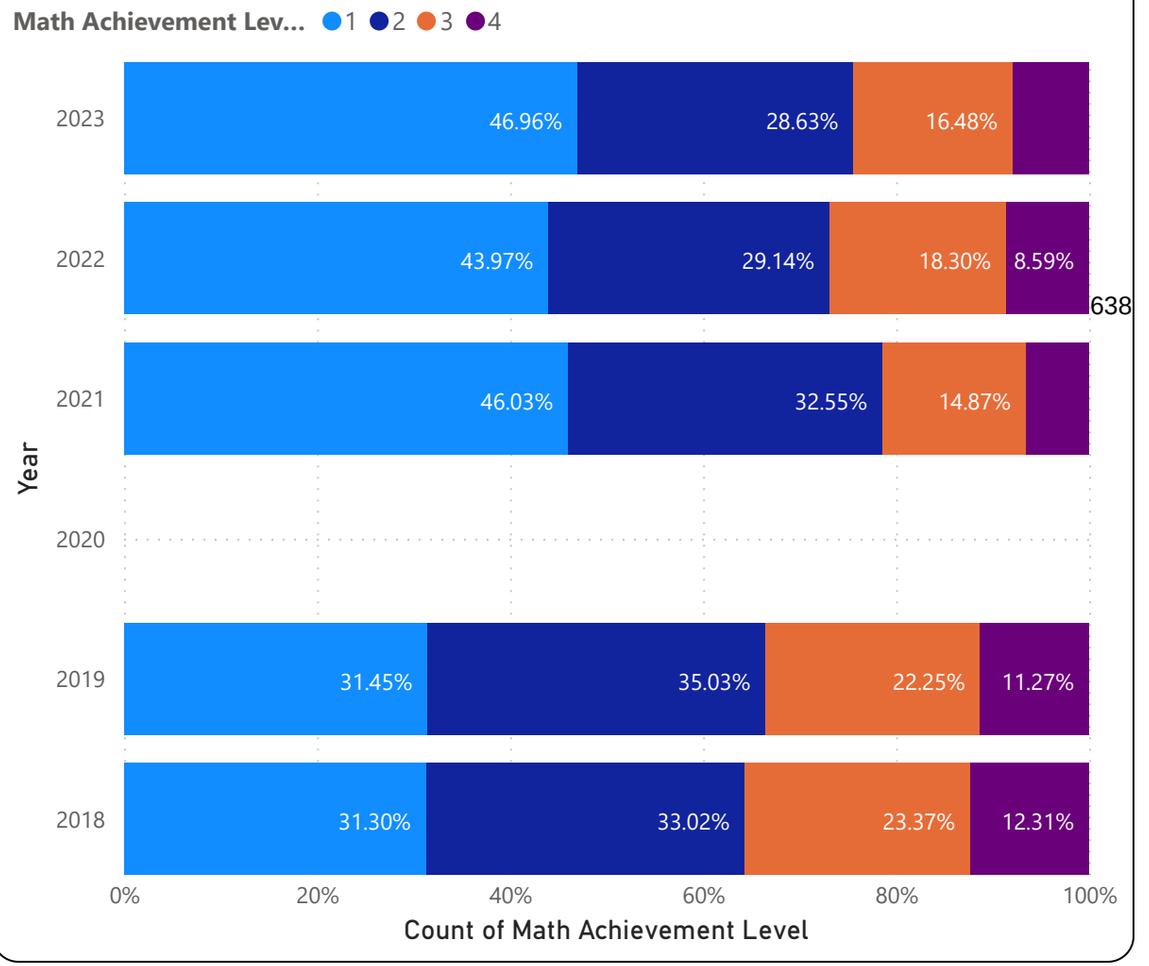
Assessment Data

SBAC

ELA Achievement Level



Math Achievement Level



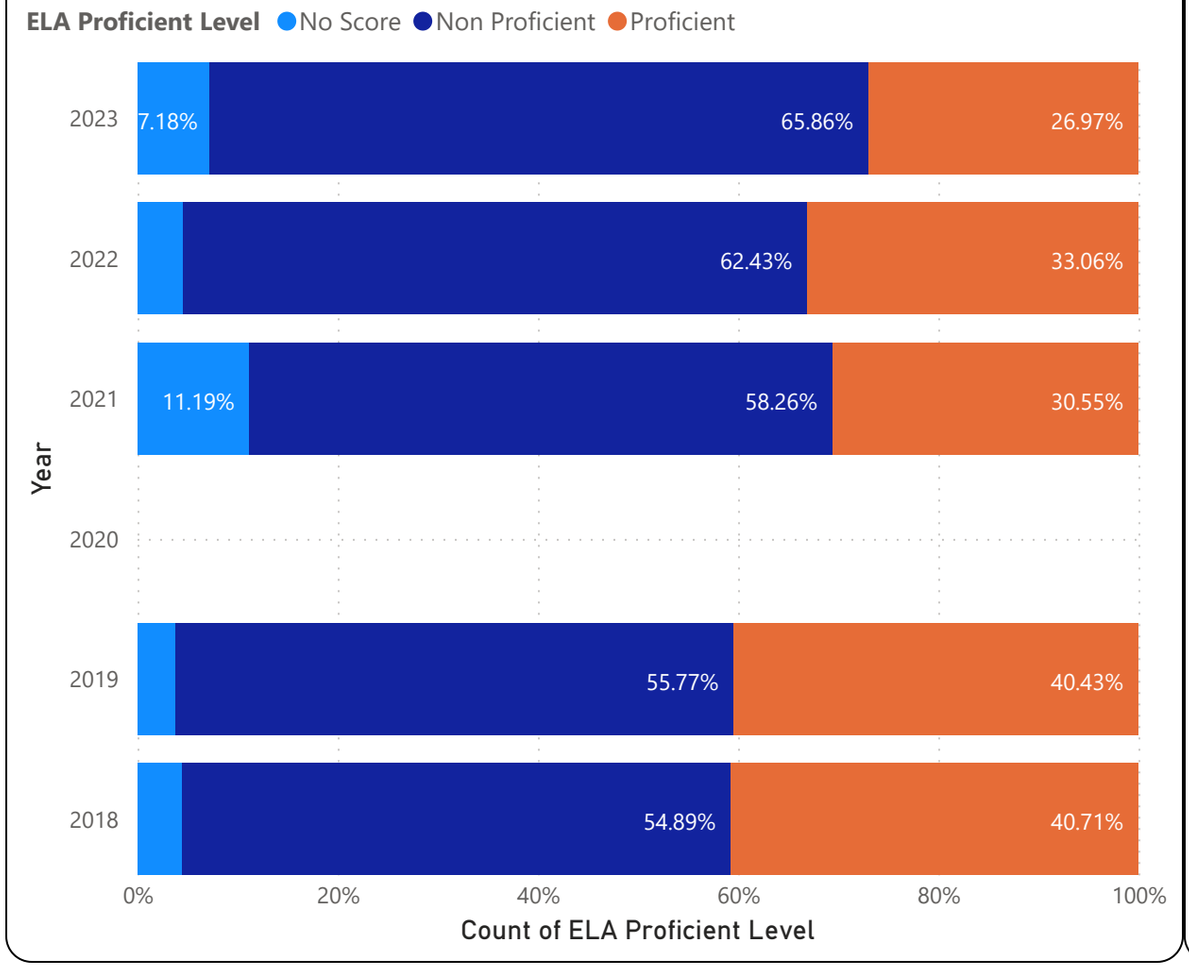
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Lyon County School District

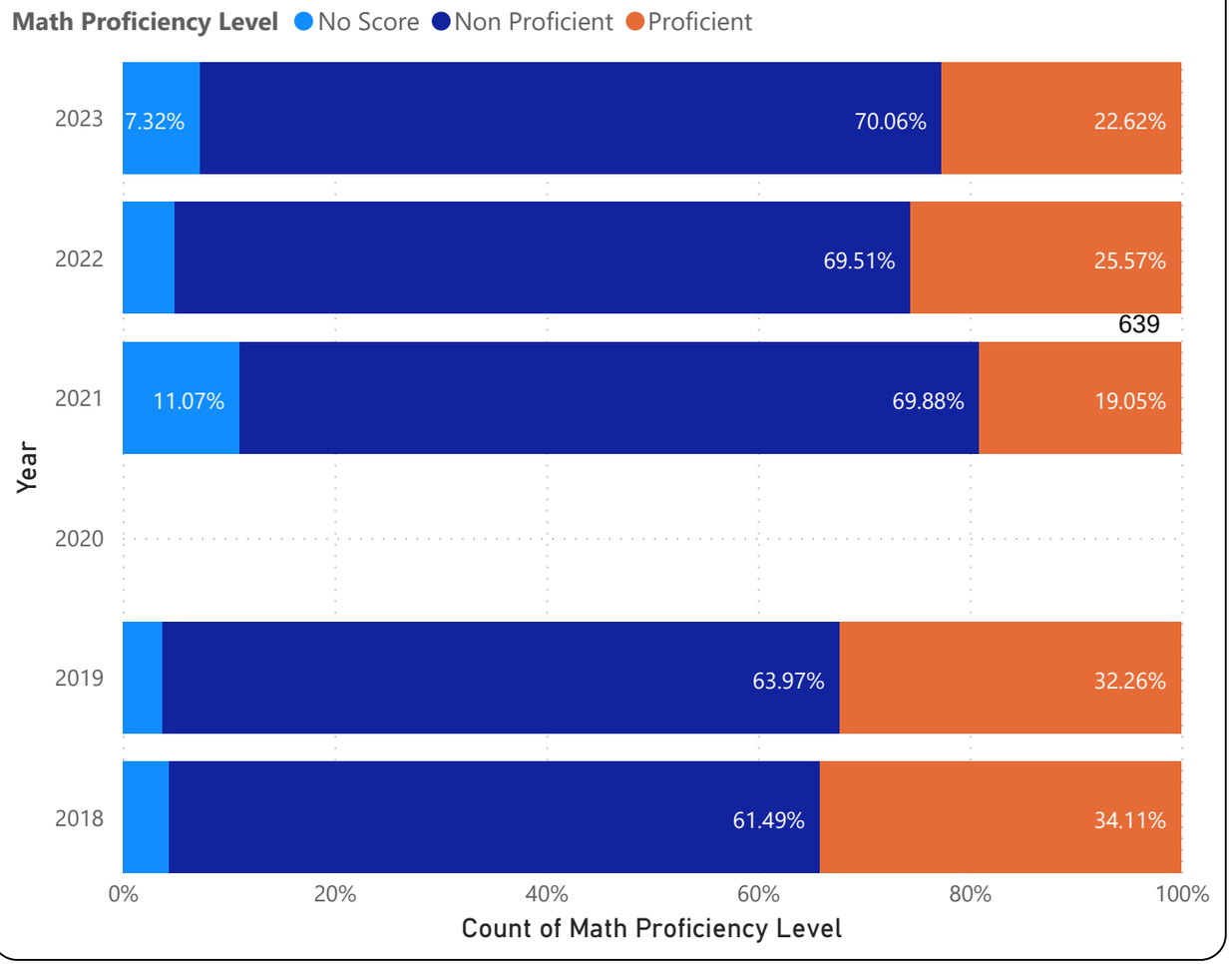
Assessment Data

SBAC

ELA Proficient Level



Math ProficientLevel



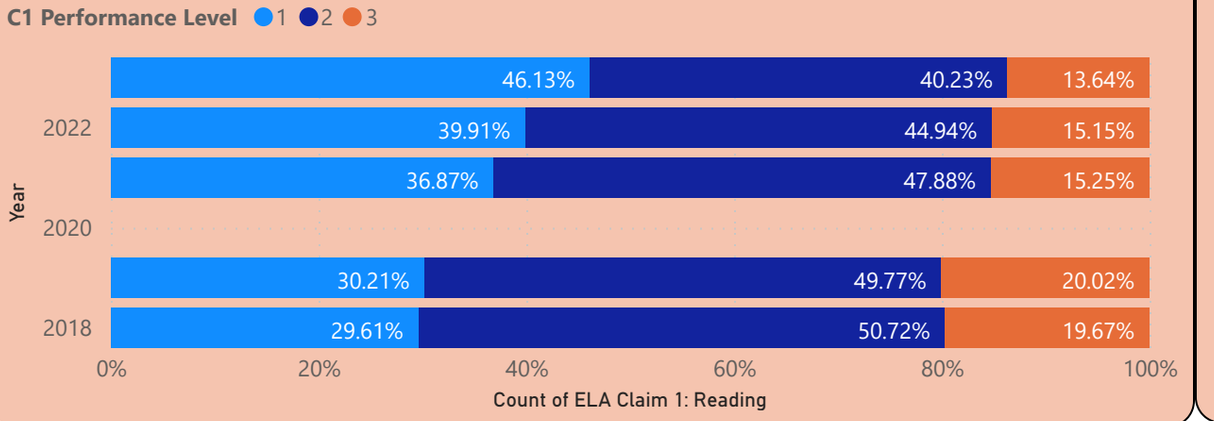
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Lyon County School District

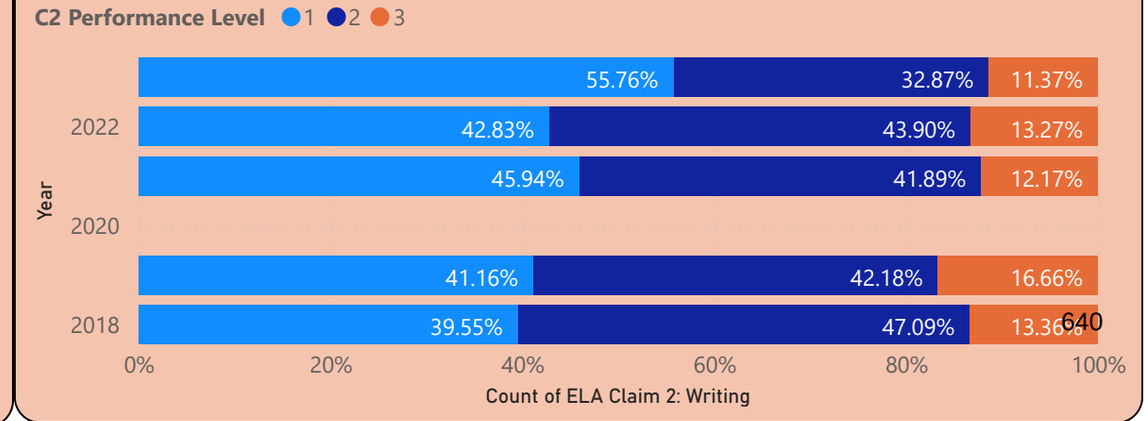
2023 Assessment Data

SBAC - ELA

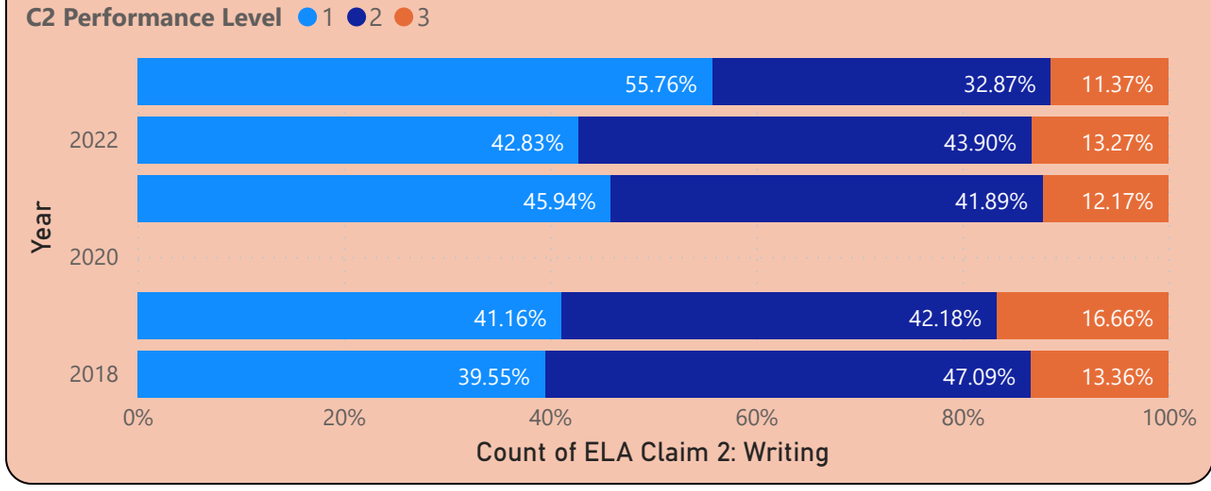
Claim 1: Reading.



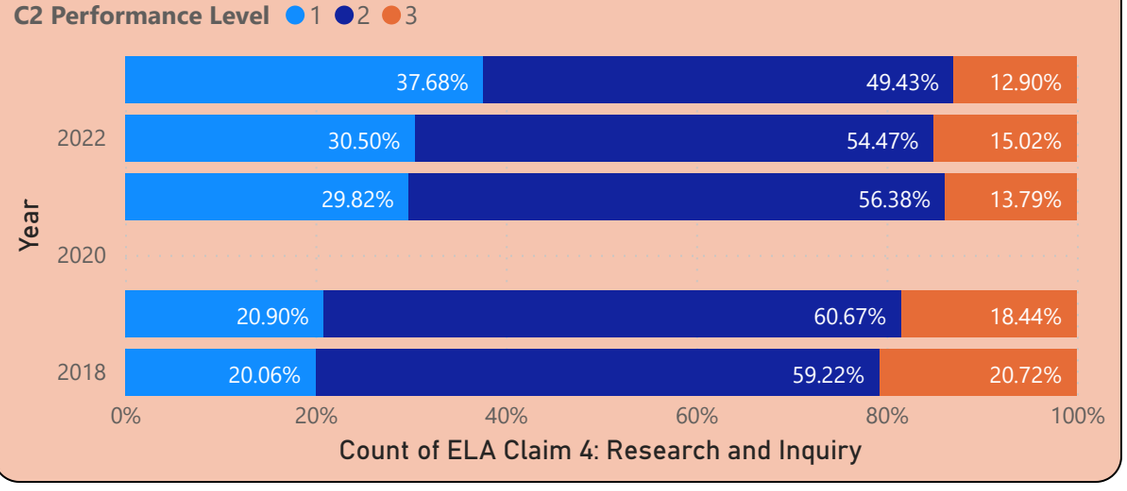
Claim 2: Writing



Claim 3: Speaking/Listening.



Claim 4: Research & Inquiry



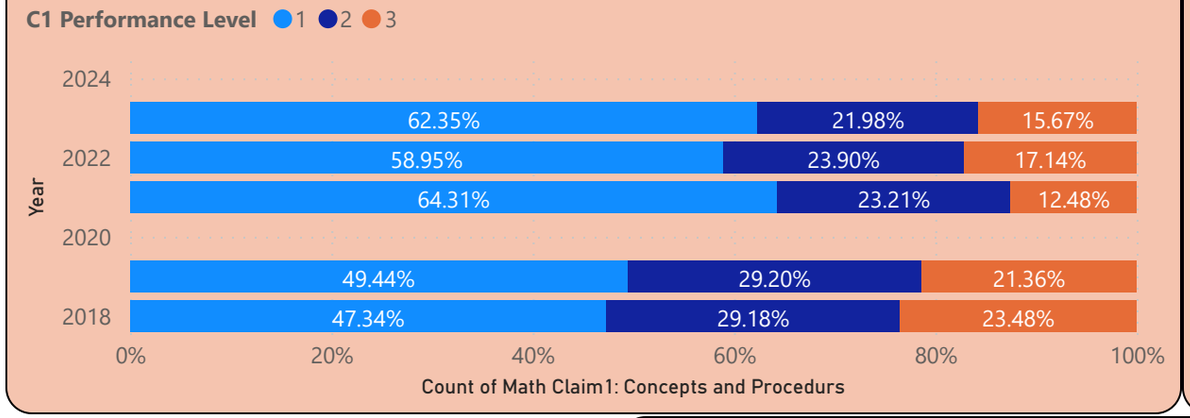
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Lyon County School District

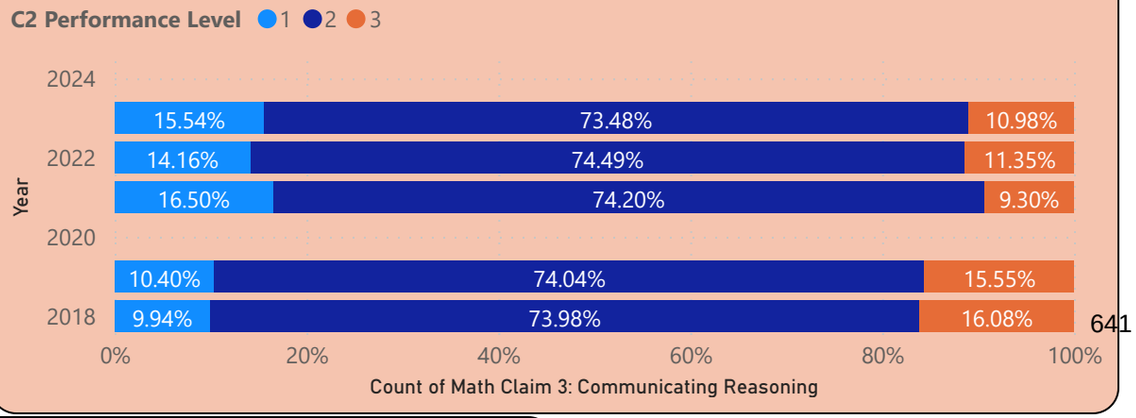
2023 Assessment Data

SBAC - Math

Claim 1: Concepts and Procedures

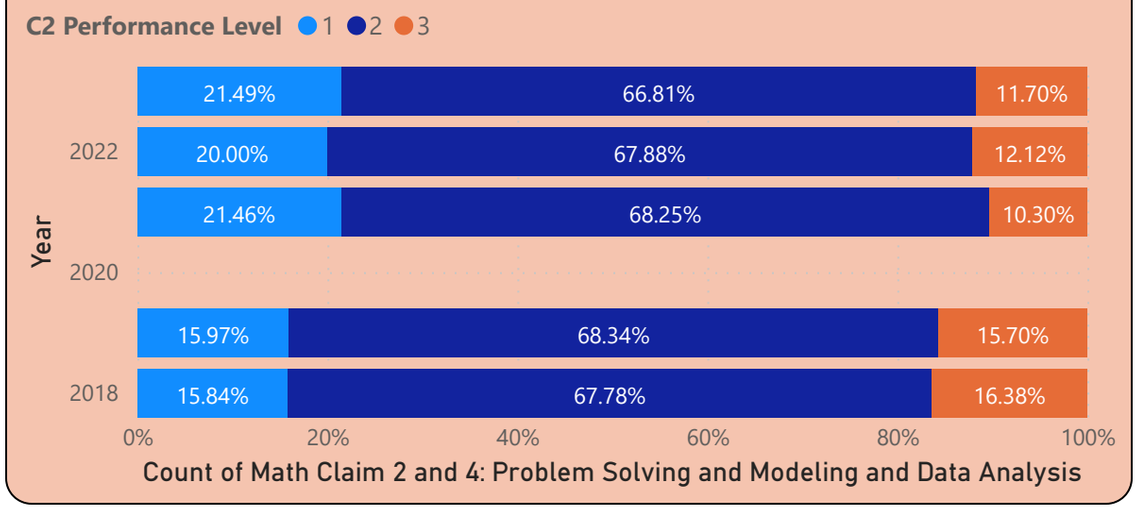


Claim 3: Communicating Reasoning



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Claim 2 and 4: Problem Solving and Modeling and Data Analysis



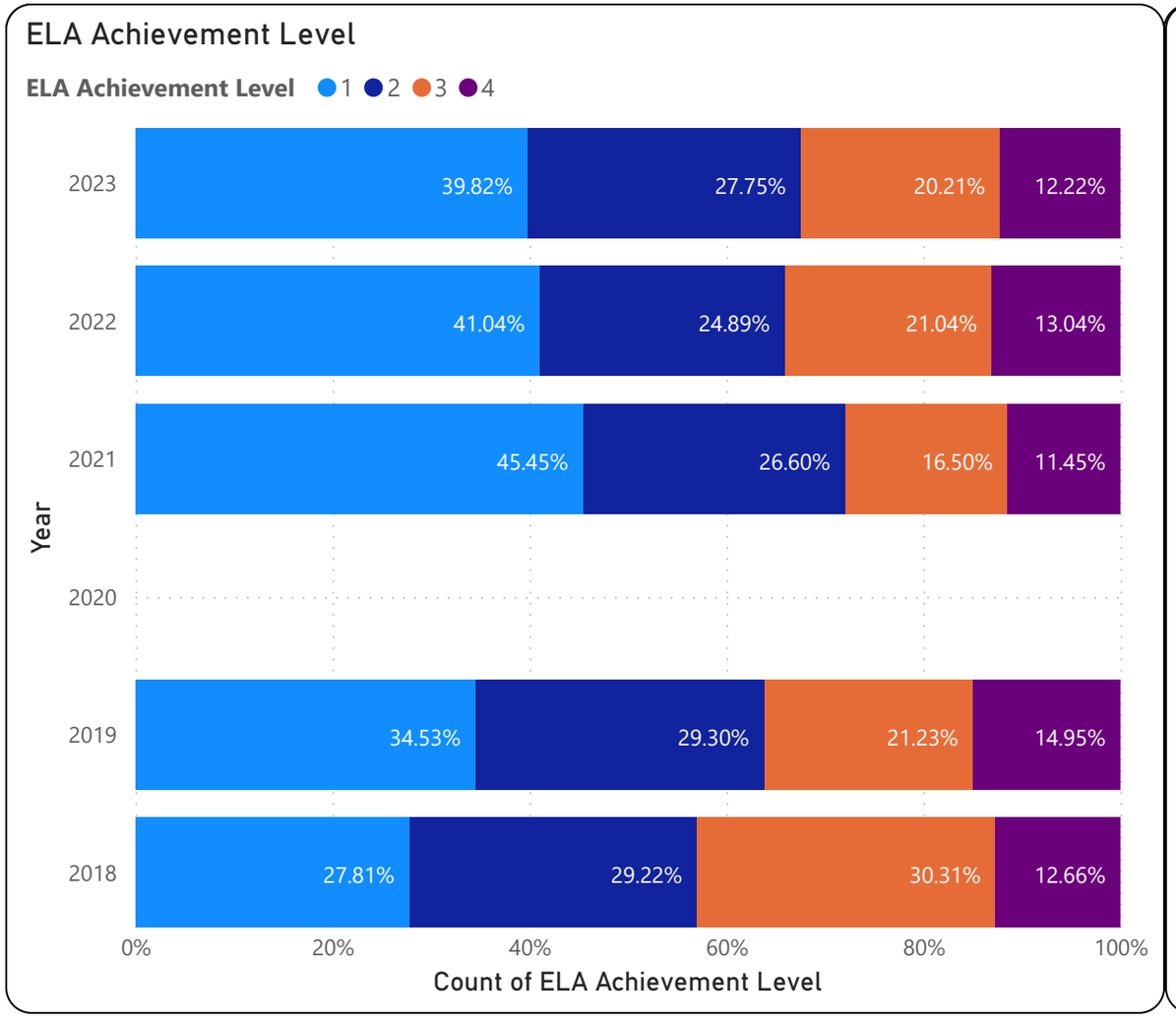
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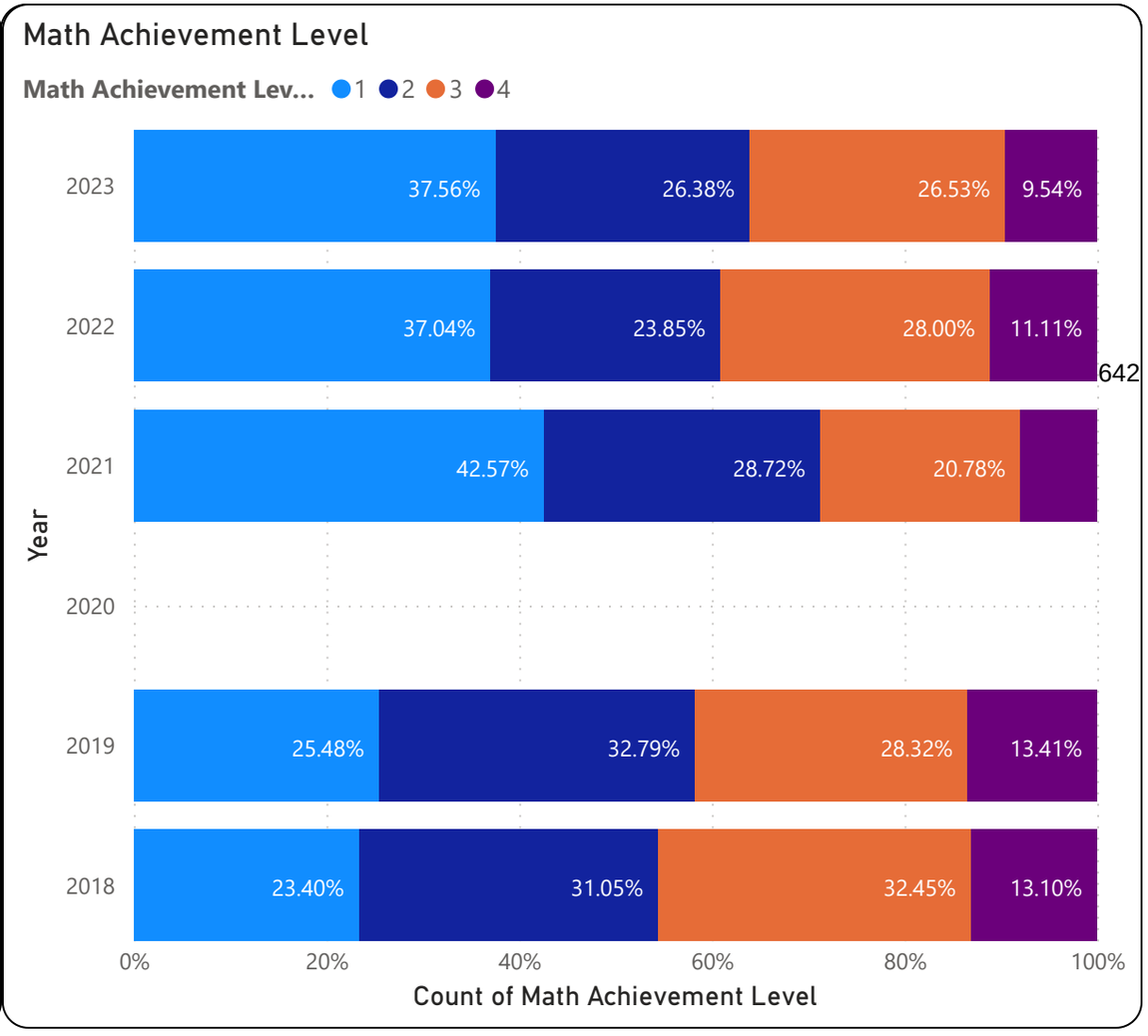
Lyon County School District

Assessment Data

SBAC

3rd Grade





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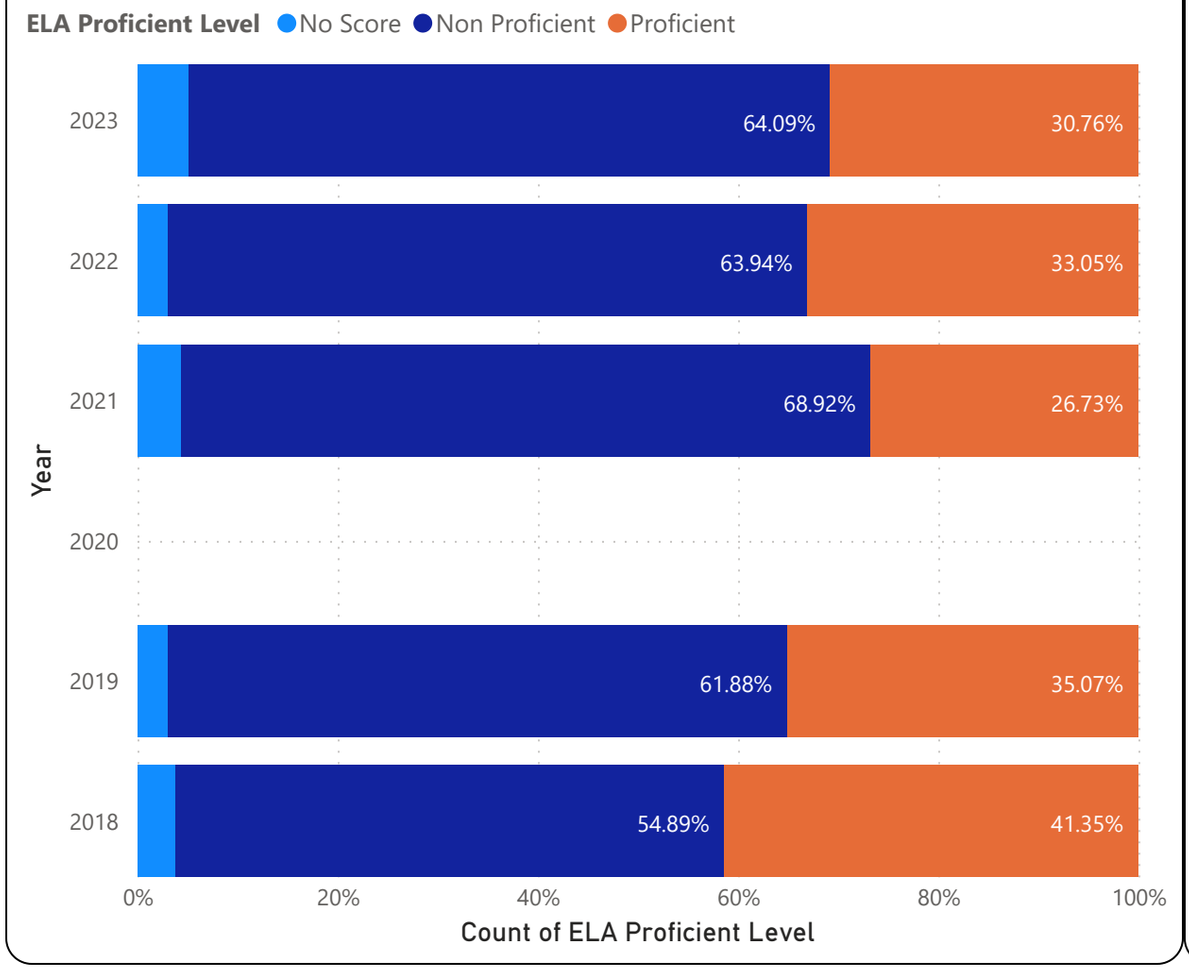
Lyon County School District

Assessment Data

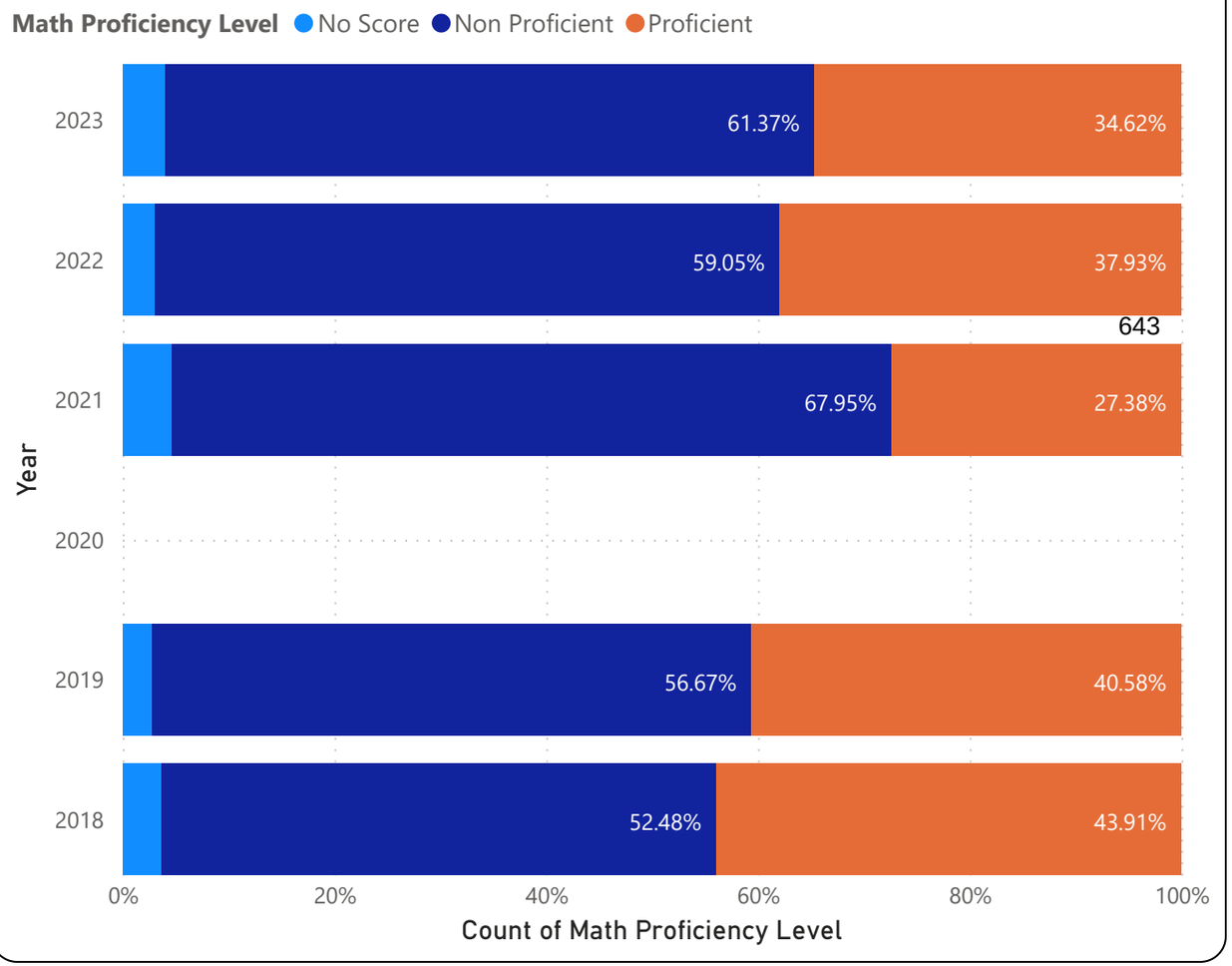
SBAC

3rd Grade

ELA Proficient Level



Math ProficientLevel



Auto recovery contains some recovered files that haven't been opened. View recovered files

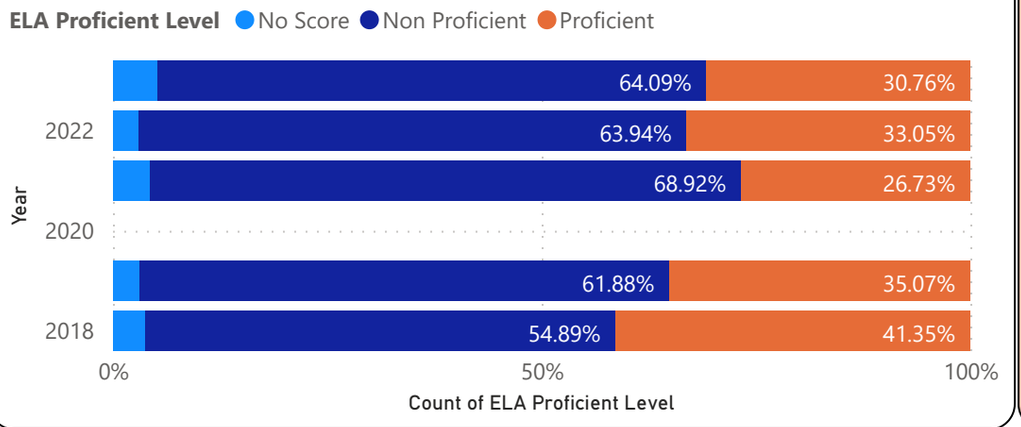
Lyon County School District

2023 Assessment Data

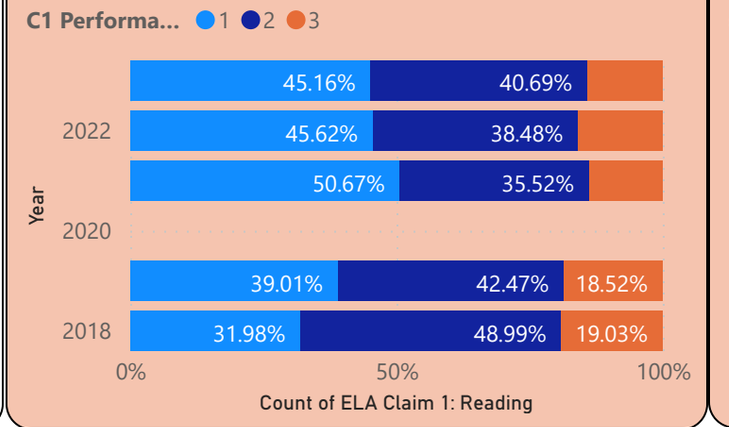
SBAC - ELA

3rd Grade

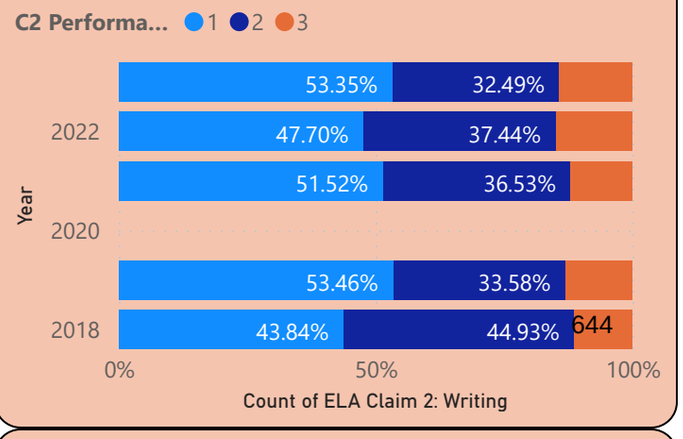
ELA Achievement Level



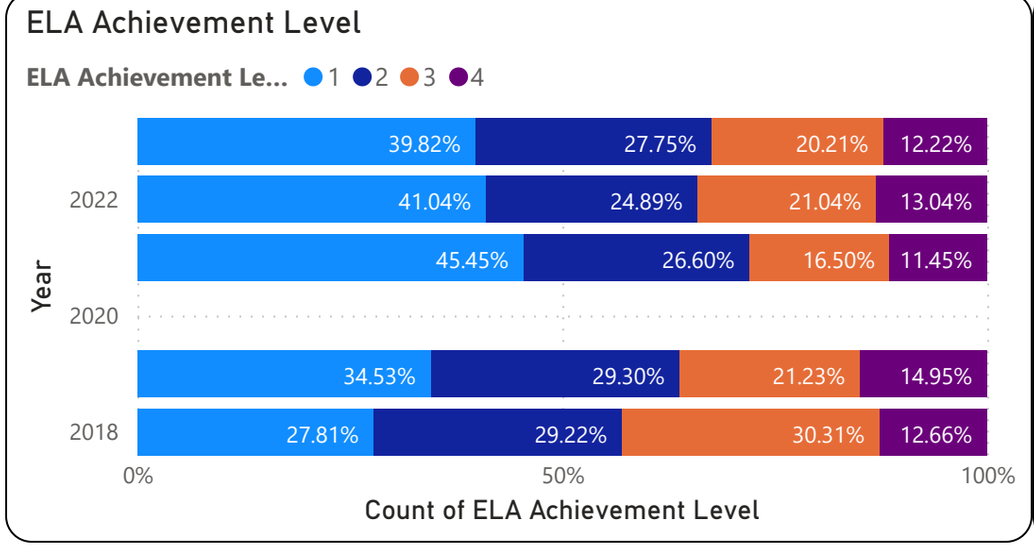
Claim 1: Reading.



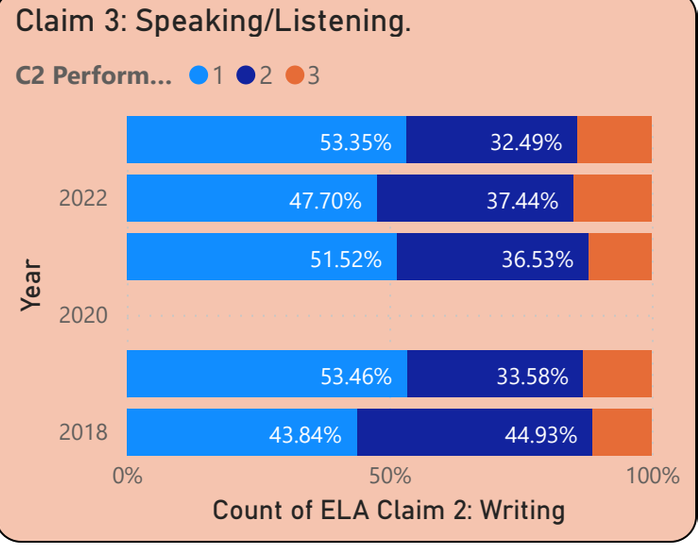
Claim 2: Writing



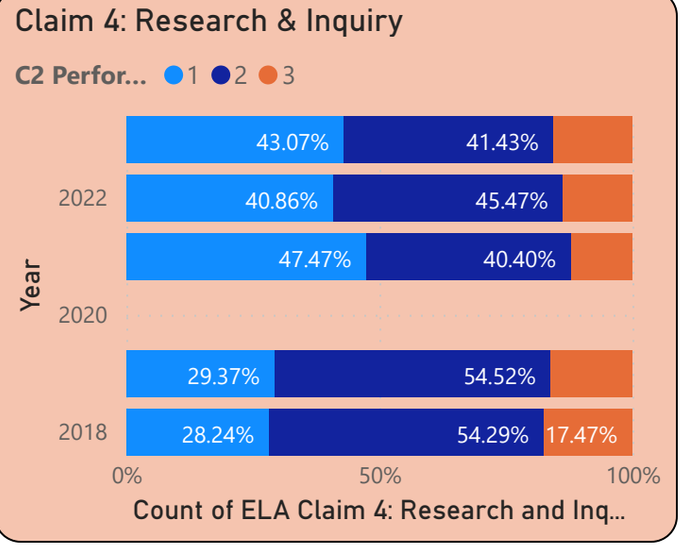
ELA Achievement Level



Claim 3: Speaking/Listening.



Claim 4: Research & Inquiry



Auto recovery contains some recovered files that haven't been opened. View recovered files

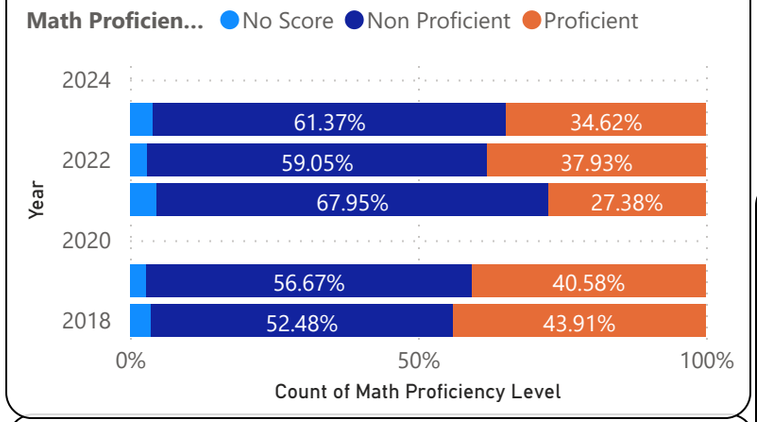
Lyon County School District

2023 Assessment Data

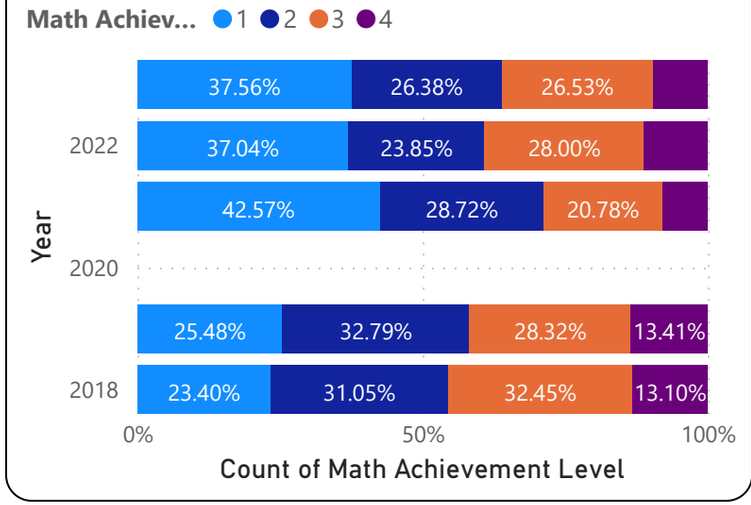
SBAC - Math

3rd Grade

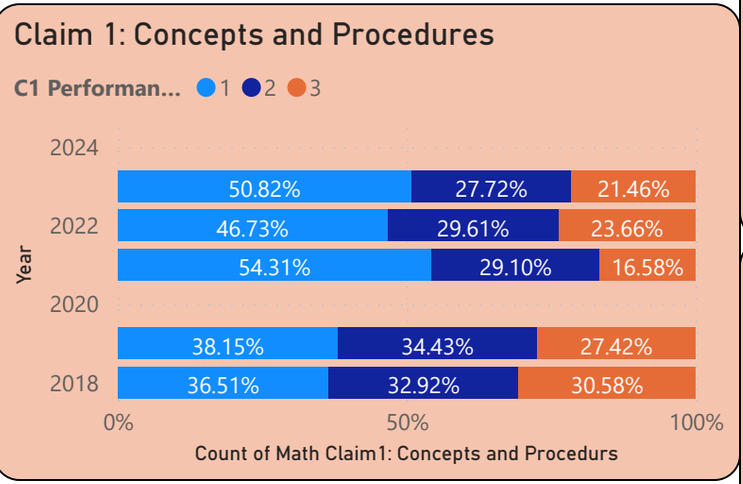
Math Proficiency Level



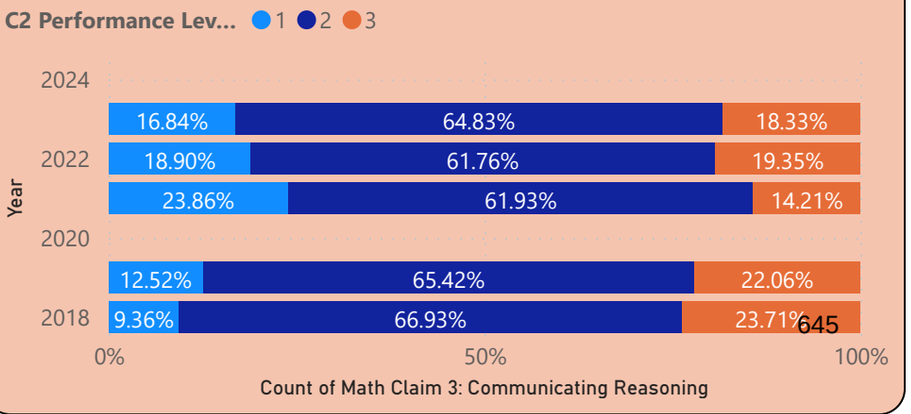
Math Achievement Level



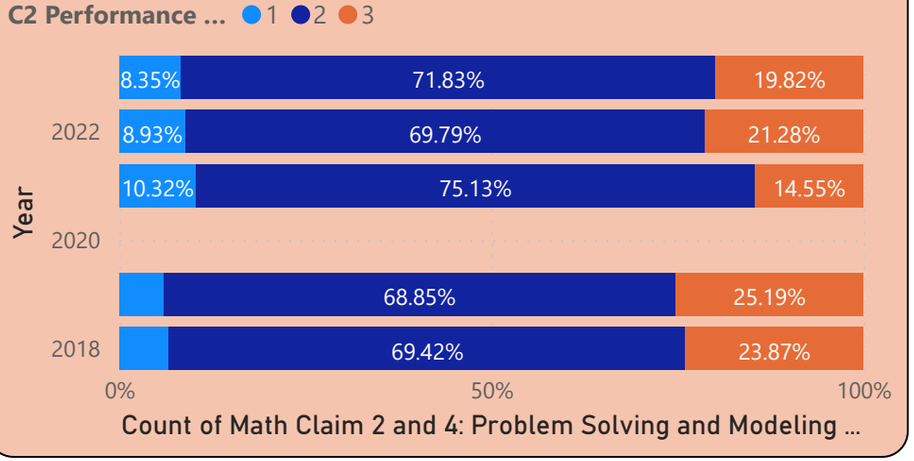
Claim 1: Concepts and Procedures



Claim 3: Communicating Reasoning



Claim 2 and 4: Problem Solving and Modeling and Data Analysis



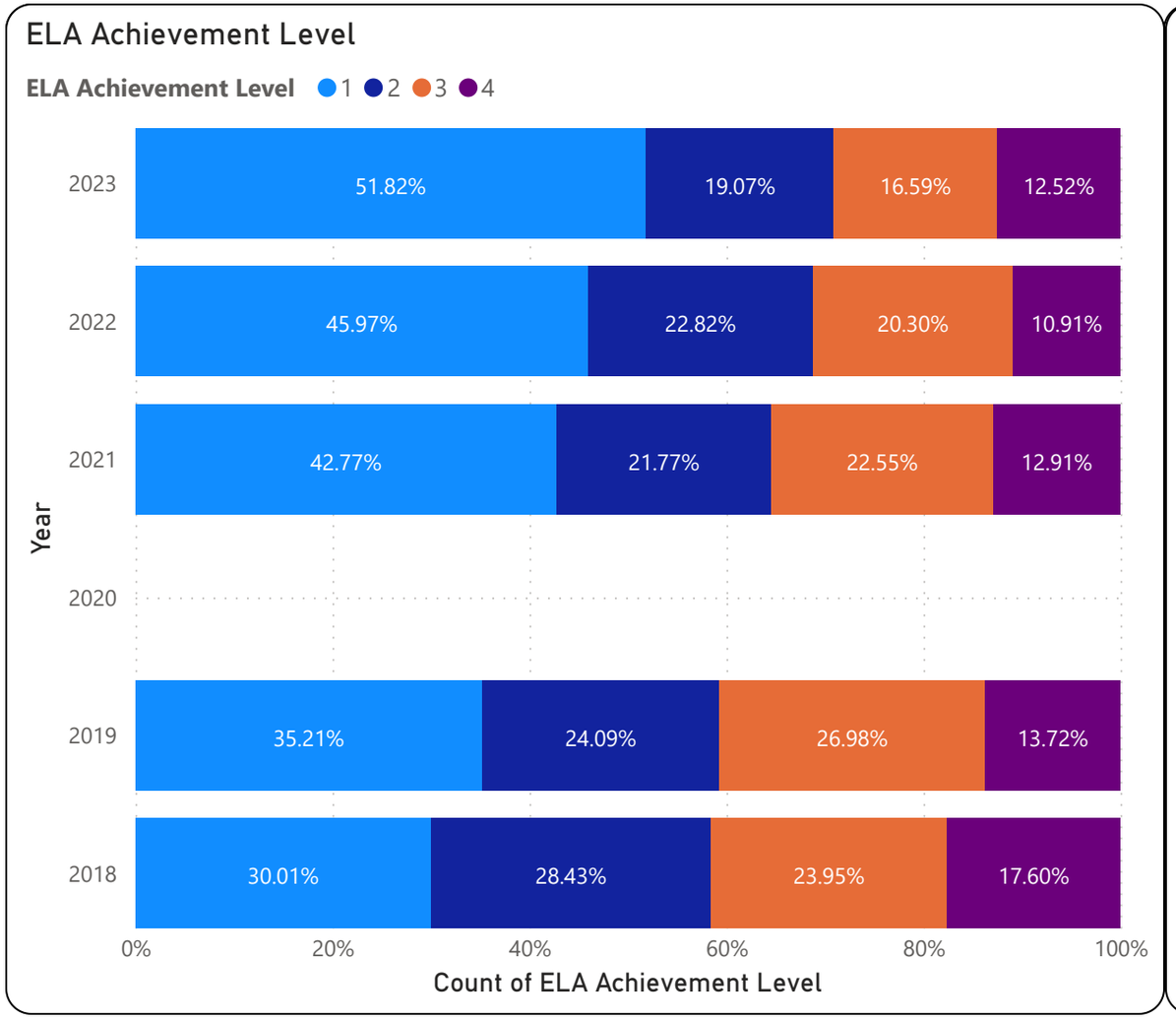
Auto recovery contains some recovered files that haven't been opened. View recovered files

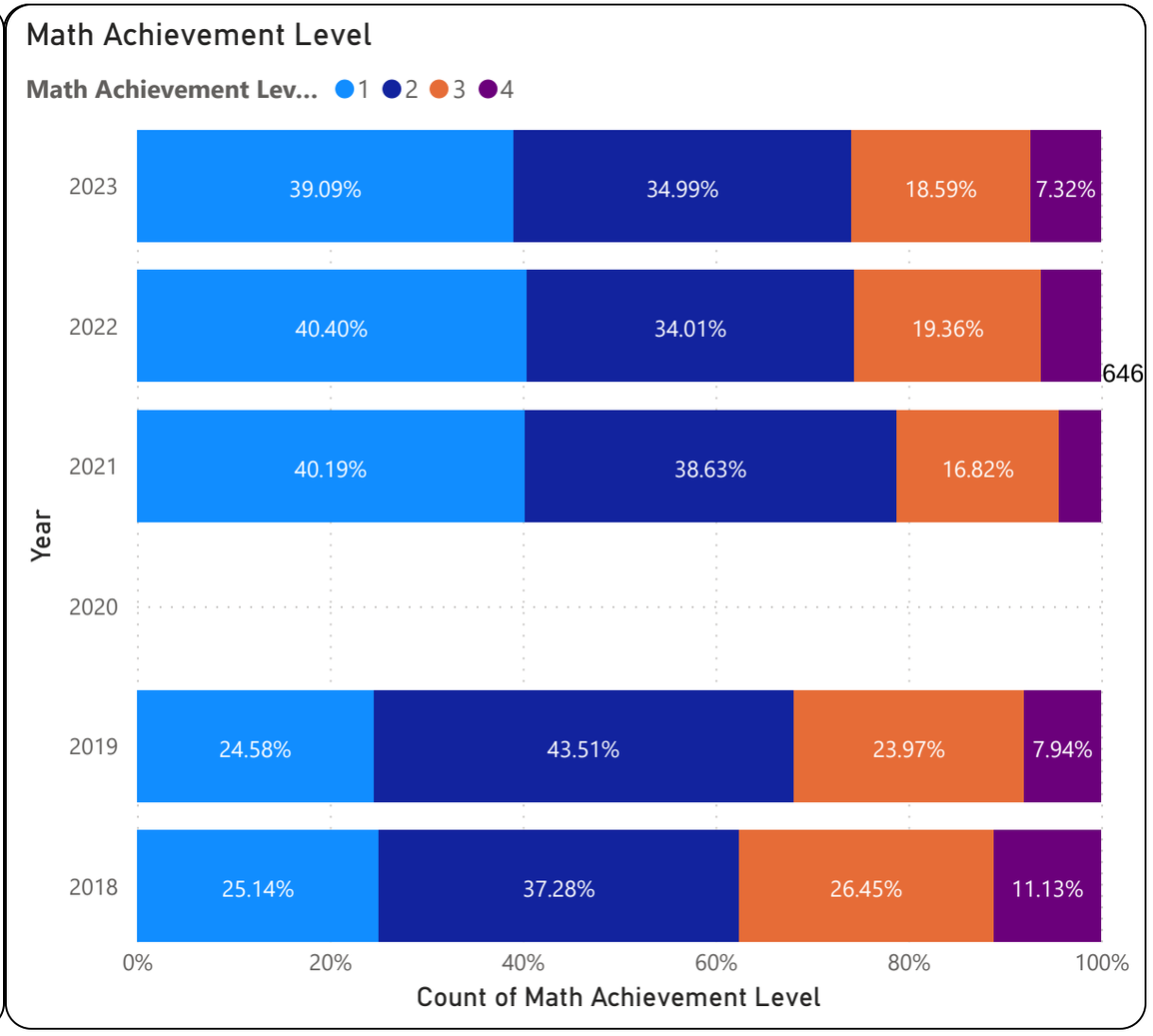
Lyon County School District

Assessment Data

SBAC

4th Grade





Auto recovery contains some recovered files that haven't been opened.
View recovered files

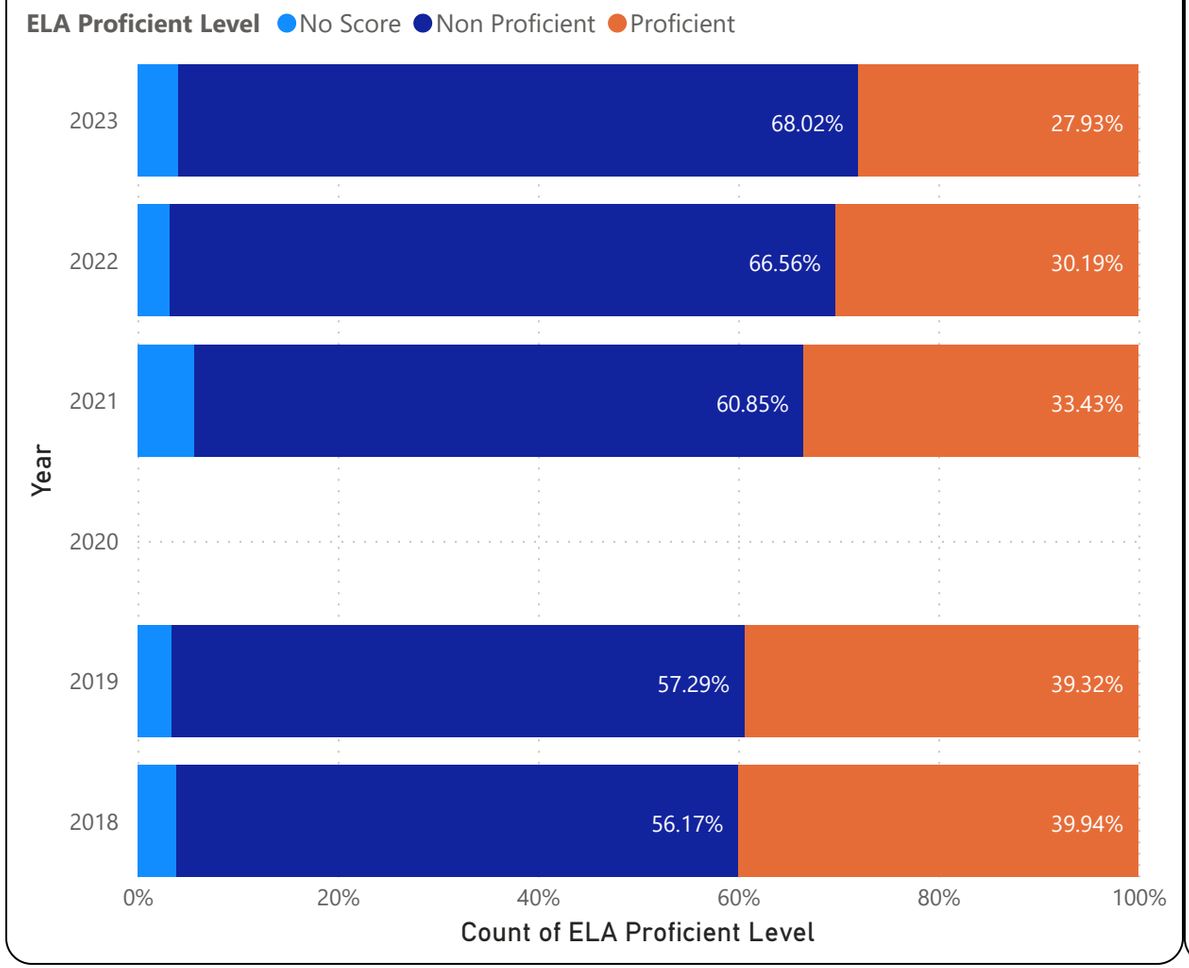
Lyon County School District

Assessment Data

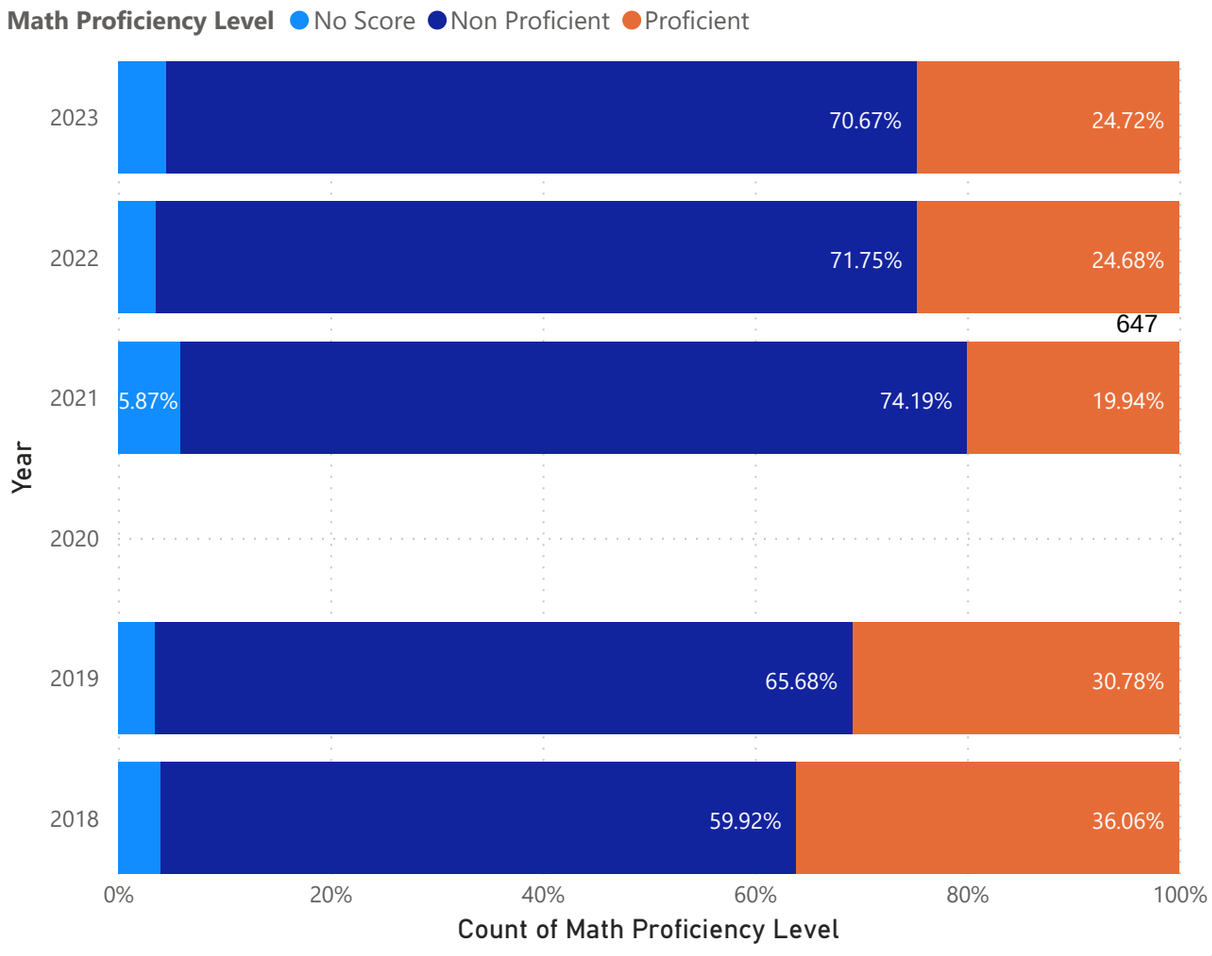
SBAC

4th Grade

ELA Proficient Level



Math ProficientLevel



Auto recovery contains some recovered files that haven't been opened. View recovered files

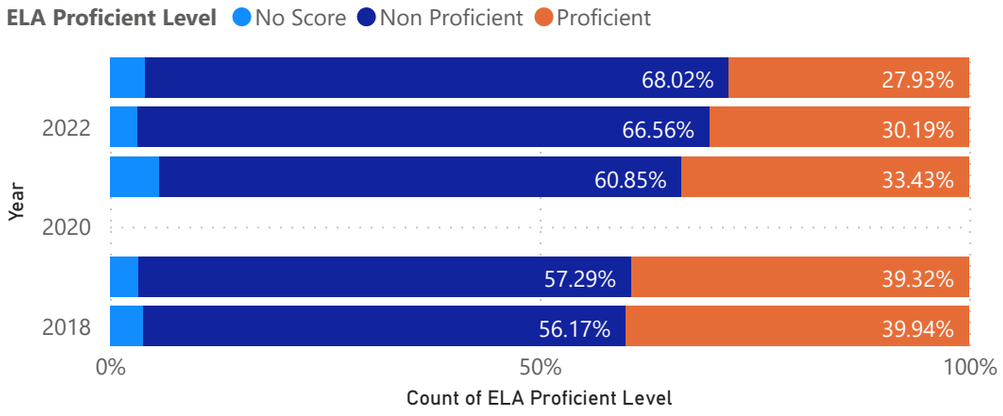
Lyon County School District

2023 Assessment Data

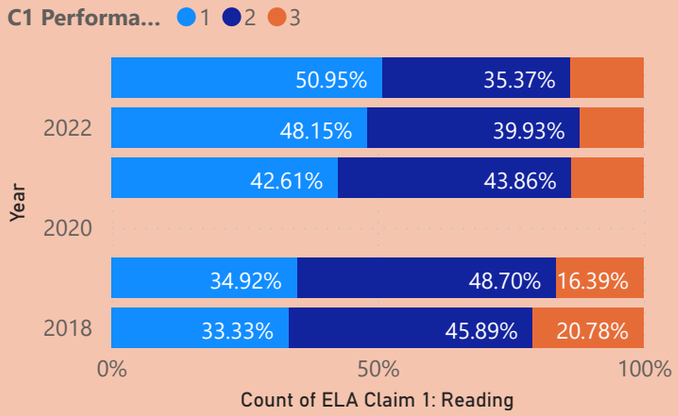
SBAC - ELA

4th Grade

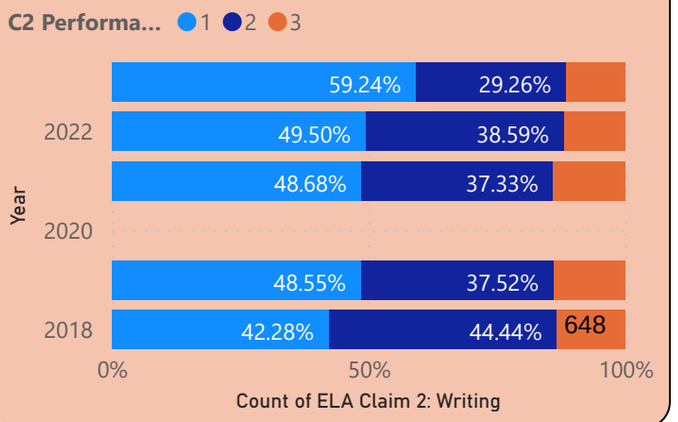
ELA Proficient Level



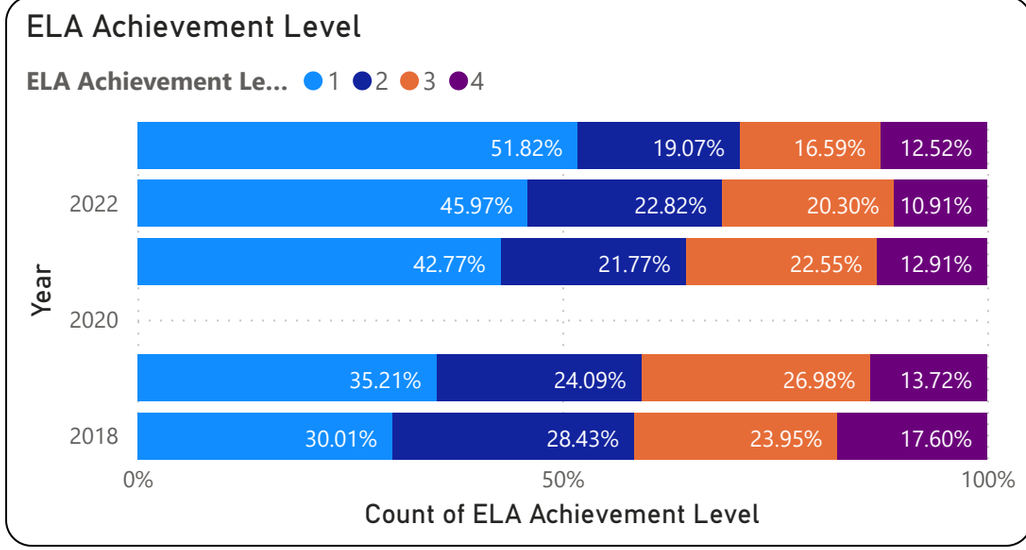
Claim 1: Reading.



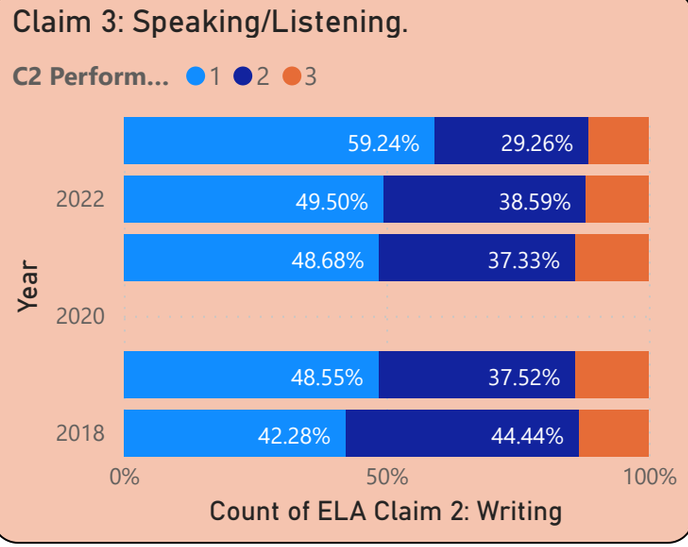
Claim 2: Writing



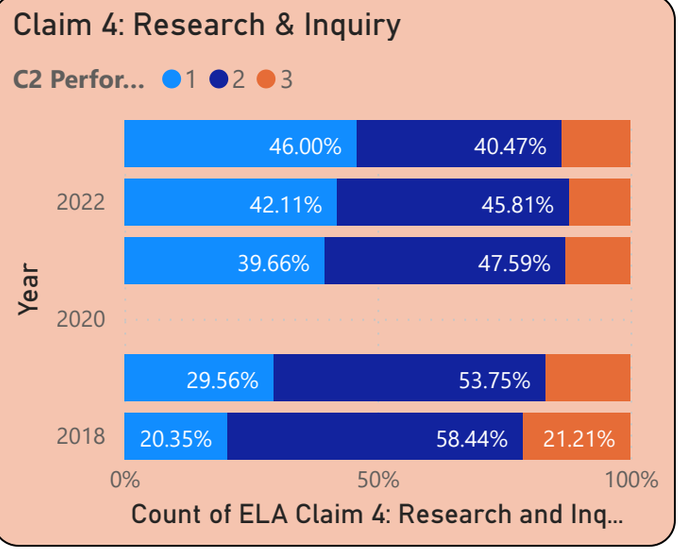
ELA Achievement Level



Claim 3: Speaking/Listening.



Claim 4: Research & Inquiry



Auto recovery contains some recovered files that haven't been opened. View recovered files

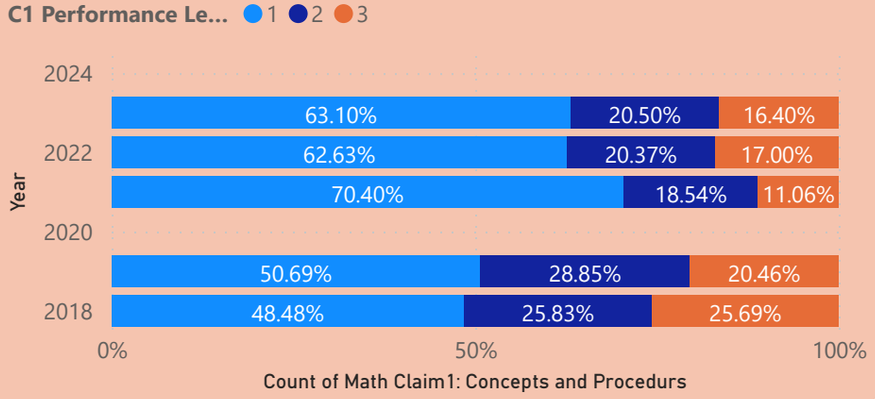
Lyon County School District

2023 Assessment Data

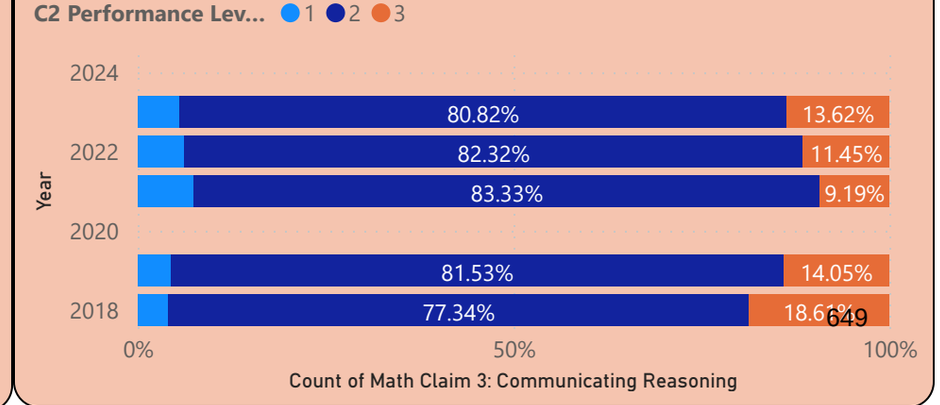
SBAC - Math

4th Grade

Claim 1: Concepts and Procedures

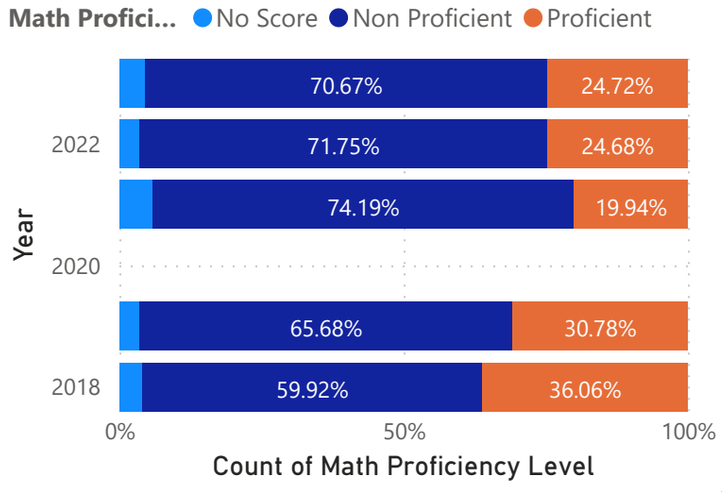


Claim 3: Communicating Reasoning

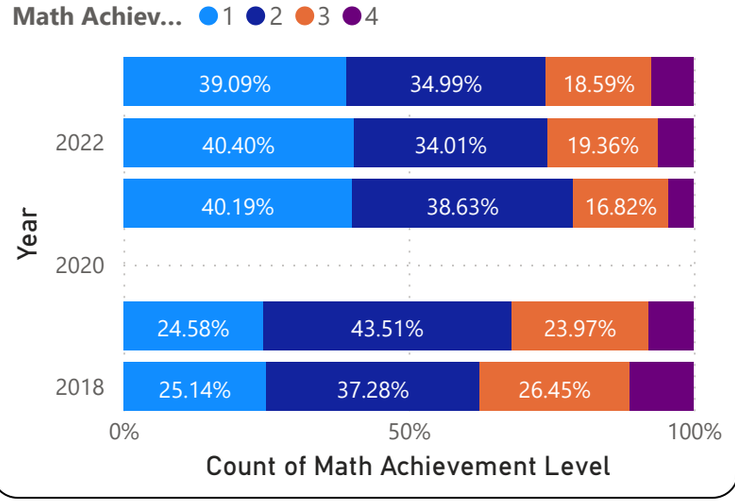


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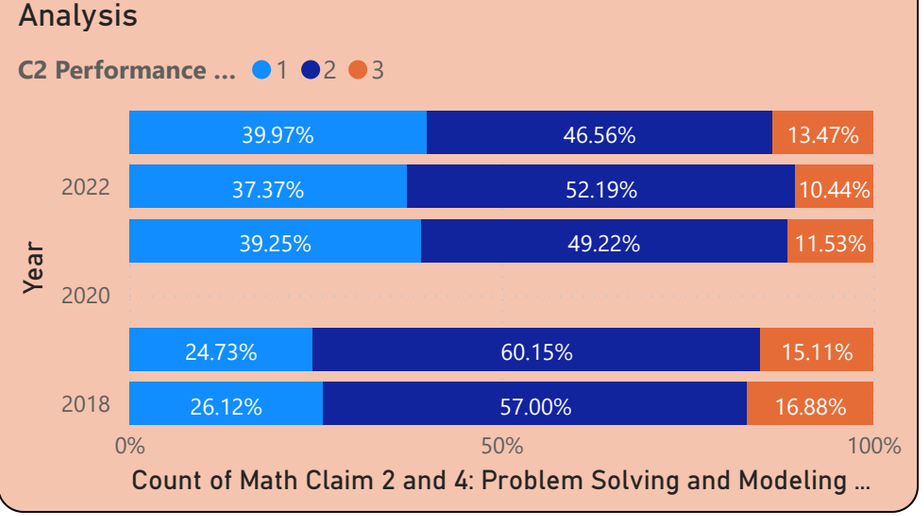
Math Proficiency Level



Math Achievement Level



Claim 2 and 4: Problem Solving and Modeling and Data Analysis



Auto recovery contains some recovered files that haven't been opened. View recovered files

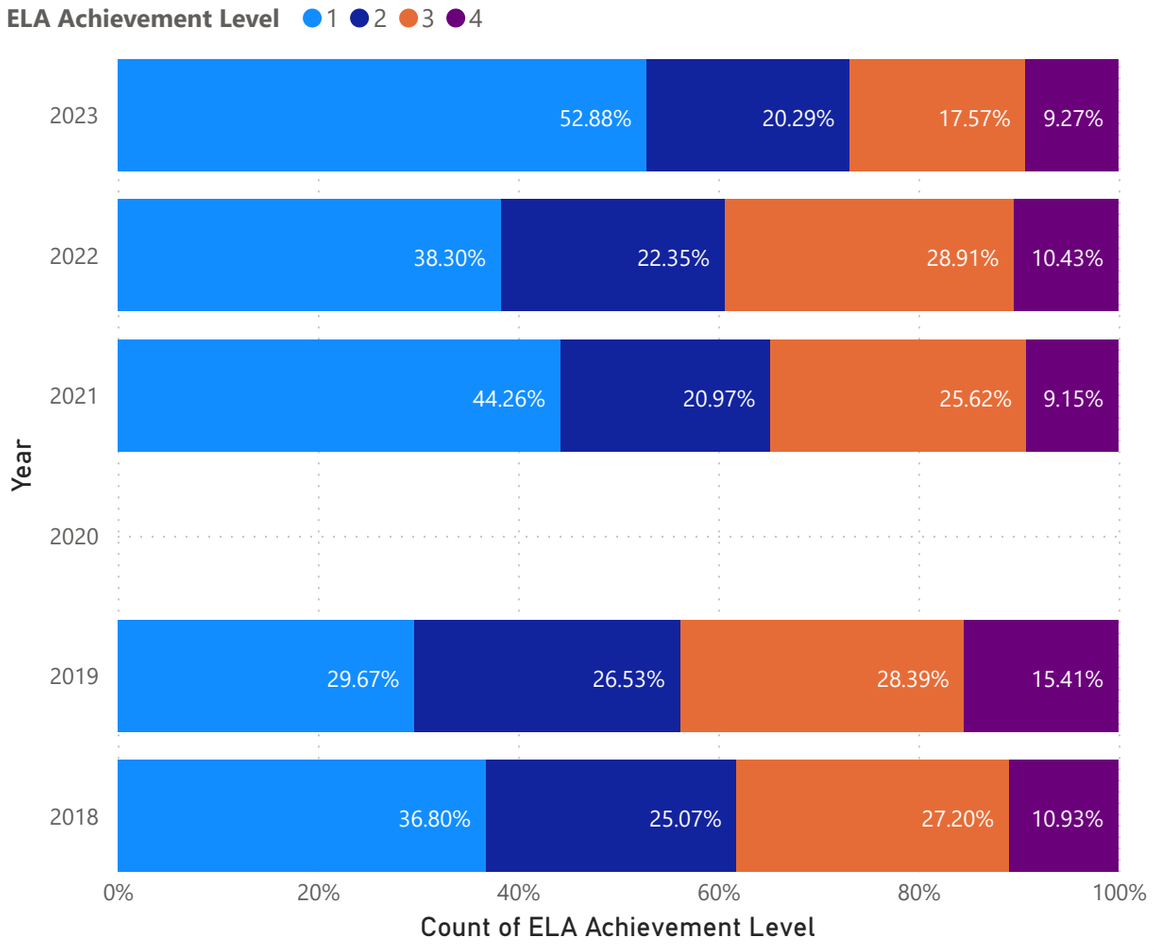
Lyon County School District

Assessment Data

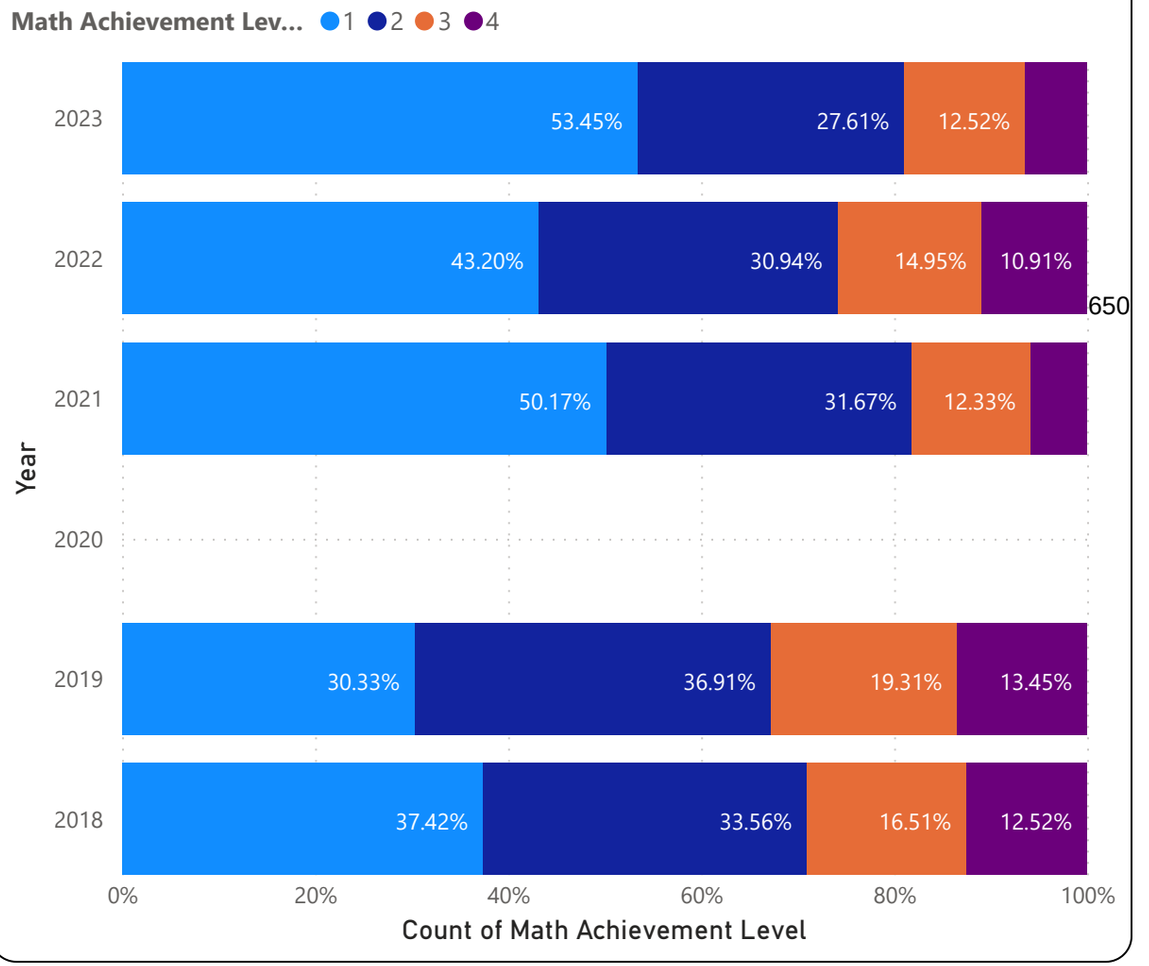
SBAC

5th Grade

ELA Achievement Level



Math Achievement Level



Auto recovery contains some recovered files that haven't been opened.
View recovered files

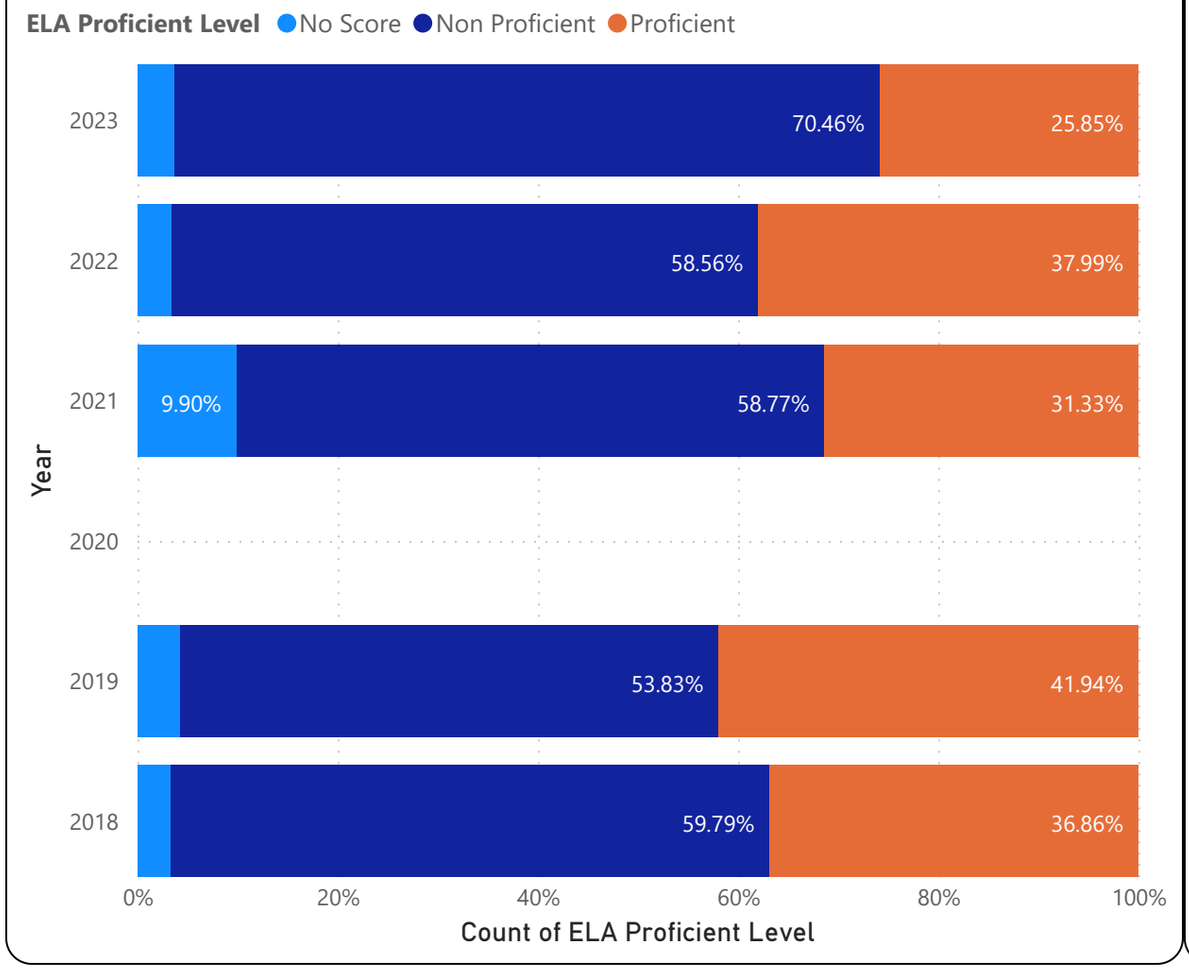
Lyon County School District

Assessment Data

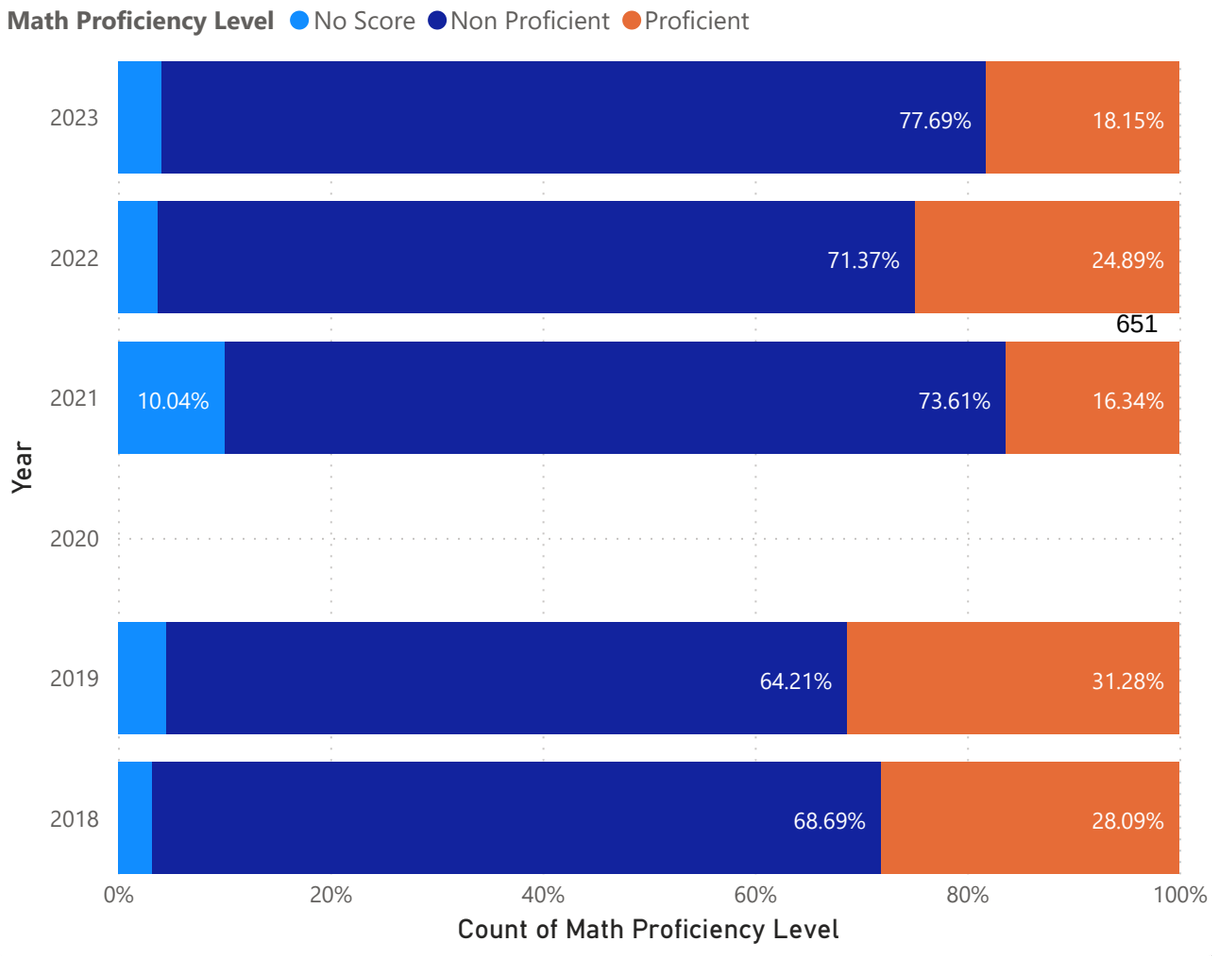
SBAC

5th Grade

ELA Proficient Level



Math ProficientLevel



Auto recovery contains some recovered files that haven't been opened. View recovered files

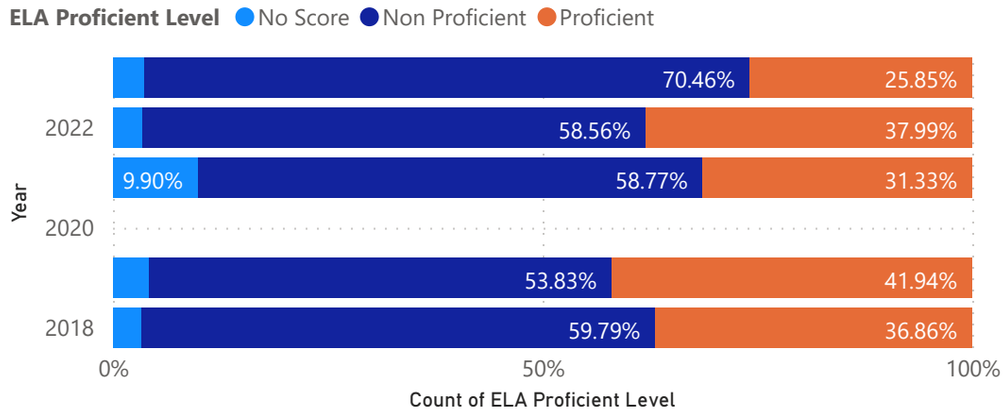
Lyon County School District

2023 Assessment Data

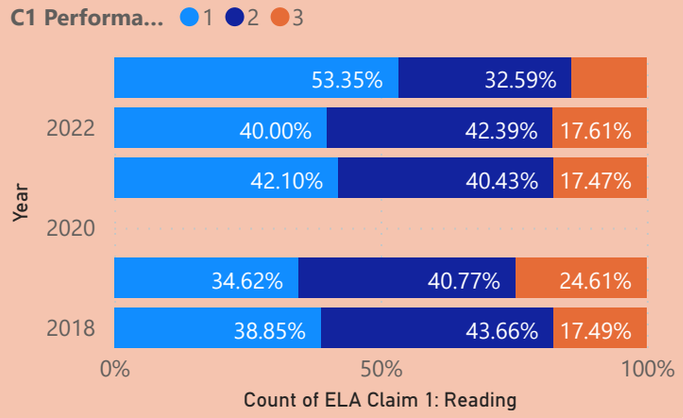
SBAC - ELA

5th Grade

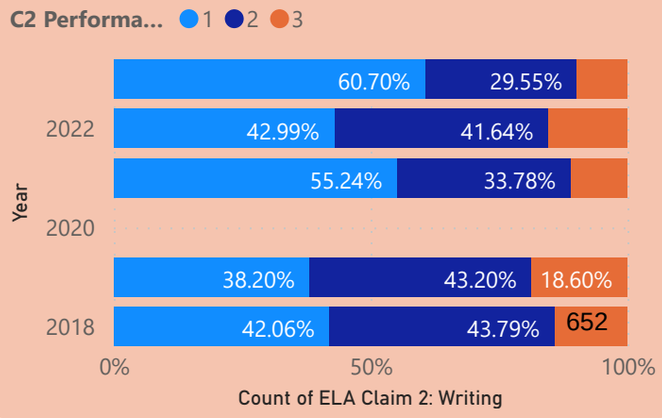
ELA Proficient Level



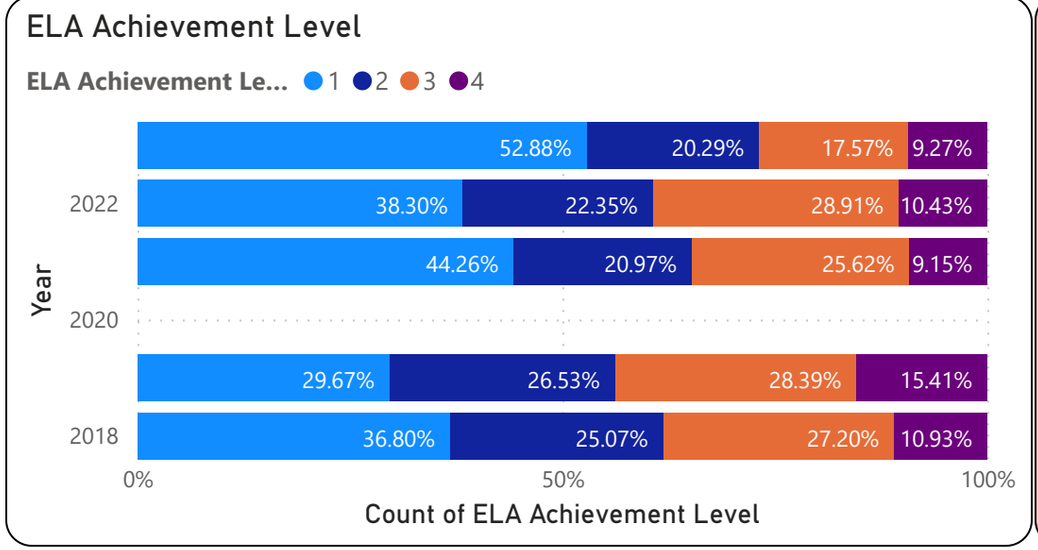
Claim 1: Reading.



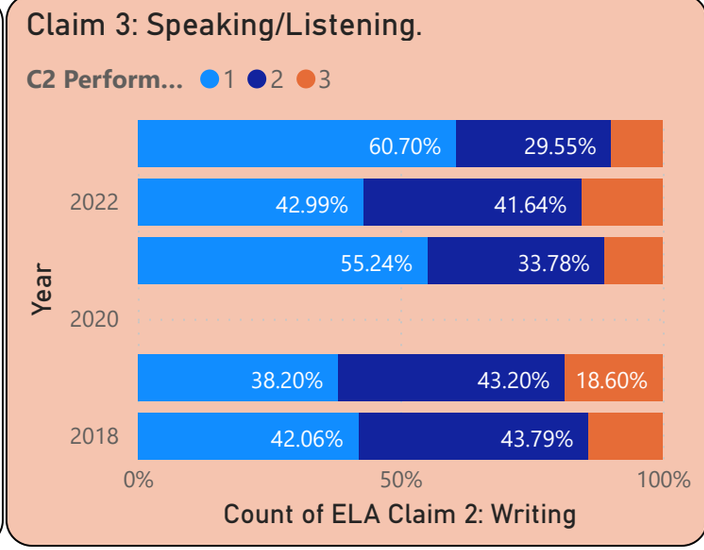
Claim 2: Writing



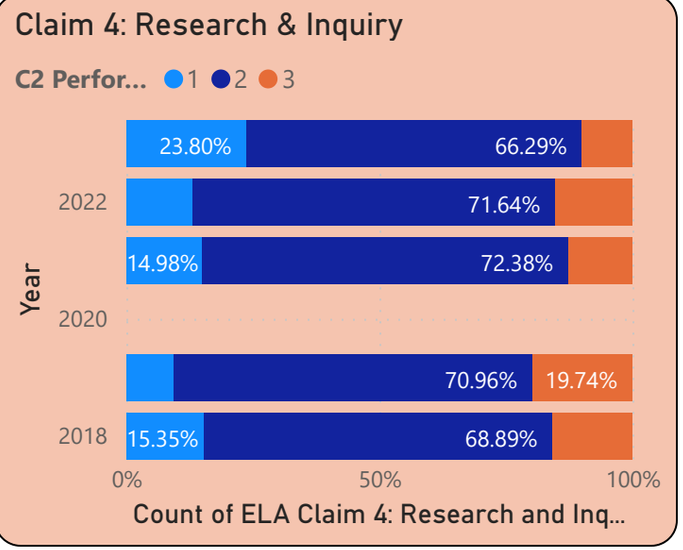
ELA Achievement Level



Claim 3: Speaking/Listening.



Claim 4: Research & Inquiry



Auto recovery contains some recovered files that haven't been opened. View recovered files

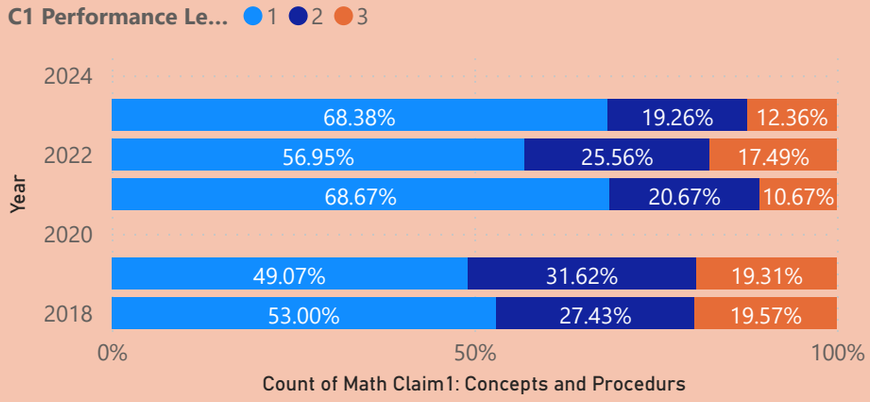
Lyon County School District

2023 Assessment Data

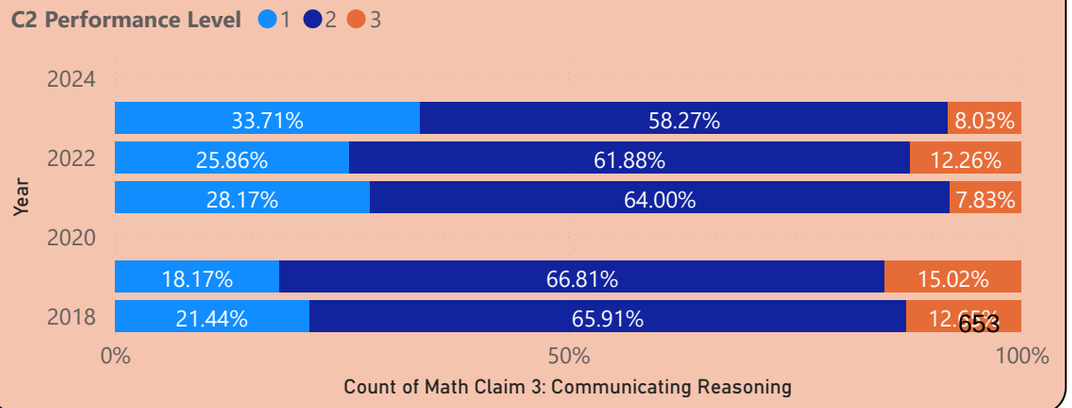
SBAC - Math

5th Grade

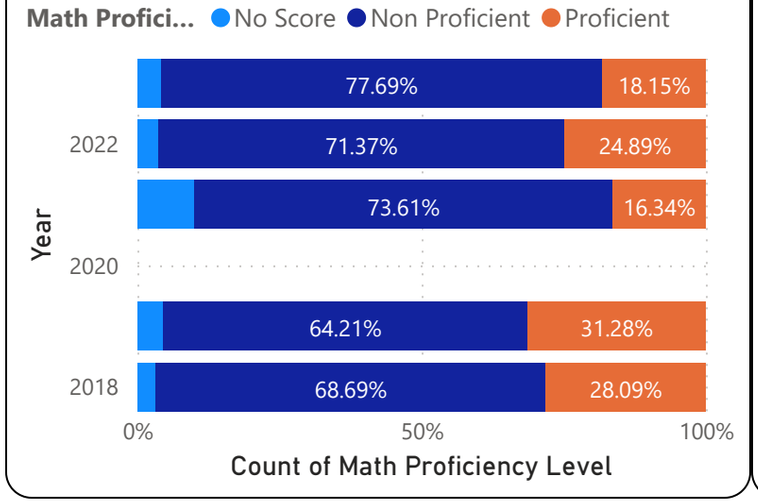
Claim 1: Concepts and Procedures



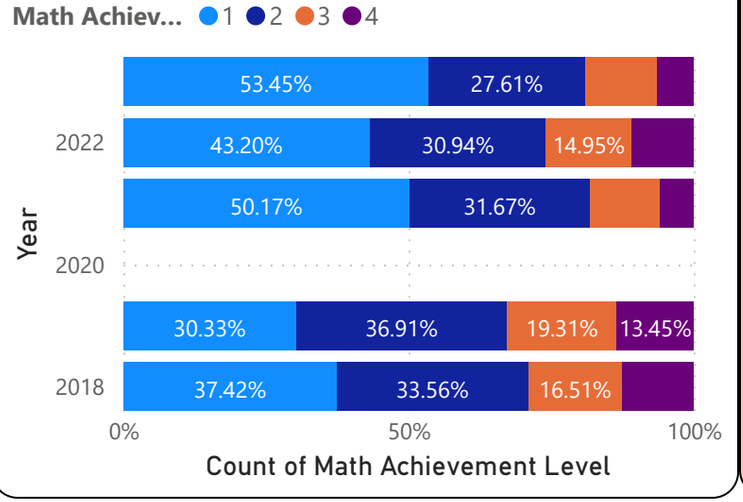
Claim 3: Communicating Reasoning



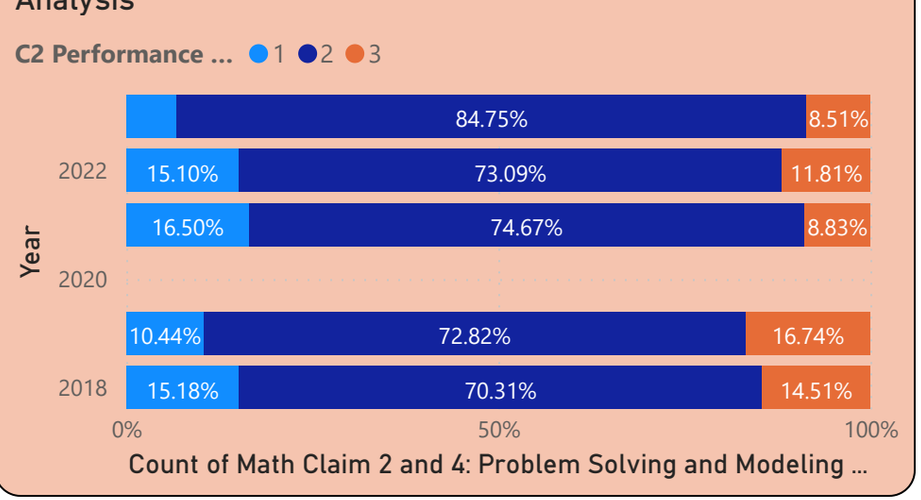
Math Proficiency Level



Math Achievement Level



Claim 2 and 4: Problem Solving and Modeling and Data Analysis



Auto recovery contains some recovered files that haven't been opened. View recovered files

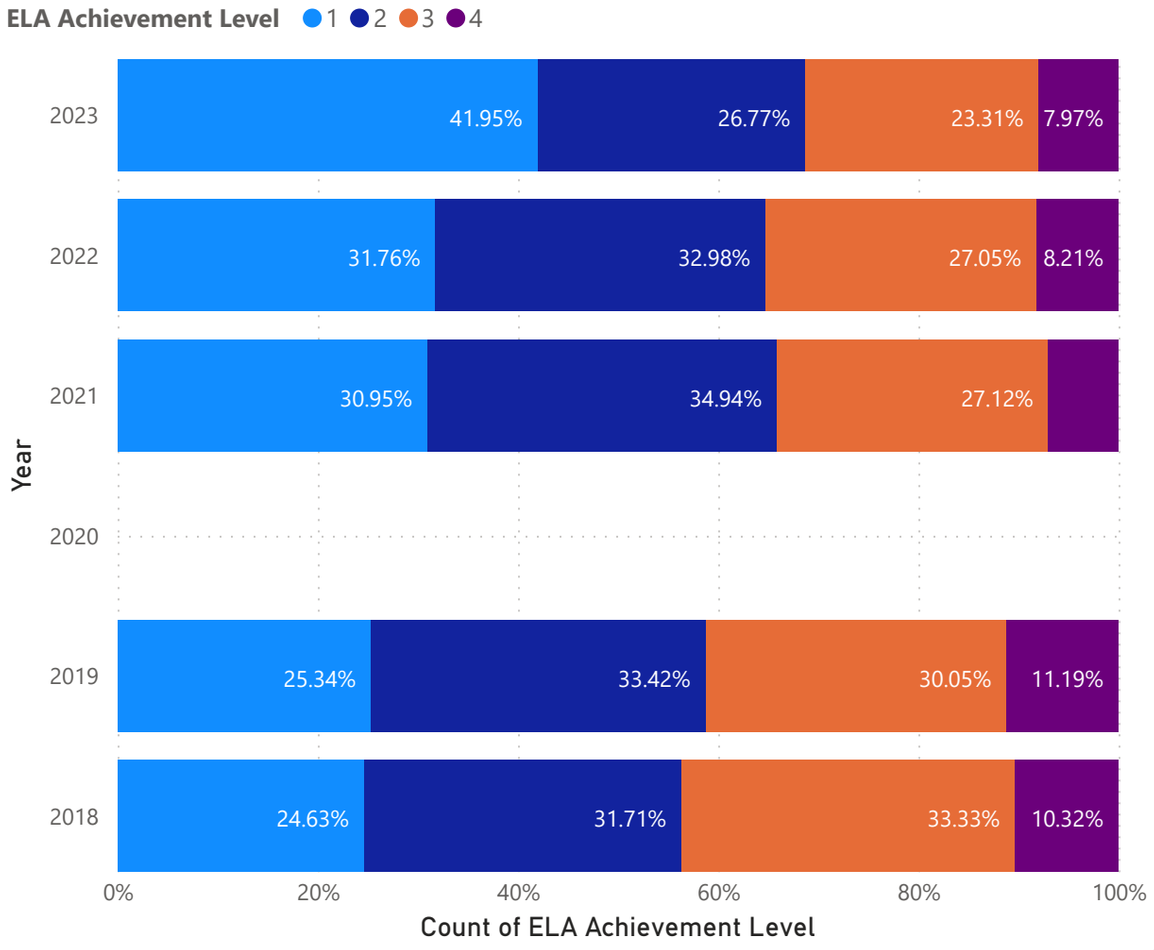
Lyon County School District

Assessment Data

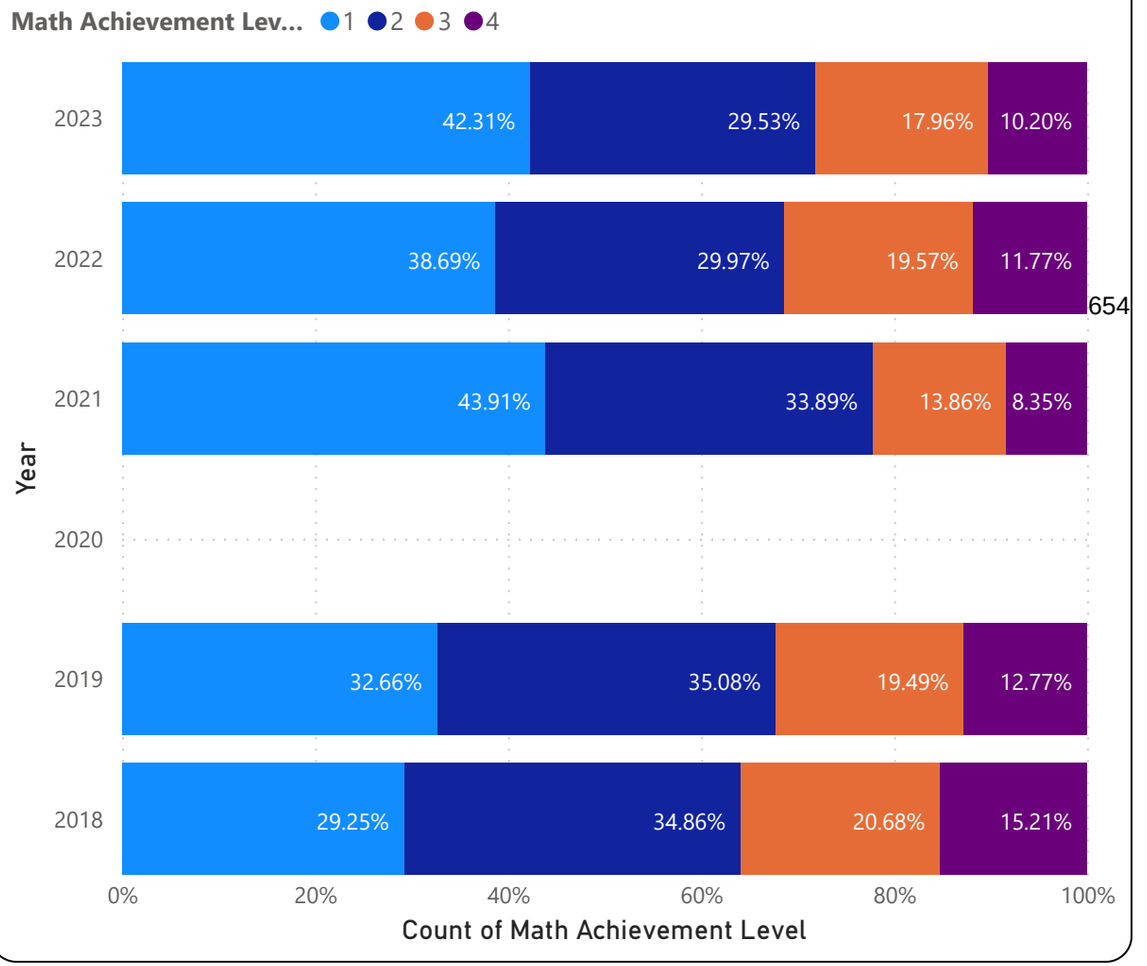
SBAC

6th Grade

ELA Achievement Level



Math Achievement Level



Auto recovery contains some recovered files that haven't been opened.
View recovered files

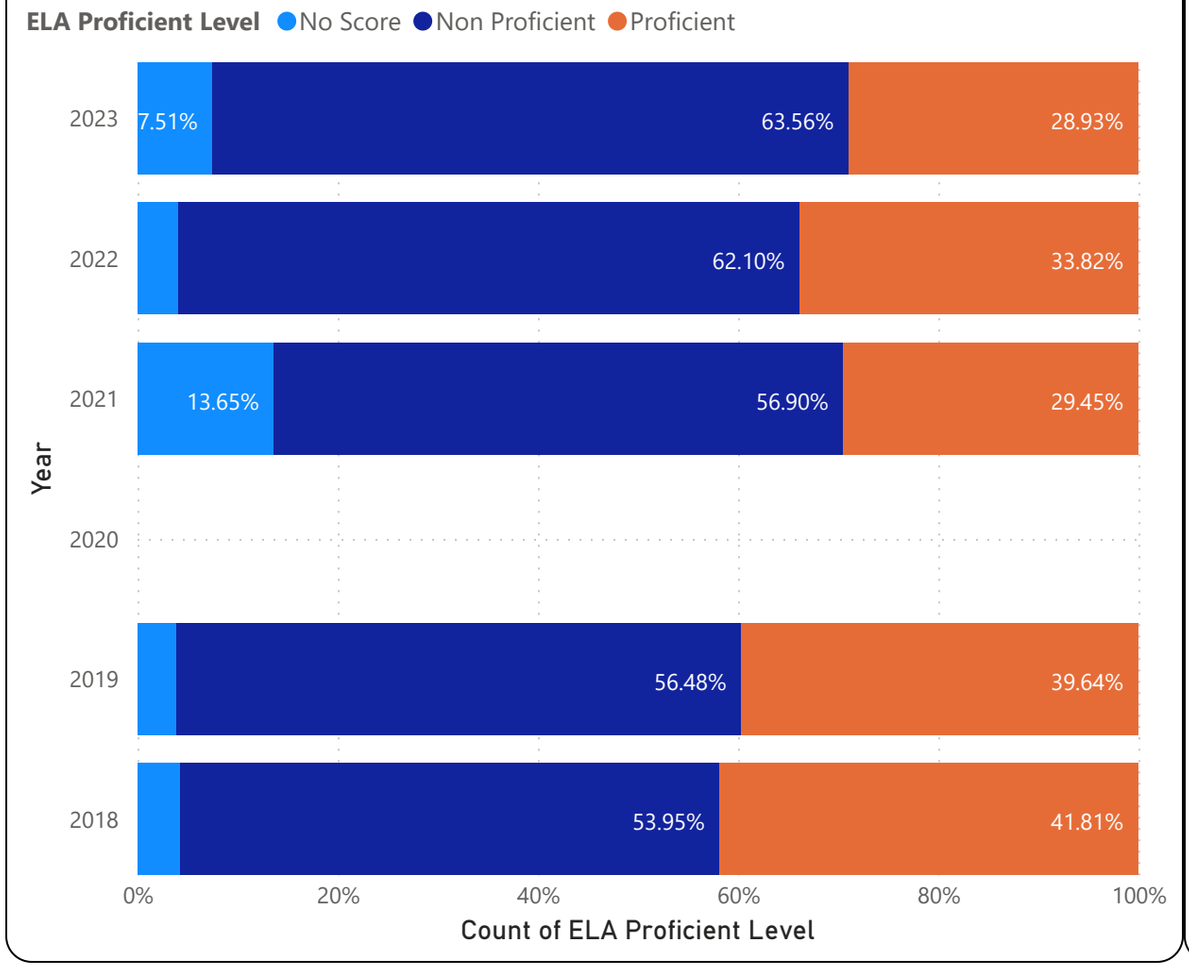
Lyon County School District

Assessment Data

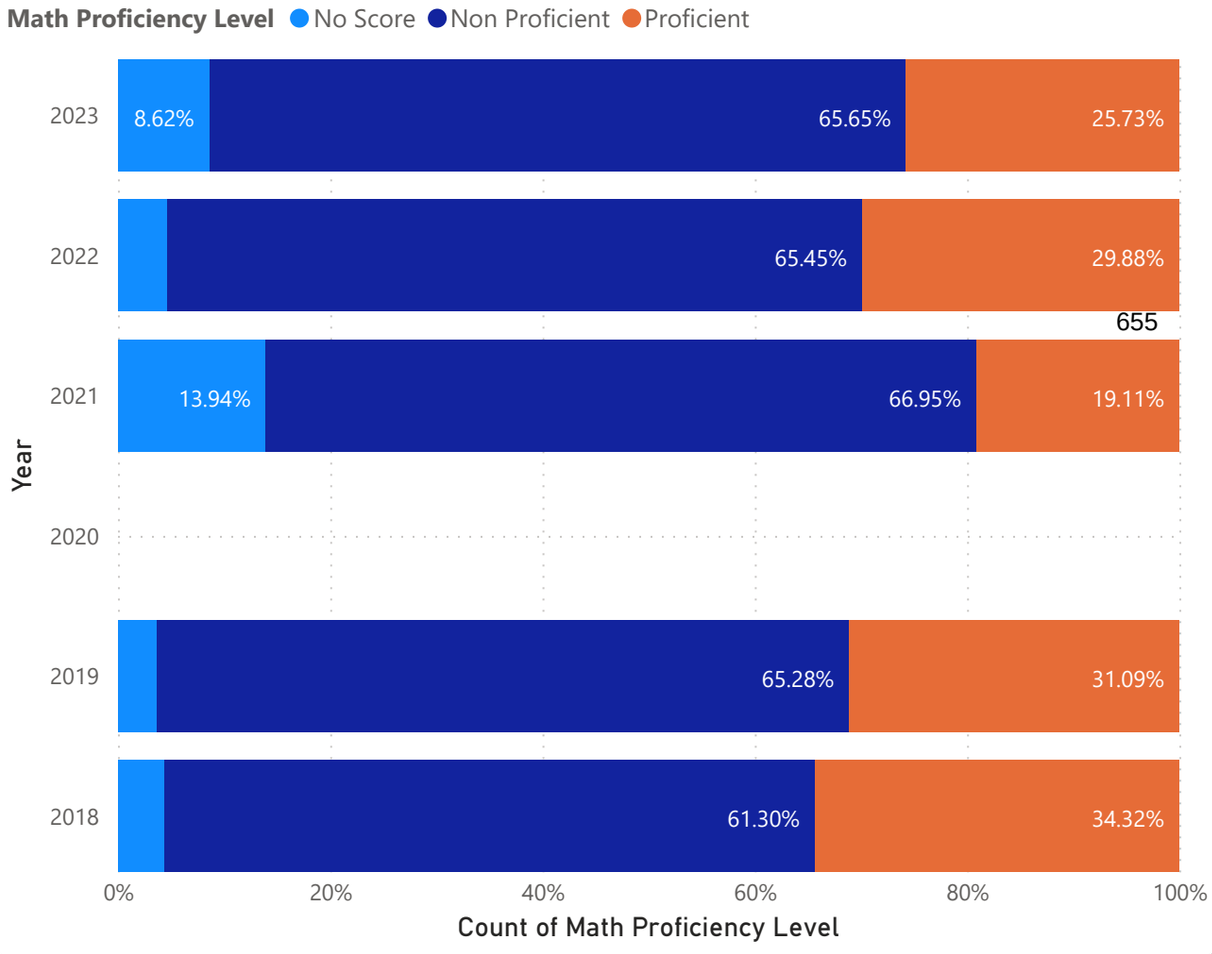
SBAC

6th Grade

ELA Proficient Level



Math ProficientLevel



Auto recovery contains some recovered files that haven't been opened. View recovered files

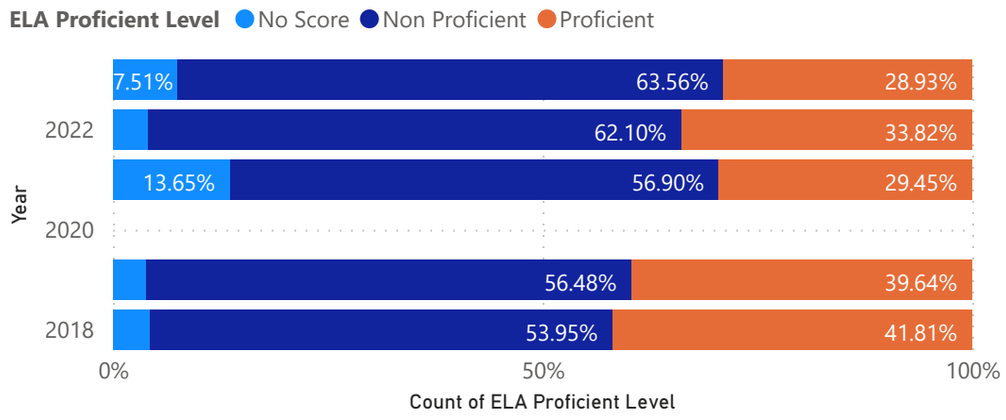
Lyon County School District

2023 Assessment Data

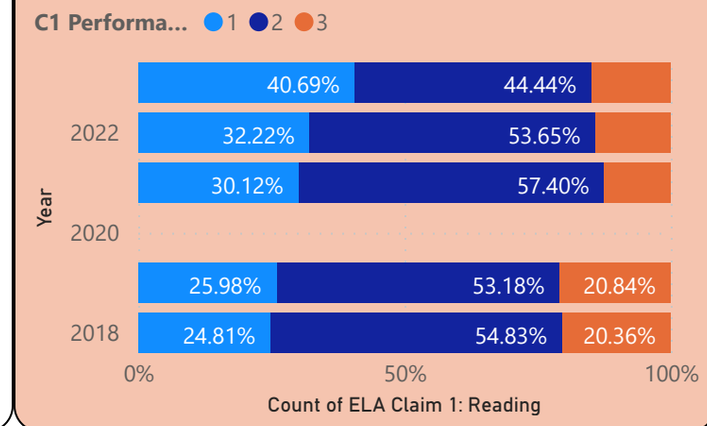
SBAC - ELA

6th Grade

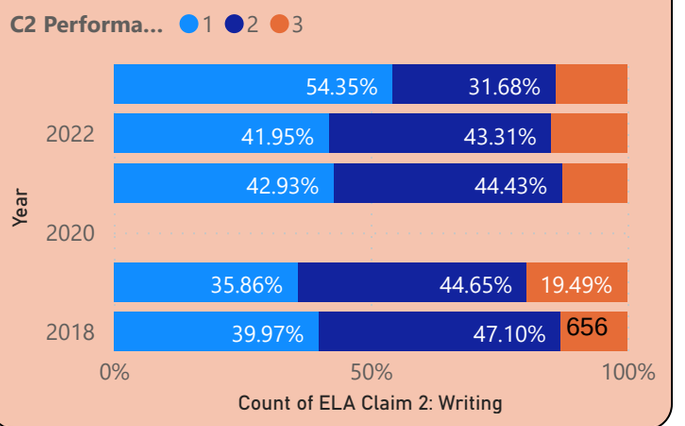
ELA Proficient Level



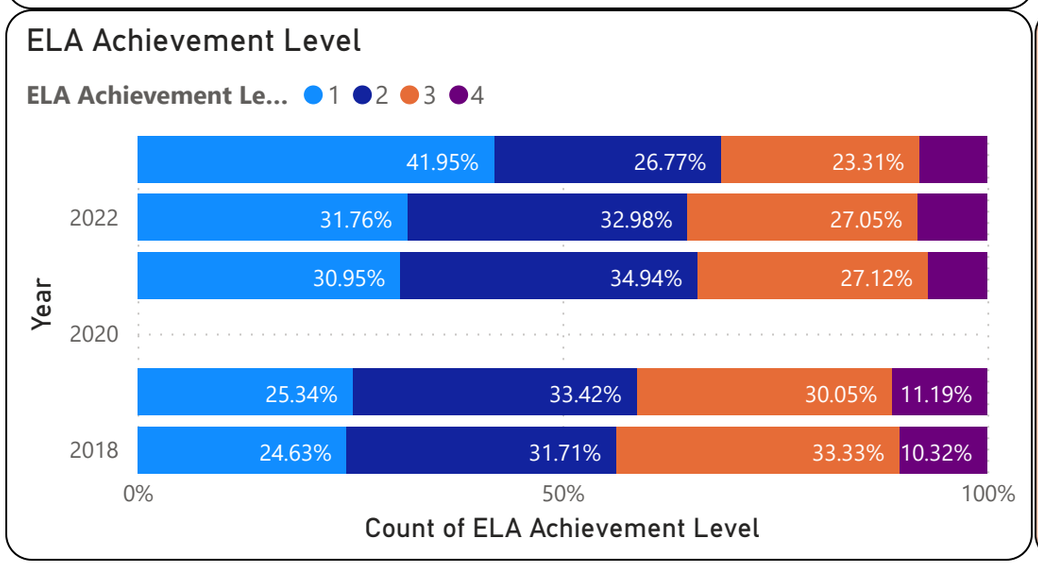
Claim 1: Reading.



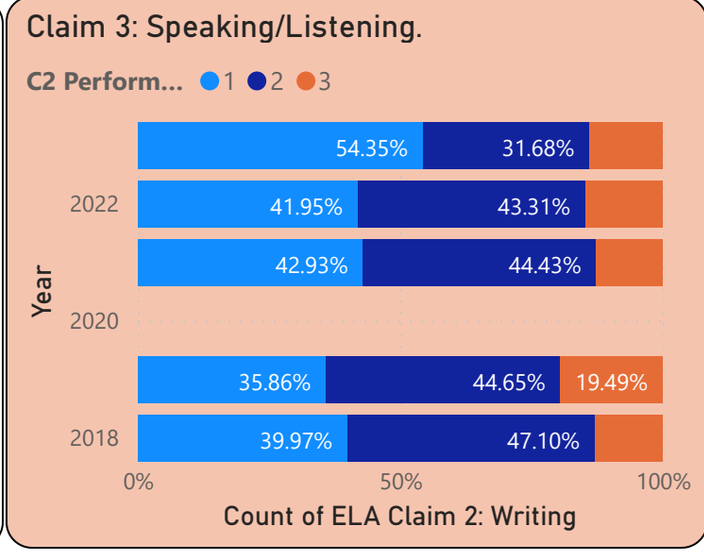
Claim 2: Writing



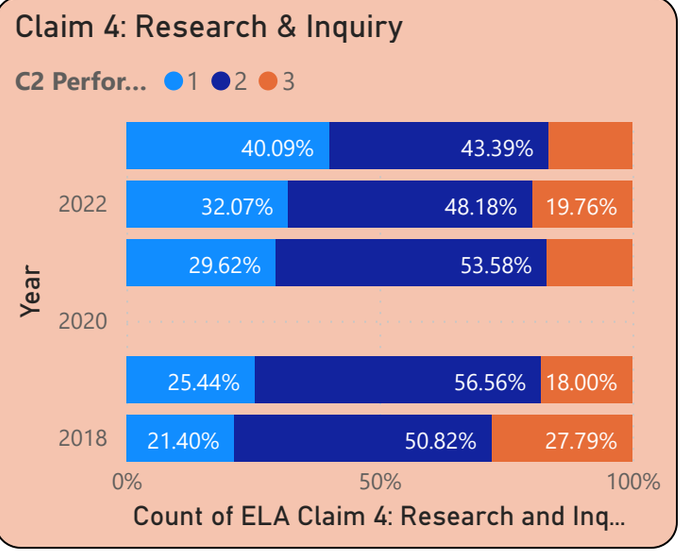
ELA Achievement Level



Claim 3: Speaking/Listening.



Claim 4: Research & Inquiry



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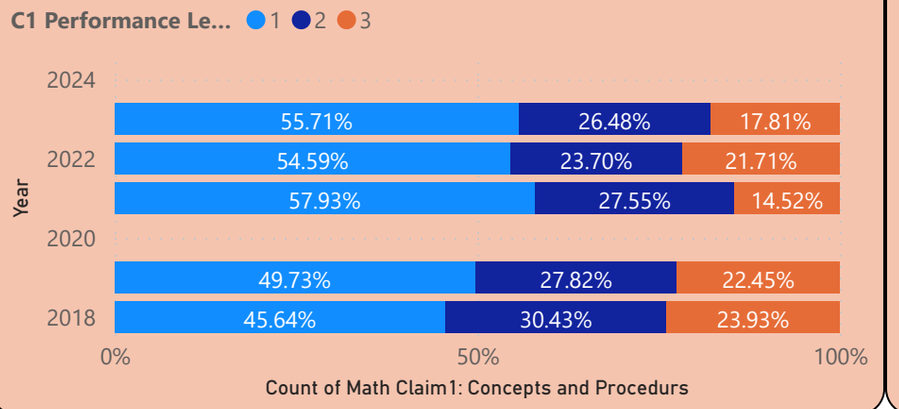
Lyon County School District

2023 Assessment Data

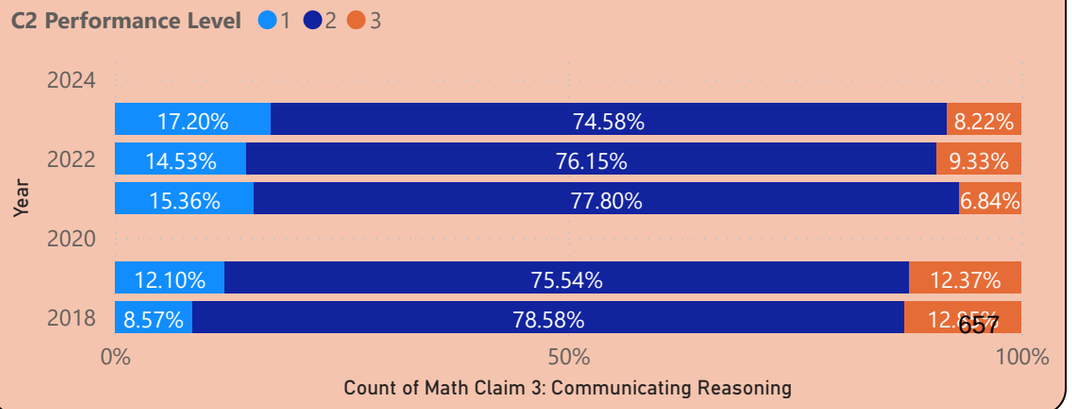
SBAC - Math

6th Grade

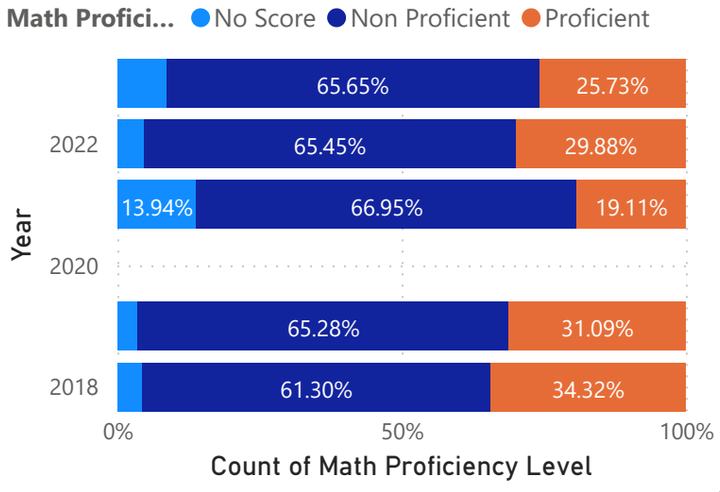
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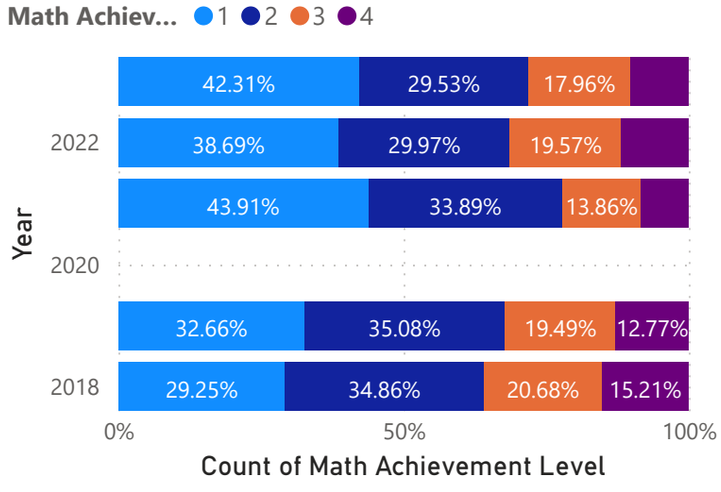
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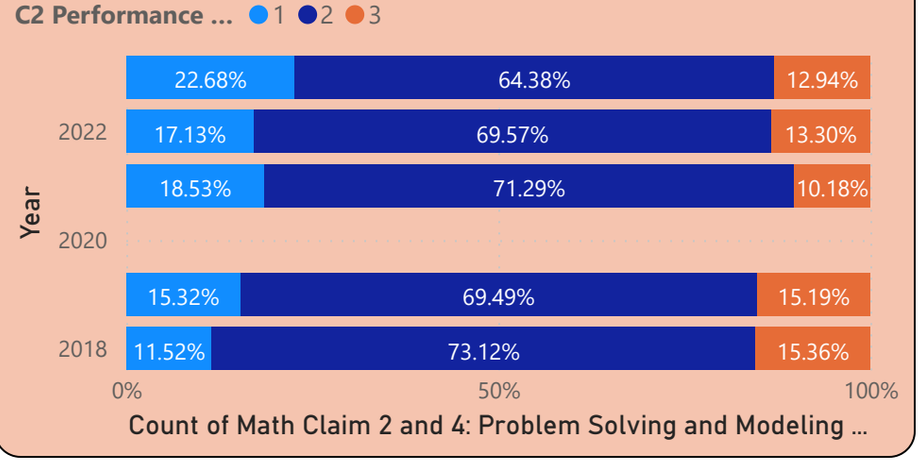
Math Proficiency Level



Math Achievement Level



Claim 2 and 4: Problem Solving and Modeling and Data Analysis



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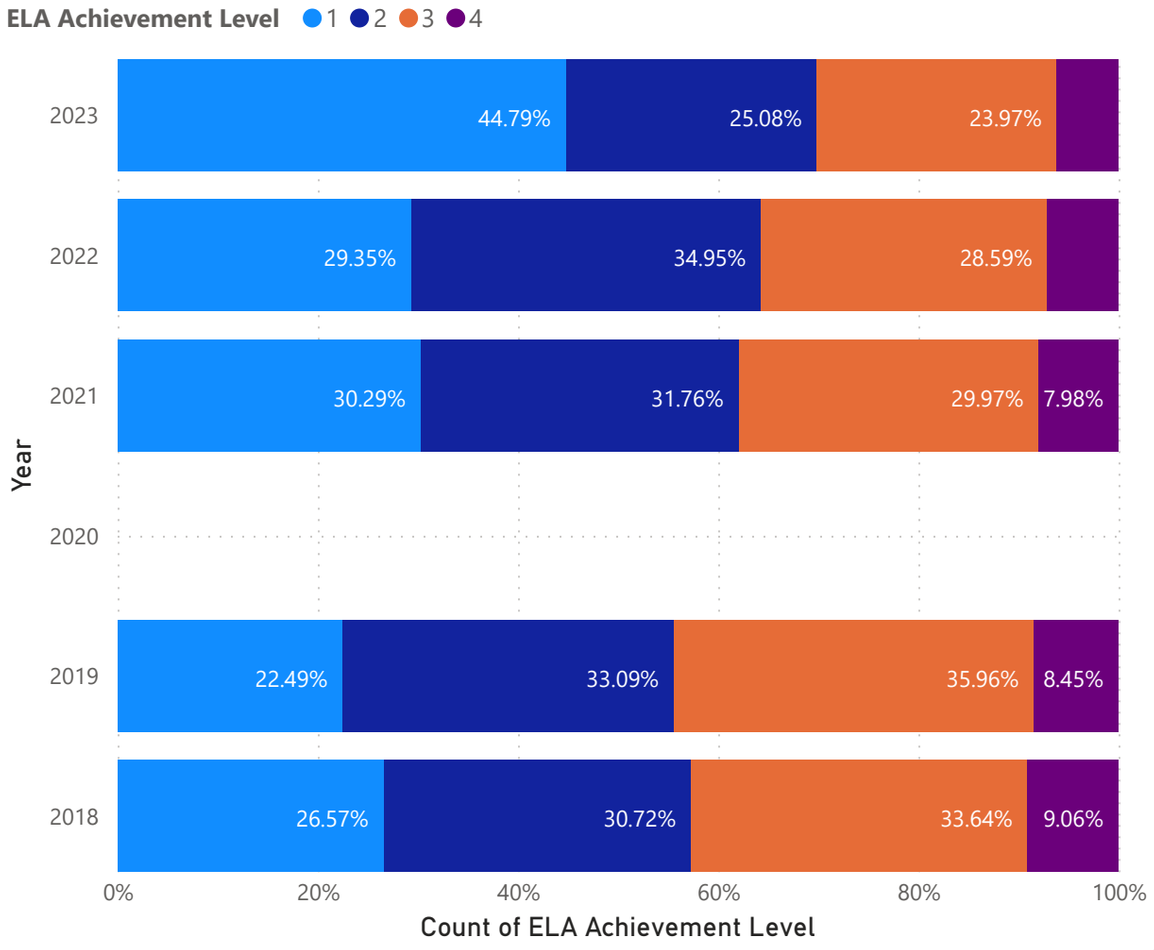
Lyon County School District

Assessment Data

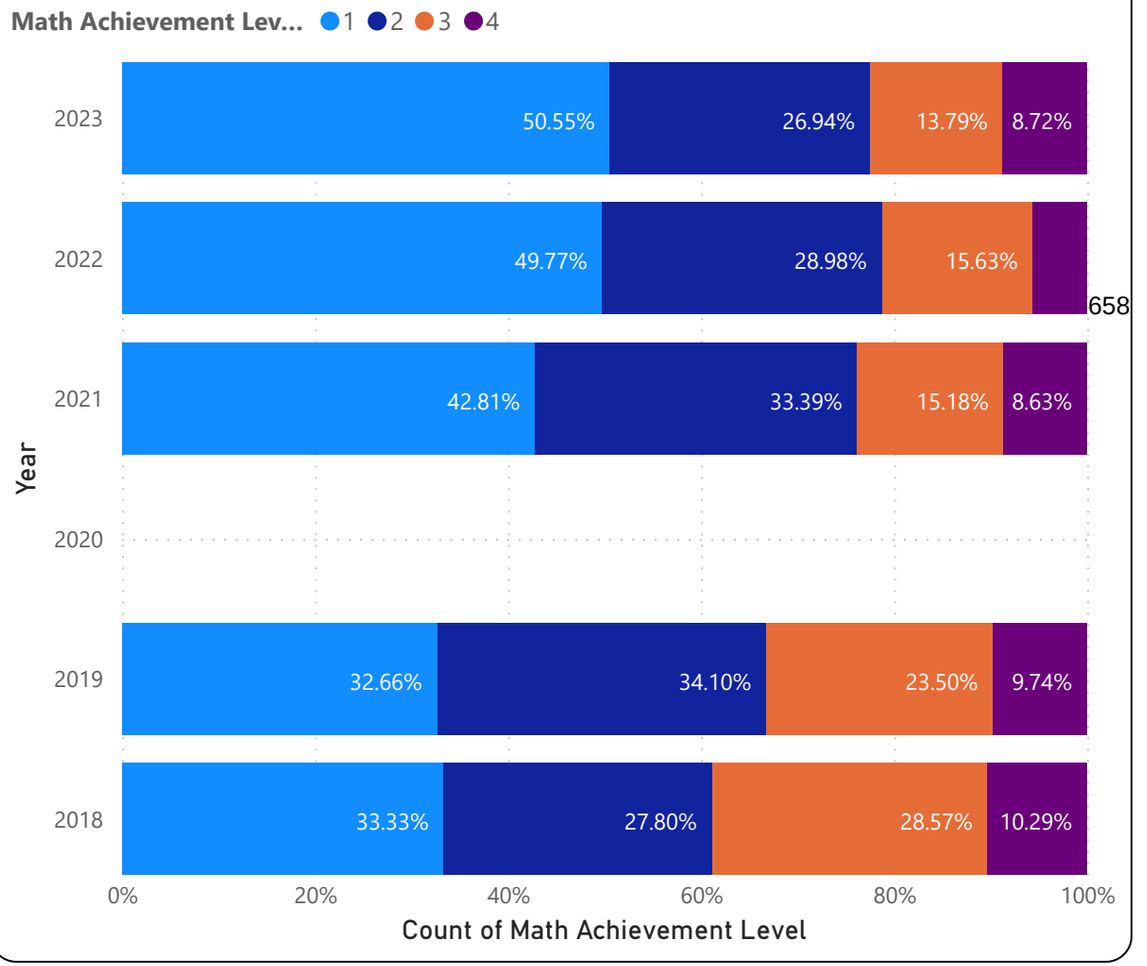
SBAC

7th Grade

ELA Achievement Level



Math Achievement Level



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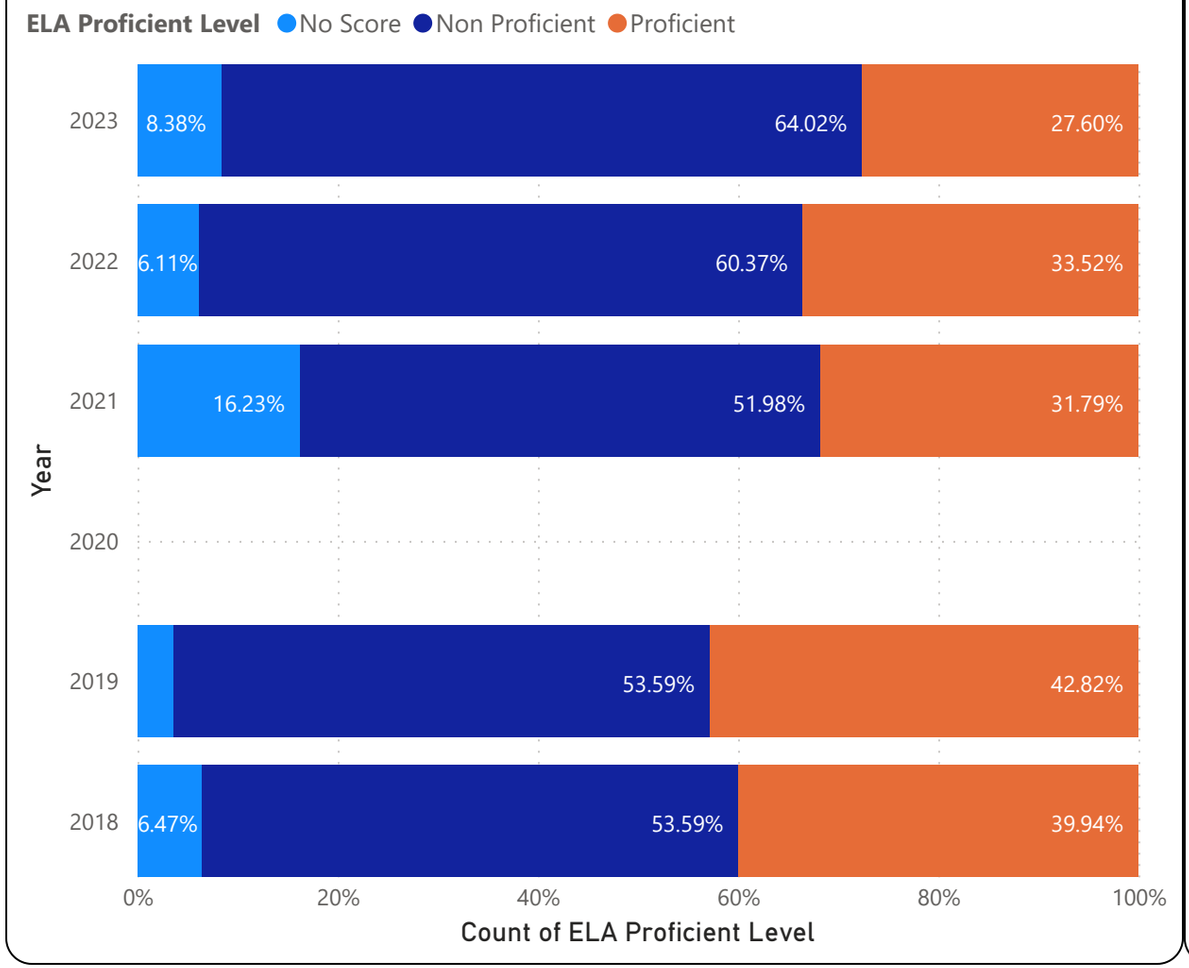
Lyon County School District

Assessment Data

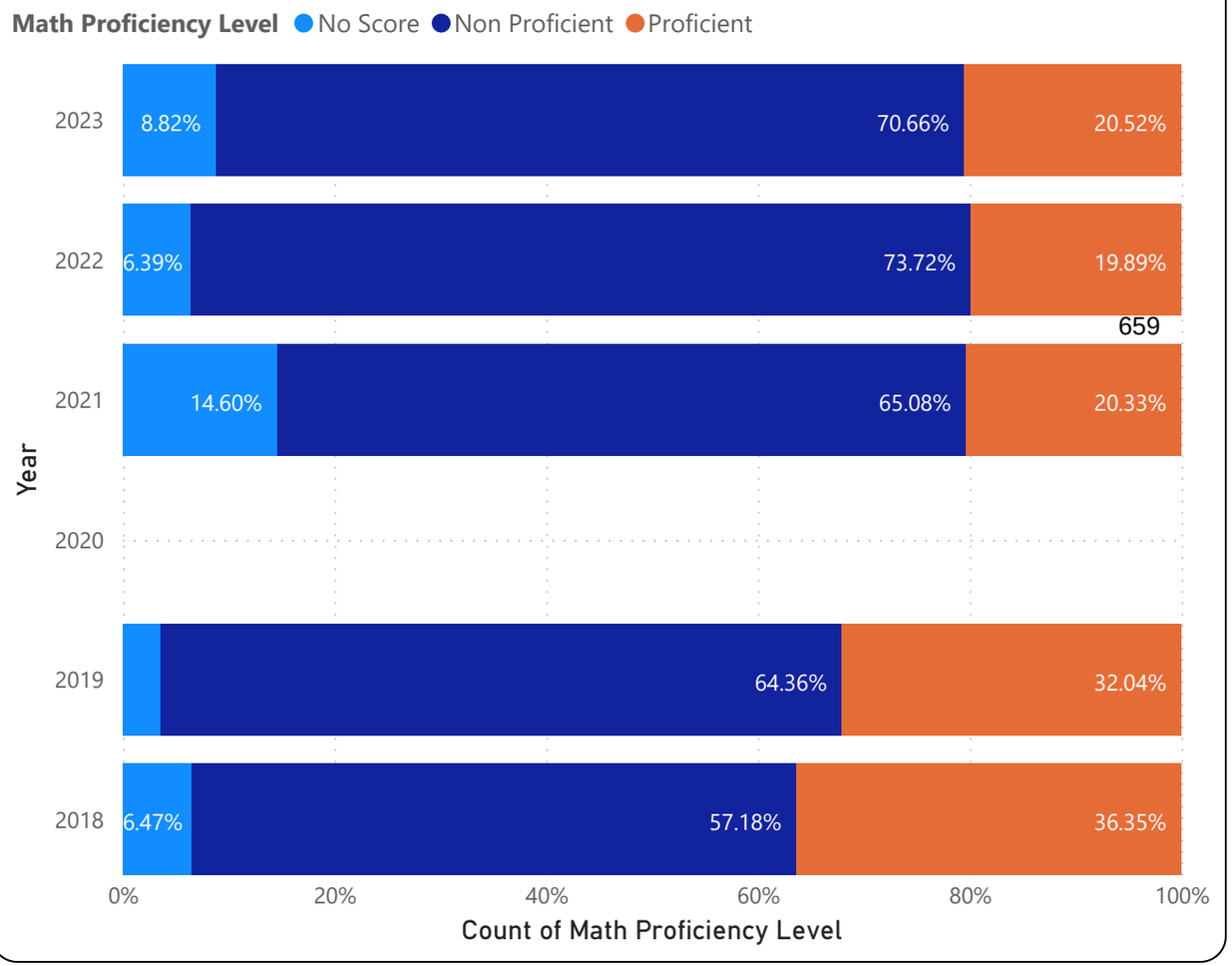
SBAC

7th Grade

ELA Proficient Level



Math ProficientLevel



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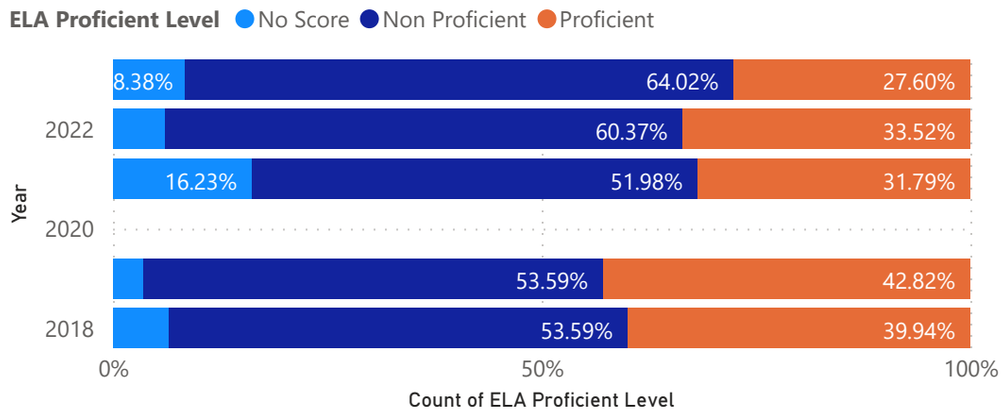
Lyon County School District

2023 Assessment Data

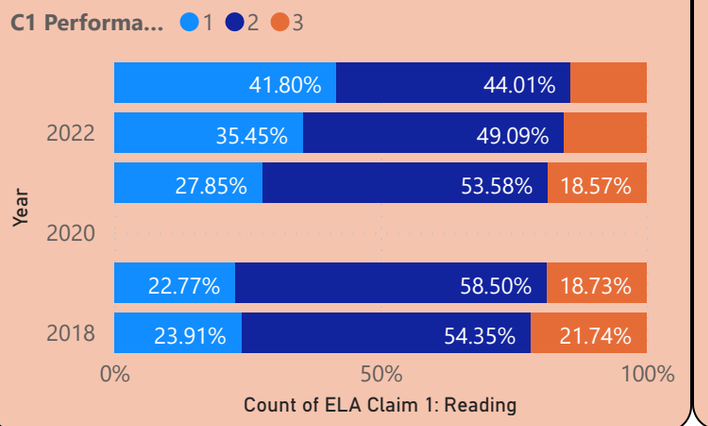
SBAC - ELA

7th Grade

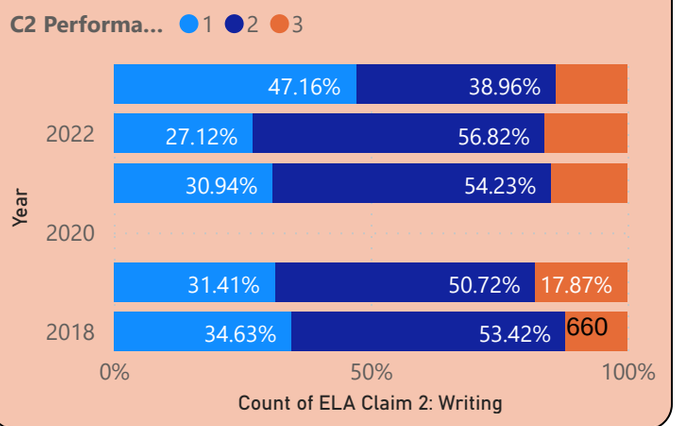
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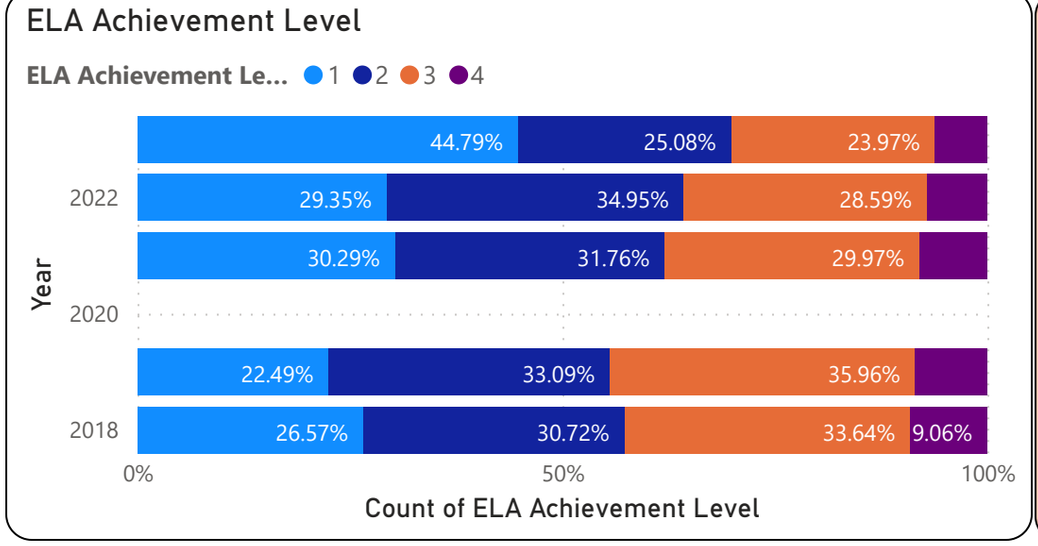
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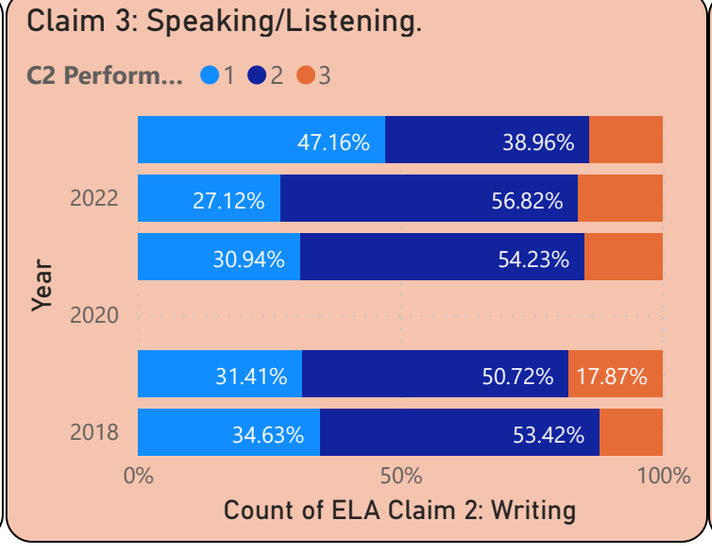
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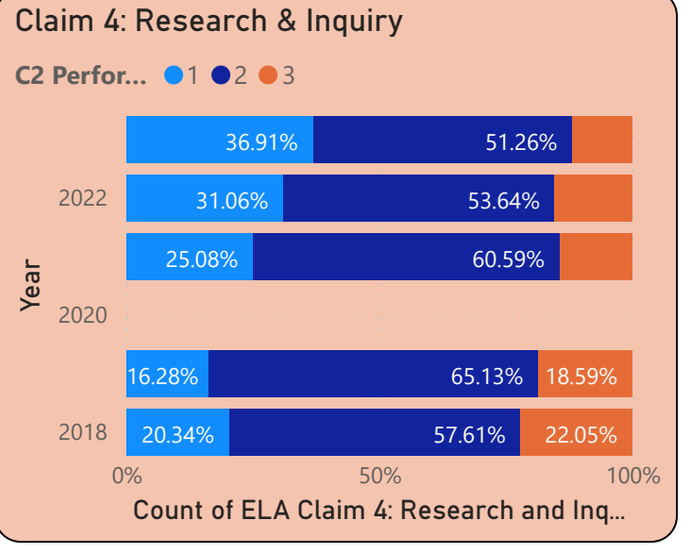
ELA Achievement Level



Claim 3: Speaking/Listening.



Claim 4: Research & Inquiry



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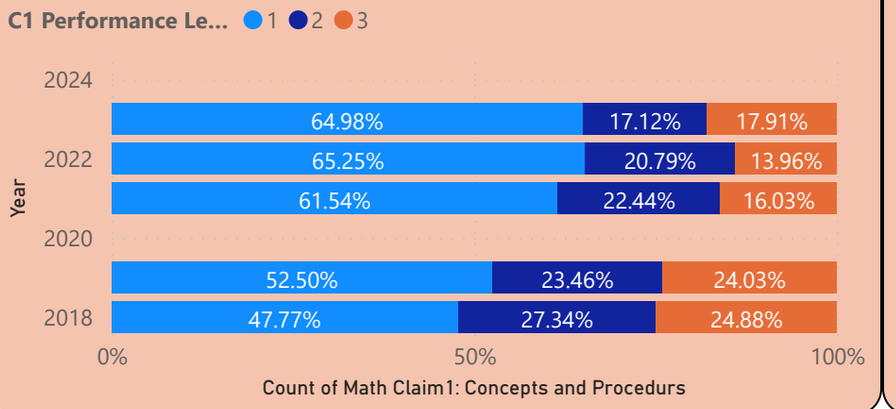
Lyon County School District

2023 Assessment Data

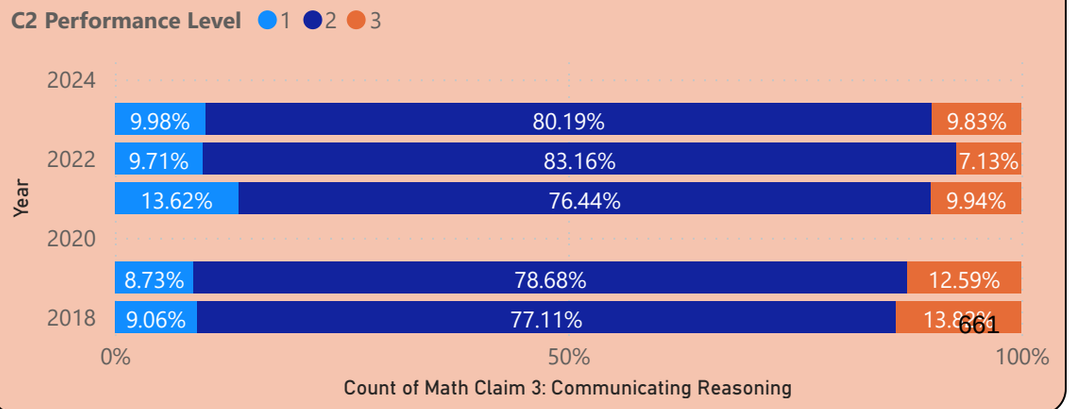
SBAC - Math

7th Grade

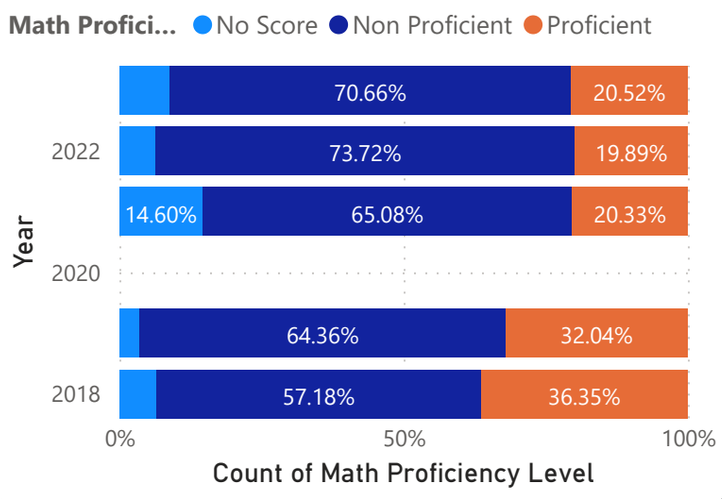
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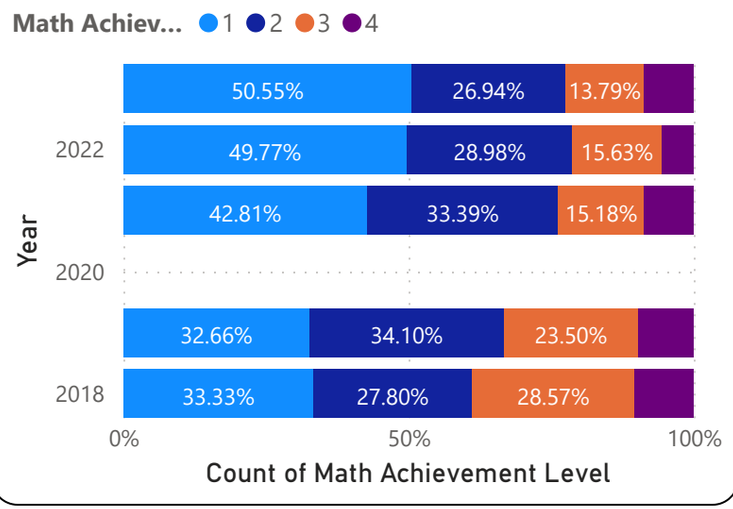
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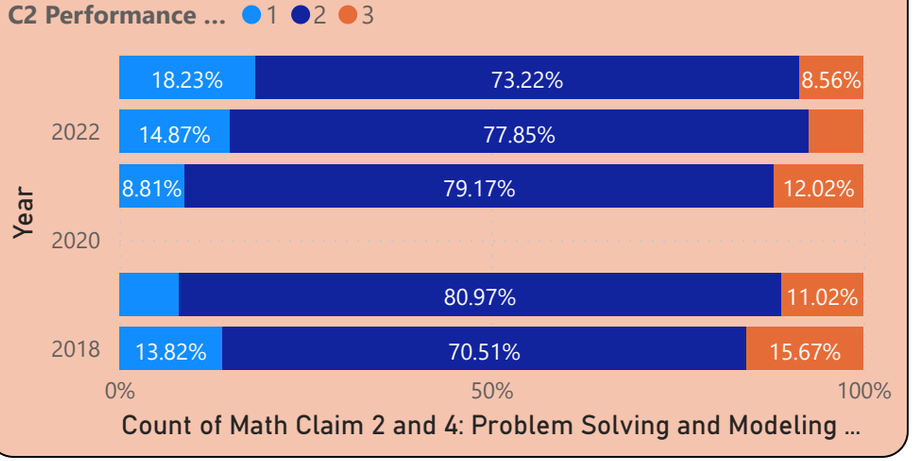
Math Proficiency Level



Math Achievement Level



Claim 2 and 4: Problem Solving and Modeling and Data Analysis



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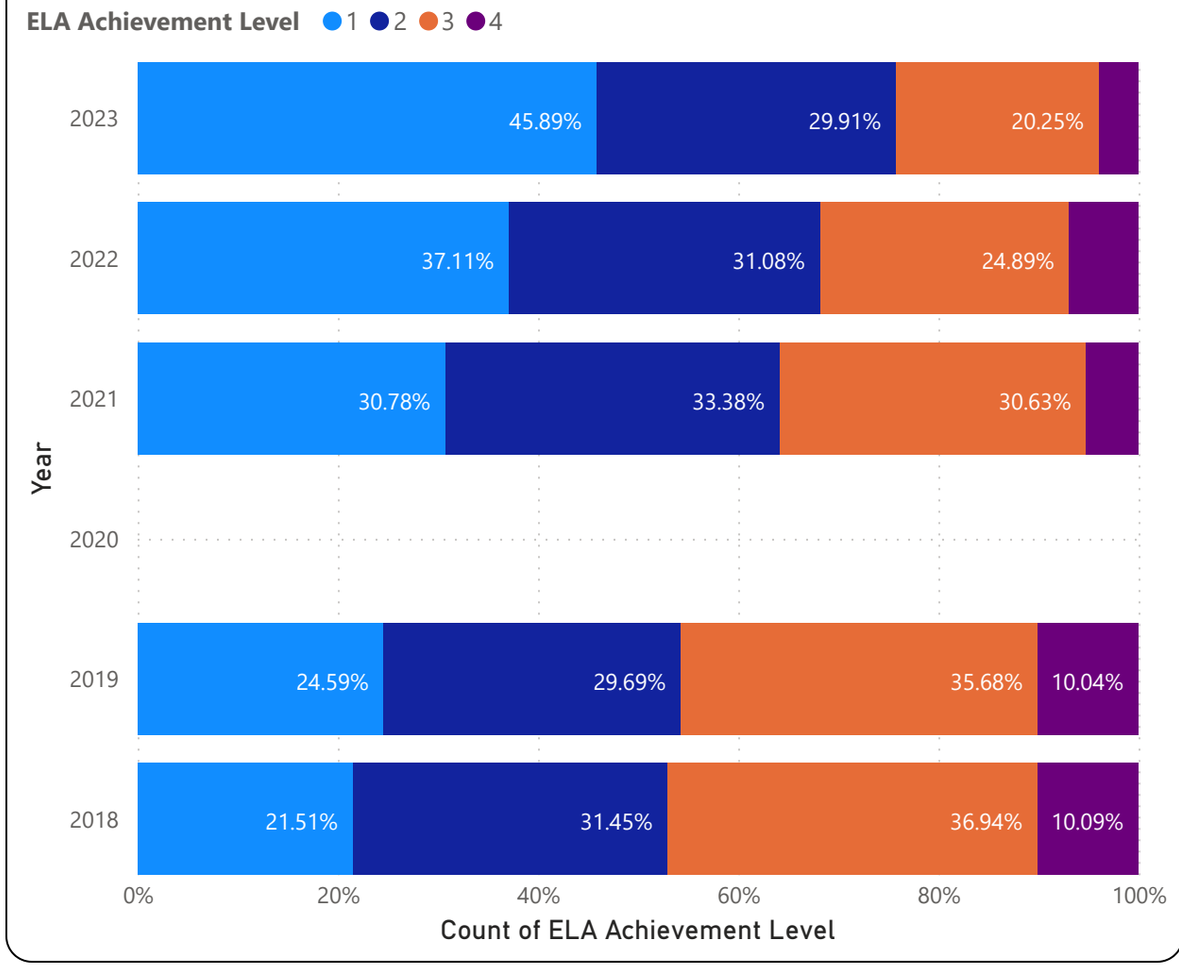
Lyon County School District

Assessment Data

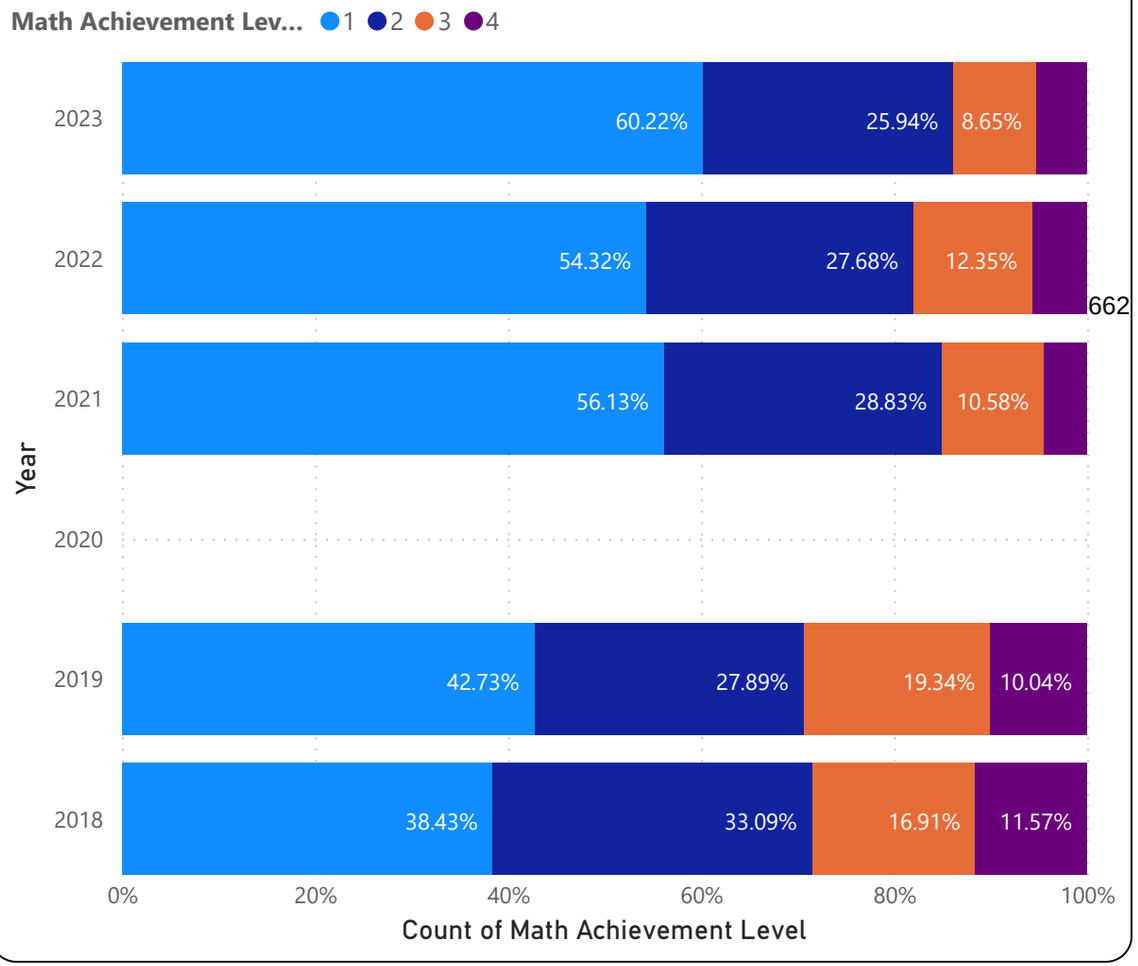
SBAC

8th Grade

ELA Achievement Level



Math Achievement Level



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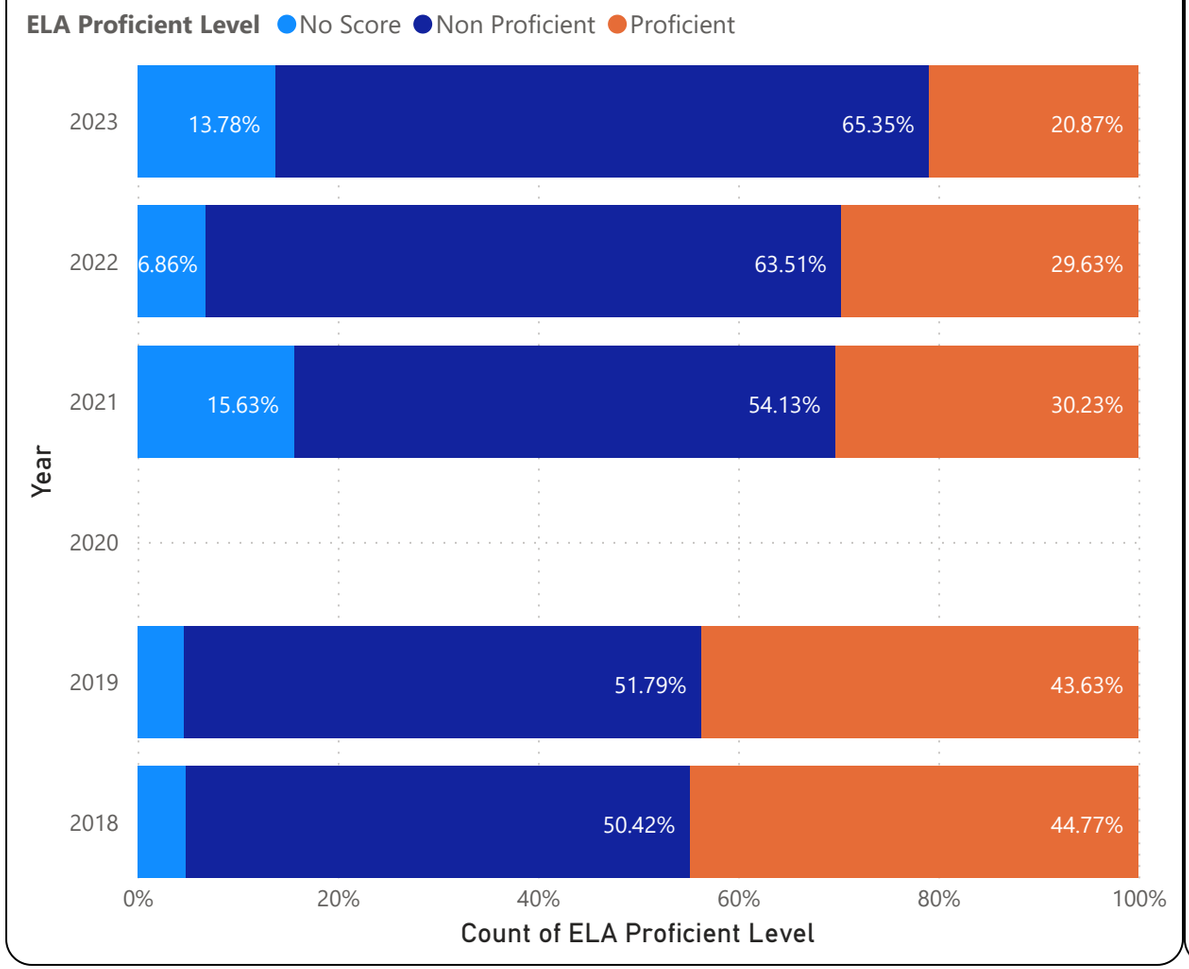
Lyon County School District

Assessment Data

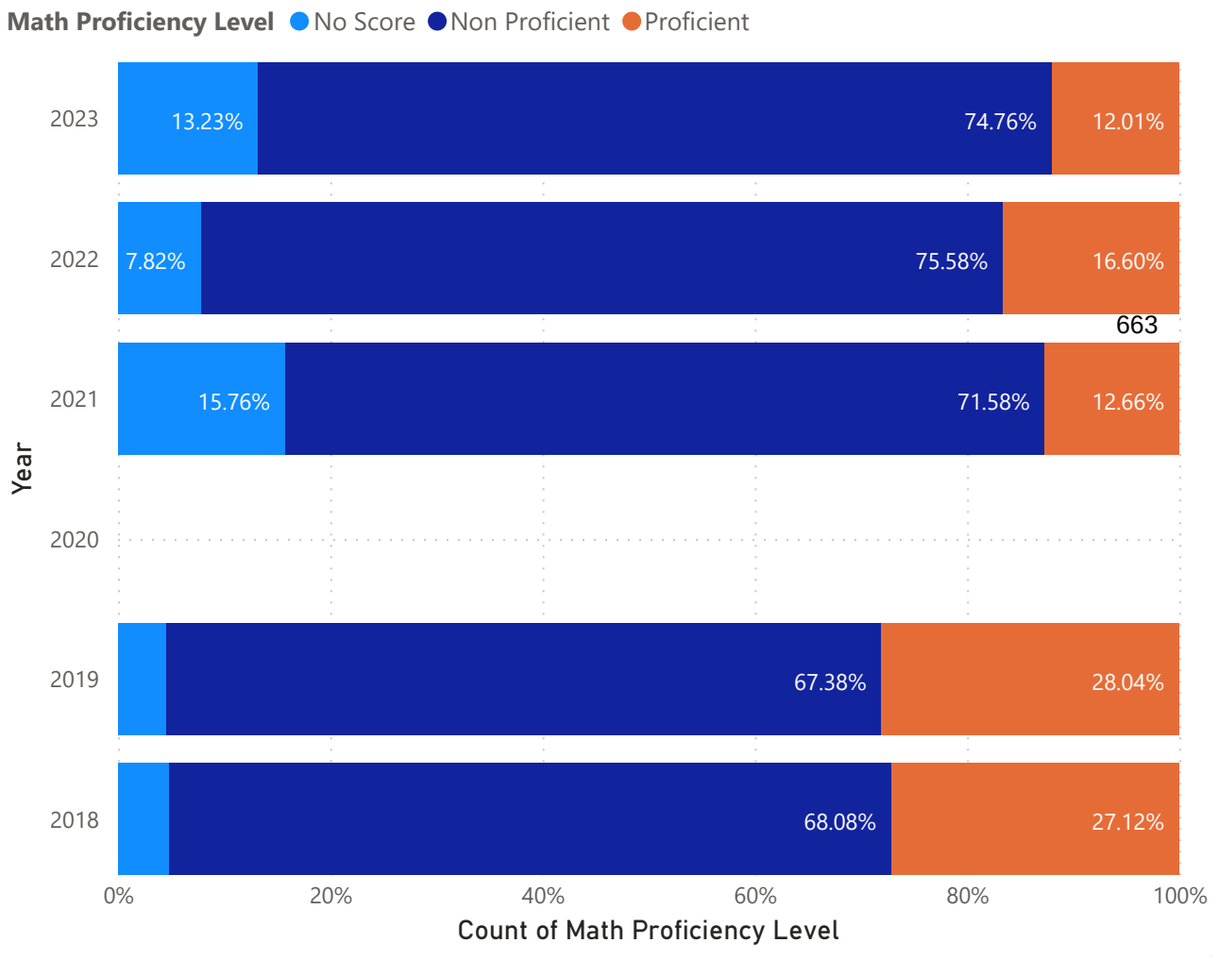
SBAC

8th Grade

ELA Proficient Level



Math ProficientLevel



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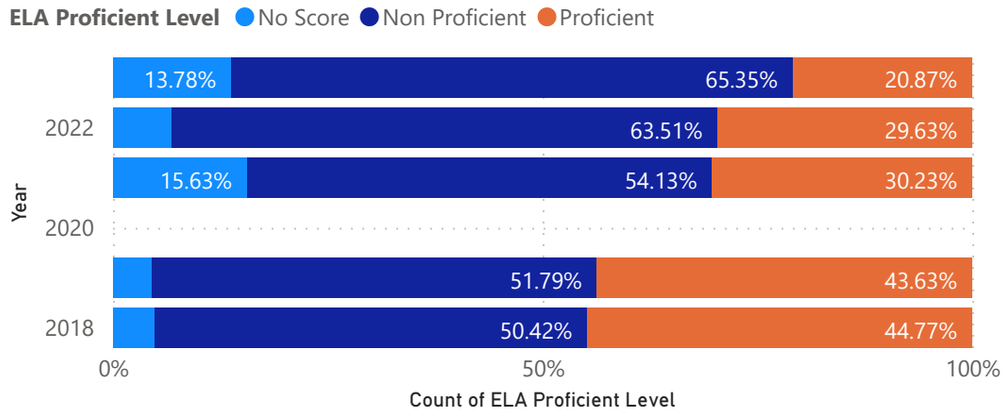
Lyon County School District

2023 Assessment Data

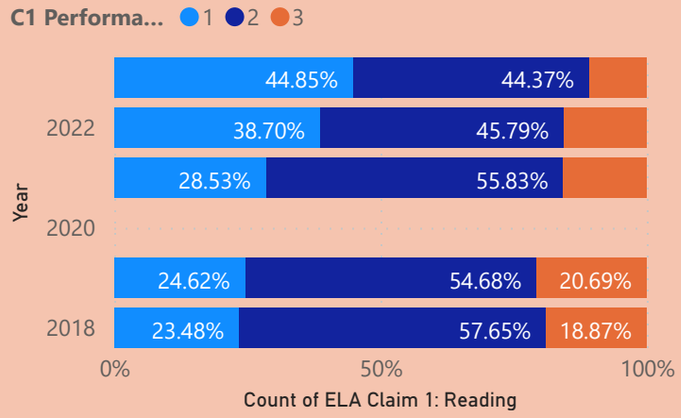
SBAC - ELA

8th Grade

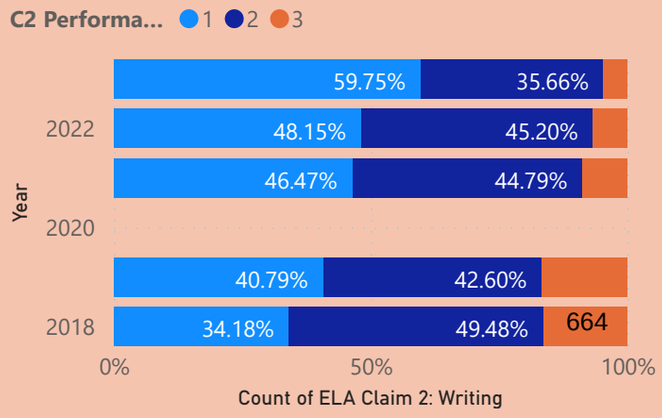
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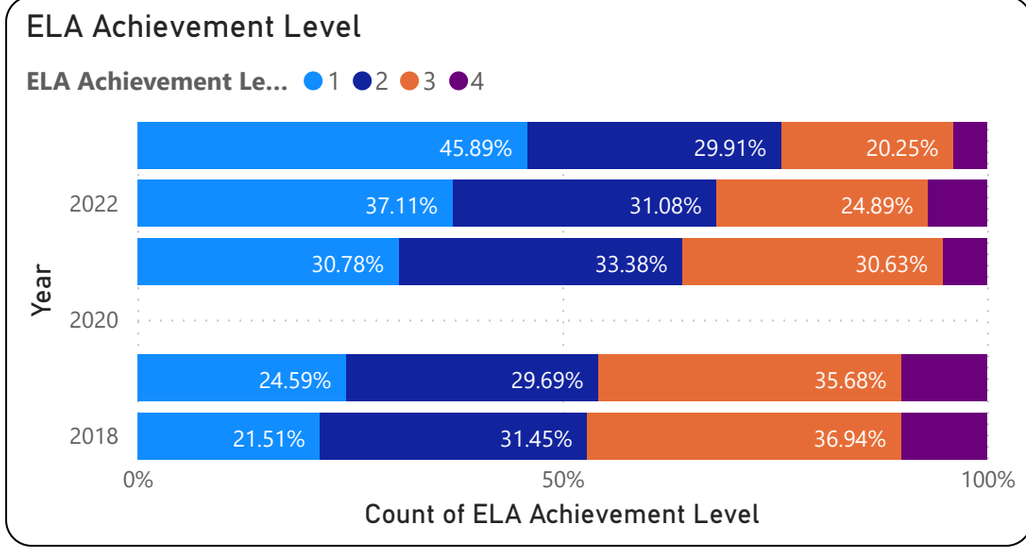
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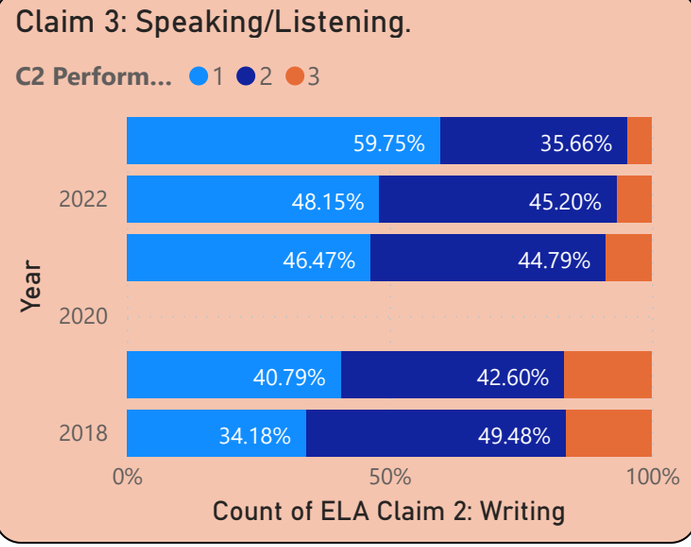
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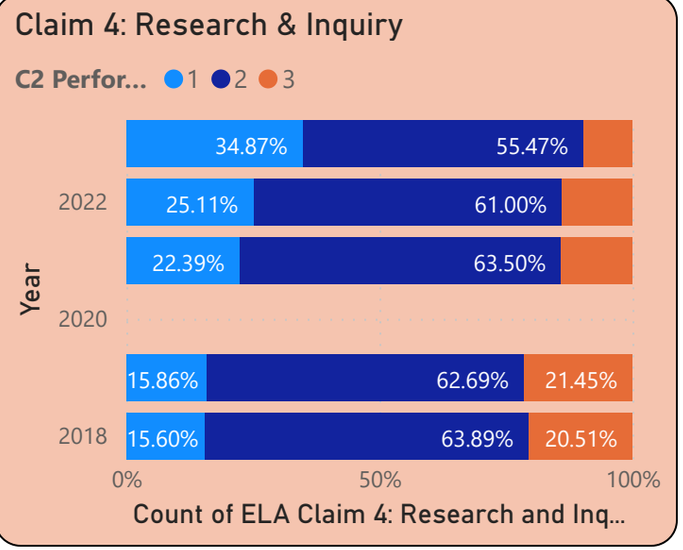
ELA Achievement Level



Claim 3: Speaking/Listening.



Claim 4: Research & Inquiry



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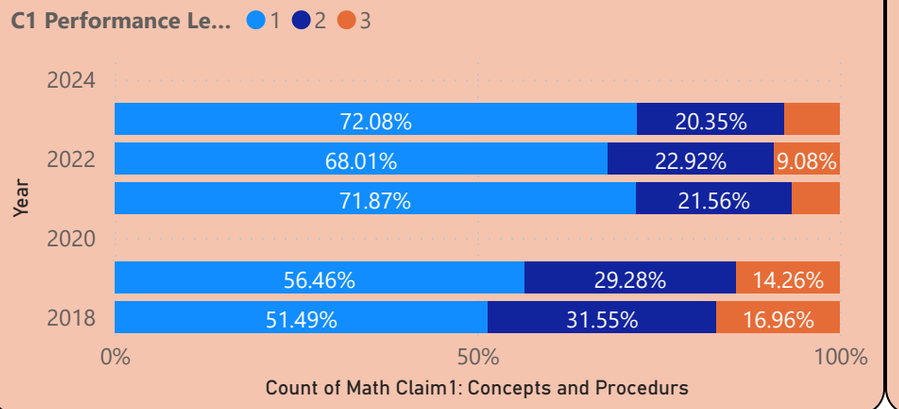
Lyon County School District

2023 Assessment Data

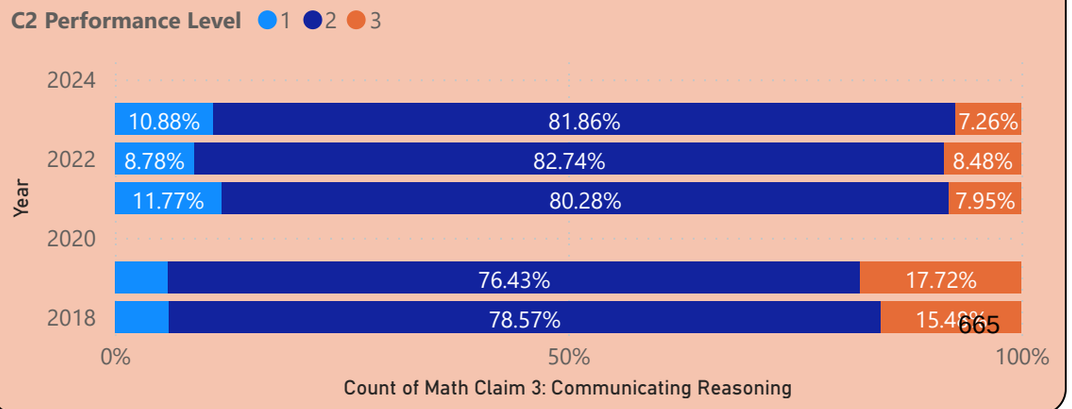
SBAC - Math

8th Grade

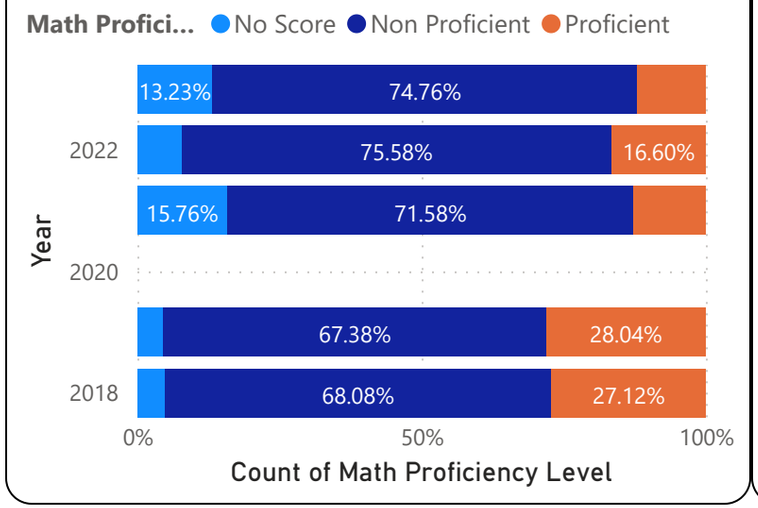
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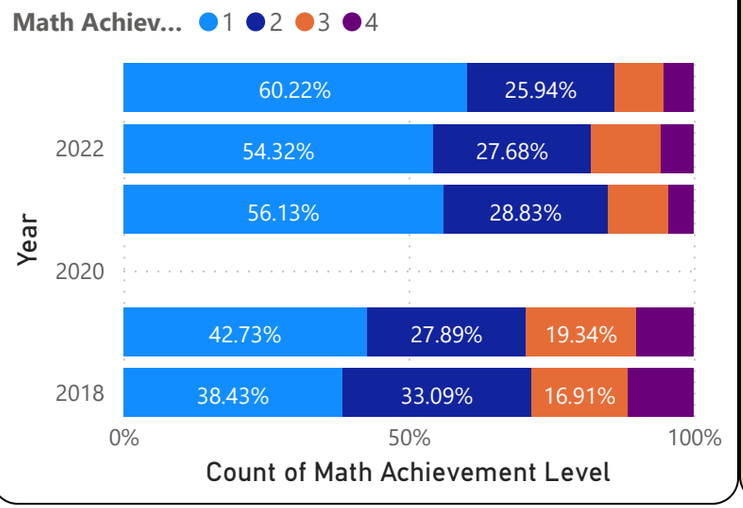
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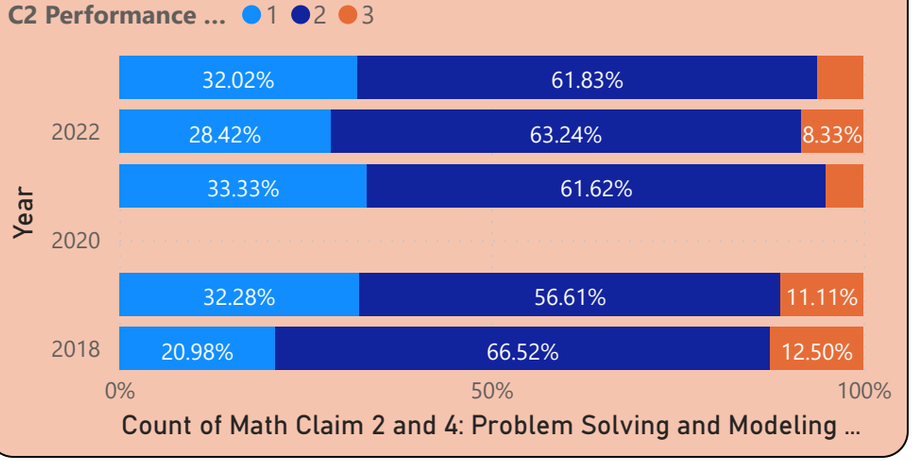
Math Proficiency Level



Math Achievement Level



Claim 2 and 4: Problem Solving and Modeling and Data Analysis



2.1 LCSD ACT Data

Profile Report - District

Graduating Class 2023

667

LYON COUNTY SCHOOL DISTRICT

297020
Superintendent
LYON COUNTY SCHOOL DISTRICT
YERINGTON, NV

New to your 2023 Profile Report

For 2022-2023, contents of the ACT Profile Report remain consistent with last year.

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We are pleased to provide this 2023 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2023 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

671

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students who met or exceeded ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

Tests of academic achievement in English, math, reading, science, STEM, and (optional) ELA and writing
High school grade and course information
Student Profile Section
Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College and Career Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness[672] test for which scores can be tied directly to standards. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

The ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

5% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 622 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 15% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.7 reports 2% of the cohort took less than three years of math courses. Of these students, 0% were college ready. 4% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 4% of these students were college ready. In comparison, 15% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.7 reports 18% of the cohort took less than three years of natural science courses. 22% of these students were college ready. In comparison, 23% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 86% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether, among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Care at 319-337-1365 or hs.reporting@act.org.

Section I
Executive Summary

Figure 1.1. Average Composite Scores: 5 Years of Testing*

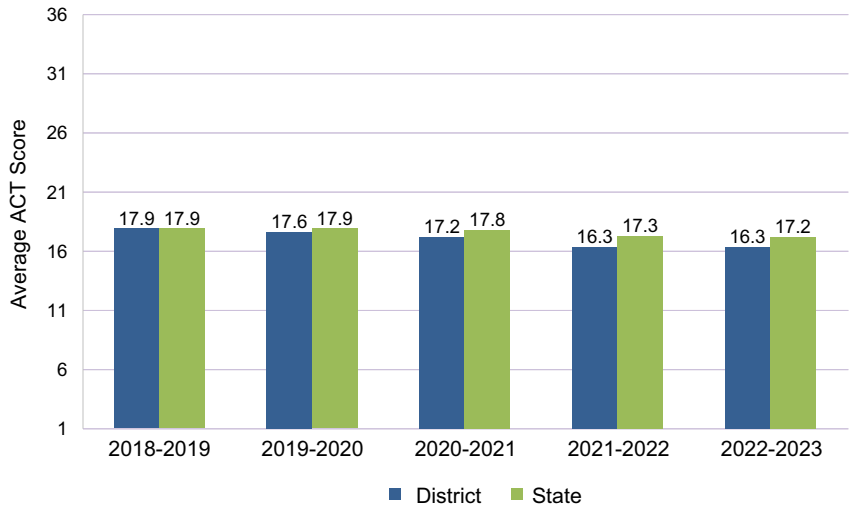


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

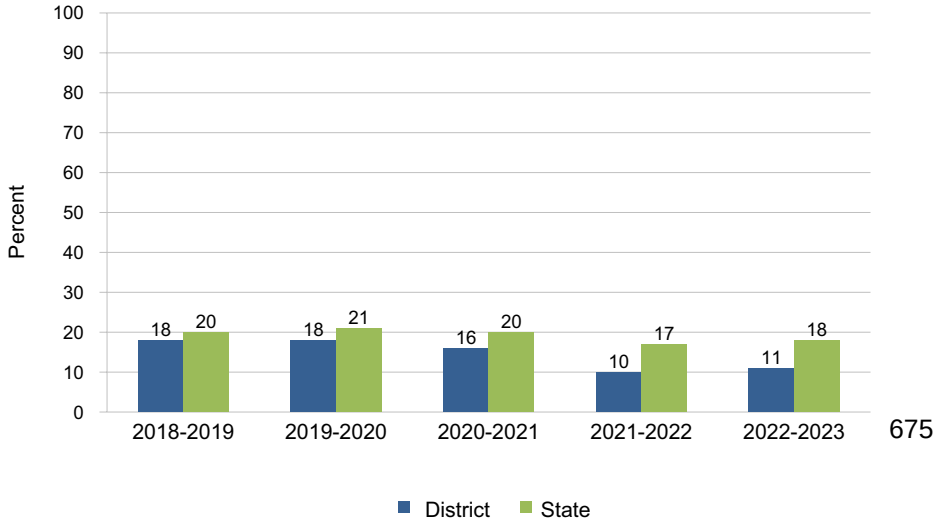


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

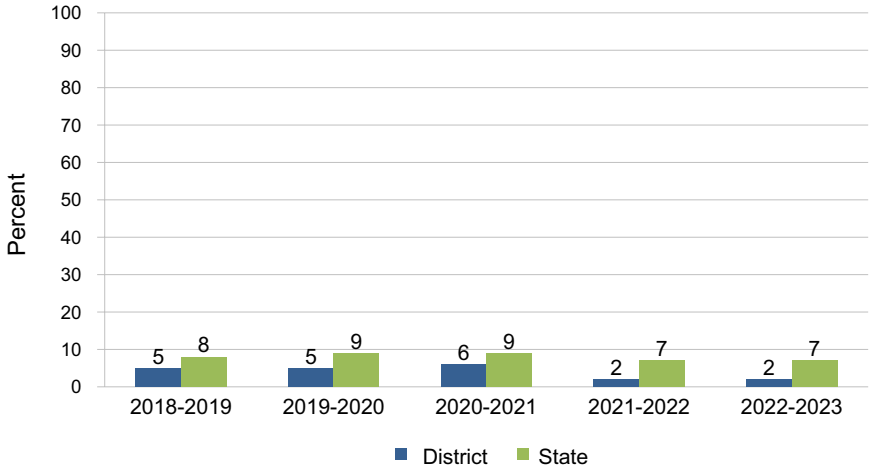
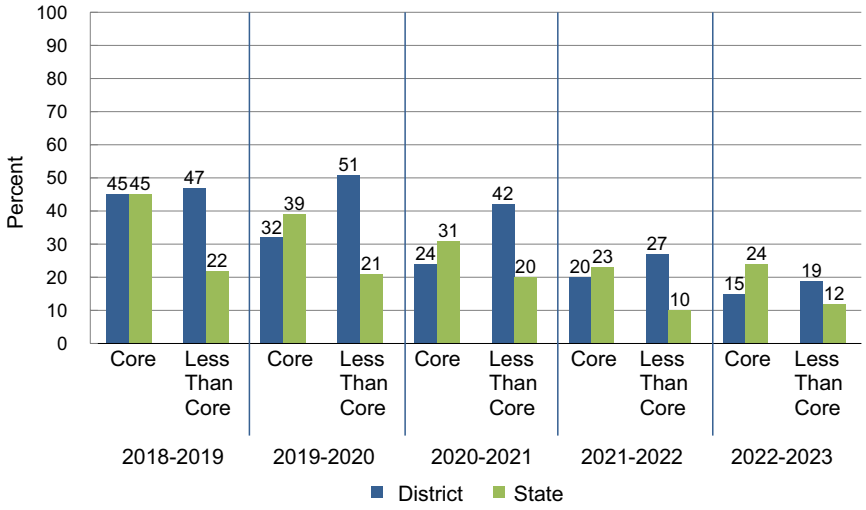


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



*Missing columns in above graphs reflect years in which no students were tested.

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
Year	District	State	District	State	District	State	District	State	District	State	District	State
2019	548	35,554	39	38	22	22	24	27	16	19	9	12
2020	629	35,776	34	39	18	21	26	28	18	21	9	13
2021	623	35,553	29	39	17	20	25	29	16	20	8	13
2022	631	34,463	24	36	11	16	21	27	10	17	5	10
2023	**622**	**35,594**	**26**	**36**	**7**	**16**	**21**	**27**	**13**	**18**	**5**	**11**

Table 1.2. Five Year Trends—Average ACT Scores

	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
Year	District	State	District	State	District	State	District	State	District	State	District	State
2019	548	35,554	16.7	16.8	18.0	18.0	18.1	18.2	18.2	17.9	17.9	17.9
2020	629	35,776	16.1	16.7	17.7	18.0	18.1	18.3	18.0	18.1	17.6	17.9
2021	623	35,553	15.4	16.7	17.4	17.7	17.6	18.2	17.9	18.2	17.2	17.8
2022	631	34,463	14.4	16.1	16.7	17.1	17.0	17.8	16.7	17.6	16.3	17.3
2023	**622**	**35,594**	**14.6**	**16.0**	**16.2**	**16.9**	**16.9**	**17.8**	**17.1**	**17.7**	**16.3**	**17.2**

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Table 1.3. Five Year Trends—Average ACT Scores Nationwide

	Number of Students	Average ACT Scores				
Year	Tested	English	Mathematics	Reading	Science	Composite
2019	1,782,820	20.1	20.4	21.2	20.6	20.7
2020	1,670,497	19.9	20.2	21.2	20.6	20.6
2021	1,295,349	19.6	19.9	20.9	20.4	20.3
2022	1,349,644	19.0	19.3	20.4	19.9	19.8
2023	**1,386,335**	**18.6**	**19.0**	**20.1**	**19.6**	**19.5**

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent[2]		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More[1]	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2019	245	256	45	47	18.7	15.0	19.4	16.8	19.6	16.6	19.7	16.9	19.5	16.5
2020	204	320	32	51	17.3	16.0	18.7	17.7	19.4	17.8	19.2	17.8	18.8	17.4
2021	150	263	24	42	16.6	15.5	18.9	17.3	19.1	17.9	19.3	18.1	18.6	17.3
2022	128	169	20	27	17.1	15.5	18.6	17.1	19.2	17.9	19.0	17.4	18.6	17.1
2023	**91**	**119**	**15**	**19**	**17.4**	**15.4**	**17.3**	**16.9**	**20.4**	**17.7**	**19.3**	**18.3**	**18.7**	**17.2**

[1]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.
[2]Percent of all students tested. Numbers will not add up to 100% due to student non-response.

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Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

Race/Ethnicity	2019			2020			2021			2022			2023		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	**548**	**100**	**17.9**	**629**	**100**	**17.6**	**623**	**100**	**17.2**	**631**	**100**	**16.3**	**622**	**100**	**16.3**
Black/African American	7	1	14.1	5	1	17.8	3	0	13.3	5	1	16.0	**9**	**1**	**15.0**
American Indian/Alaska Native	16	3	16.8	14	2	15.2	17	3	14.2	16	3	14.8	**14**	**2**	**16.1**
White	287	52	18.9	332	53	18.3	338	54	17.9	352	56	17.1	**308**	**50**	**17.0**
Hispanic/Latino	154	28	16.5	188	30	16.8	165	26	16.3	160	25	15.4	**182**	**29**	**15.2**
Asian	6	1	19.3	5	1	16.4	4	1	20.0	6	1	14.8	**11**	**2**	**16.7**
Native Hawaiian/Other Pacific Islander	3	1	13.7	4	1	18.0	6	1	15.0	8	1	14.9	**4**	**1**	**15.5**
Two or more races	35	6	17.8	43	7	18.4	44	7	17.0	41	6	15.9	**48**	**8**	**17.5**
Prefer not to respond/No response	40	7	16.5	38	6	15.7	46	7	16.5	43	7	14.6	**46**	**7**	**15.7**

Table 1.6. Five Year Trends—Achievement in STEM[1]

	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
Year	District	State	District	State	District	State	District	State	District	State
2019	548	35,554	18.3	18.2	5	8	27.9	28.4	29.0	28.3
2020	629	35,776	18.1	18.3	5	9	26.2	28.2	27.7	28.6
2021	623	35,553	17.9	18.2	6	9	26.4	28.5	28.1	28.6
2022	631	34,463	17.0	17.6	2	7	27.4	28.3	28.4	28.5
2023	**622**	**35,594**	**16.9**	**17.5**	**2**	**7**	**25.9**	**28.2**	**27.7**	**28.7**

[1]The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency in Understanding Complex Texts[1]

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	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
Year	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State	District	State
2019	390	24,628	71	69	15.5	15.0	120	7,295	22	21	22.6	23.1	38	3,631	7	10	29.8	30.1
2020	462	25,239	73	71	15.4	15.2	113	6,742	18	19	23.3	23.2	54	3,795	9	11	29.9	30.4
2021	471	25,063	76	70	15.0	15.0	98	6,760	16	19	23.6	23.2	54	3,730	9	10	29.4	30.5
2022	487	24,576	77	71	14.7	14.7	108	6,588	17	19	22.7	23.1	36	3,299	6	10	29.7	30.2
2023	478	24,841	77	70	14.6	14.5	105	7,165	17	20	22.9	22.9	39	3,588	6	10	29.3	30.1

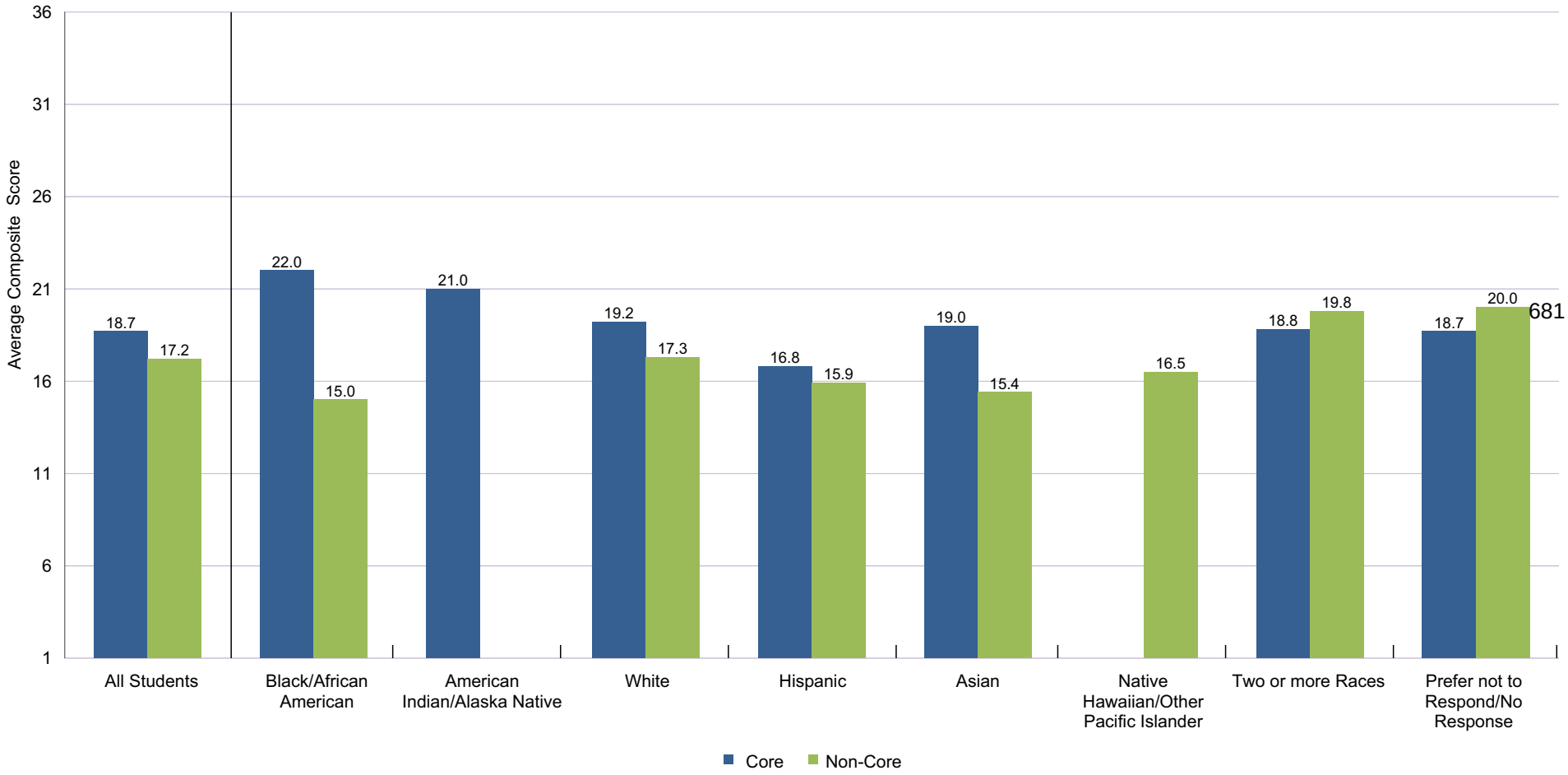
[1]The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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Section II
Academic Achievement

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Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 2.1. ACT Score Distributions, Cumulative Percents (CP[1]), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA[2]		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	0	100	0	100	1	100	0	100	0	100	0	100	0	100	36
35	1	100	0	100	0	99	0	100	0	100	0	100	0	100	35
34	0	99	0	100	4	99	0	100	0	100	0	100	0	100	34
33	0	99	0	100	0	99	0	100	0	100	0	100	0	100	33
32	1	99	0	100	7	99	0	100	0	100	0	100	0	100	32
31	0	99	0	100	5	98	0	100	0	100	0	100	0	100	31
30	0	99	0	100	8	97	3	100	0	100	0	100	0	100	30
29	0	99	0	100	2	96	2	99	2	100	1	100	1	100	29
28	5	99	1	100	6	96	3	99	2	99	4	99	3	99	28
27	3	99	2	99	11	95	4	99	4	99	1	99	1	99	27
26	3	98	8	99	10	93	4	98	6	99	5	99	5	99	26
25	4	98	8	98	1	91	18	97	12	98	10	98	8	98	25
24	7	97	6	97	17	91	24	95	10	96	12	97	9	97	24
23	12	96	11	96	18	88	24	91	21	94	19	95	10	96	623
22	26	94	10	94	38	86	20	87	13	91	15	92	18	94	22
21	21	90	17	93	26	79	31	84	28	89	29	89	17	91	21
20	26	87	28	90	39	75	24	79	36	84	26	85	33	88	20
19	24	82	10	85	28	69	54	75	30	78	46	80	30	83	19
18	30	79	34	84	34	64	69	66	35	74	50	73	45	78	18
17	26	74	77	78	27	59	51	55	50	68	81	65	39	70	17
16	32	70	82	66	32	55	68	47	61	60	82	52	36	64	16
15	49	64	152	53	43	50	39	36	63	50	81	39	61	58	15
14	76	57	106	28	43	43	39	30	88	40	73	26	54	48	14
13	39	44	40	11	60	36	48	23	67	26	59	14	60	39	13
12	42	38	23	5	79	26	28	16	63	15	20	5	57	29	12
11	70	31	7	1	46	13	51	11	19	5	4	1	38	20	11
10	57	20	0	1	21	6	10	3	12	2	2	1	28	14	10
9	35	11	0	1	9	3	3	1	0	1	1	1	24	9	9
8	25	5	0	1	2	1	2	1	0	1	1	1	17	5	8
7	4	1	0	1	2	1	1	1	0	1	0	1	11	2	7
6	2	1	0	1	2	1	0	1	0	1	0	1	2	1	6
5	2	1	0	1	0	1	0	1	0	1	0	1	0	1	5
4	0	1	0	1	1	1	2	1	0	1	0	1	0	1	4
3	0	1	0	1	0	1	0	1	0	1	0	1	0	1	3
2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	2
1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1
Avg (SD)	14.6 (4.7)		16.2 (3.0)		16.9 (5.6)		17.1 (4.3)		16.3 (3.9)		16.9 (3.4)		15.2 (4.4)		Avg (SD)

[1]CP is the cumulative percent of students at or below a score point.
[2]ELA scores are derived only for students with a valid writing score.
Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Figure 2.2. English Reporting Categories

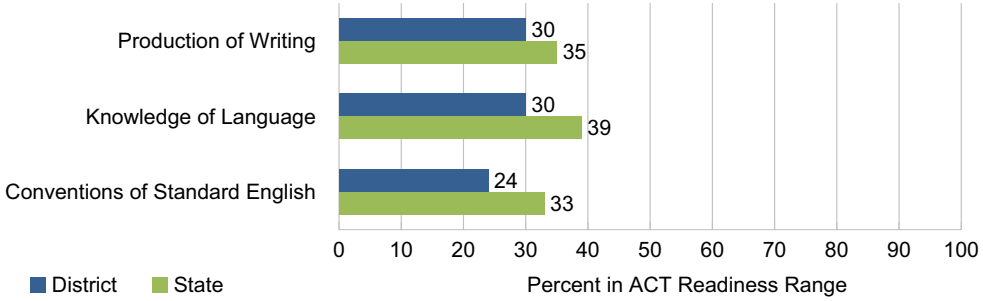


Figure 2.3. Math Reporting Categories

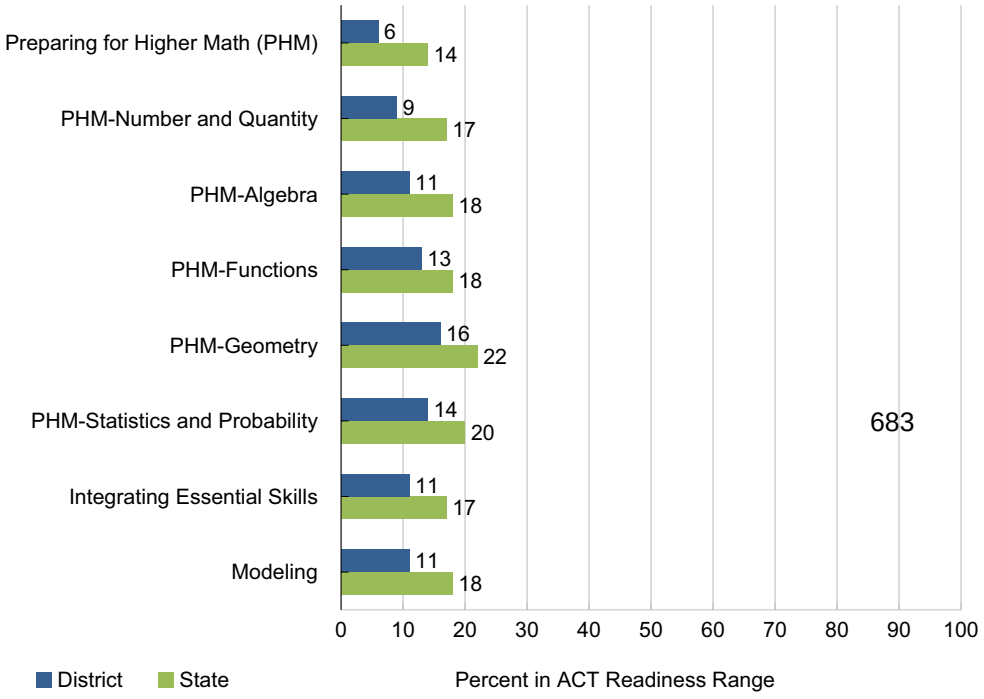


Figure 2.4. Reading Reporting Categories

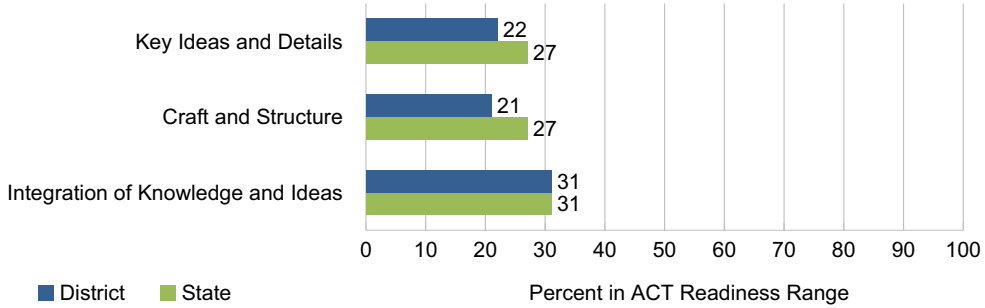
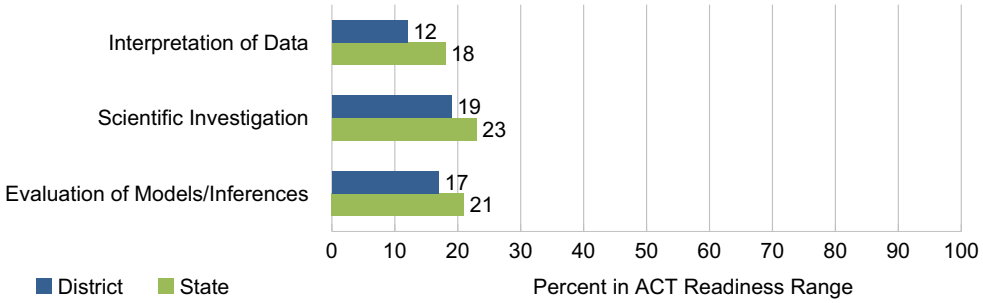


Figure 2.5. Science Reporting Categories



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More[1]	Average ACT Composite Score	
				Core or More	Less Than Core
	All Students	**622**	**15**	**18.7**	**17.2**
	Black/African American	9	22	22.0	15.0
	American Indian/Alaska Native	14	7	21.0	.
	White	308	17	19.2	17.3
District	Hispanic/Latino	182	10	16.8	15.9
	Asian	11	27	19.0	15.4
	Native Hawaiian/Other Pacific Islander	4	0	.	16.5
	Two or More Races	48	23	18.8	19.8
	Prefer not/no Response	46	7	18.7	20.0
	All Students	**35,594**	**24**	**20.4**	**18.1**
	Black/African American	2,949	20	17.5	16.1
	American Indian/Alaska Native	237	15	17.4	15.5
	White	9,147	32	21.7	19.7
State	Hispanic/Latino	13,709	22	18.6	16.7
	Asian	2,071	45	23.1	20.9
	Native Hawaiian/Other Pacific Islander	377	20	18.4	15.3
	Two or More Races	2,543	32	21.2	18.9
	Prefer not/no Response	4,561	6	20.9	18.2

[1]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
	All Students	**622**	**100**	14.6	16.2	16.9	17.1	16.3	16.9
	Black/African American	9	1	15.0	15.8	14.6	14.7	15.0	15.6
	American Indian/Alaska Native	14	2	14.4	15.4	16.7	16.9	16.1	16.5
	White	308	50	15.4	16.7	17.6	17.7	17.0	17.5
District	Hispanic/Latino	182	29	13.1	15.5	15.6	16.0	15.2	16.0
	Asian	11	2	14.3	16.6	17.5	17.2	16.7	17.1
	Native Hawaiian/Other Pacific Islander	4	1	14.5	14.5	16.5	16.5	15.5	15.8
	Two or More Races	48	8	16.2	16.6	18.6	18.2	17.5	17.7
	Prefer not/no Response	46	7	14.2	15.6	16.1	16.7	15.7	16.4
	All Students	**35,594**	**100**	16.0	16.9	17.8	17.7	17.2	17.5
	Black/African American	2,949	8	13.7	15.0	15.5	15.6	15.1	15.6
	American Indian/Alaska Native	237	1	13.6	15.5	15.7	16.1	15.4	16.0
	White	9,147	26	18.6	18.6	20.3	19.7	19.4	19.4
State	Hispanic/Latino	13,709	39	14.6	16.0	16.5	16.7	16.1	16.6
	Asian	2,071	6	20.5	20.5	21.4	21.0	21.0	21.0
	Native Hawaiian/Other Pacific Islander	377	1	14.2	16.0	16.1	16.4	15.8	16.4
	Two or More Races	2,543	7	17.7	17.9	19.4	19.0	18.6	18.7
	Prefer not/no Response	4,561	13	13.7	15.5	15.6	15.9	15.3	15.9

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender[1]	Number of Students Tested	Percent Taking Core or More[2]	Average ACT Composite Score	
				Core or More	Less Than Core
District	Males	295	10	17.7	17.1
	Females	308	19	19.1	17.2
	Other Responses	19	16	20.3	17.7
State	Males	17,293	22	20.7	17.8
	Females	16,516	28	20.1	18.3
	Other Responses	1,785	14	21.4	19.4

Table 2.5. Average ACT Scores by Gender

Student Group	Gender[1]	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
District	Males	295	47	14.3	16.4	16.4	17.2	16.2	17.0
	Females	308	50	15.0	16.1	17.4	17.0	16.5	16.8
	Other Responses	19	3	14.2	15.6	16.7	17.8	16.3	16.9
State	Males	17,293	49	15.5	17.1	17.3	17.7	17.0	17.6
	Females	16,516	46	16.5	16.8	18.2	17.6	17.4	17.4
	Other Responses	1,785	5	16.7	16.7	18.5	17.9	17.6	17.6

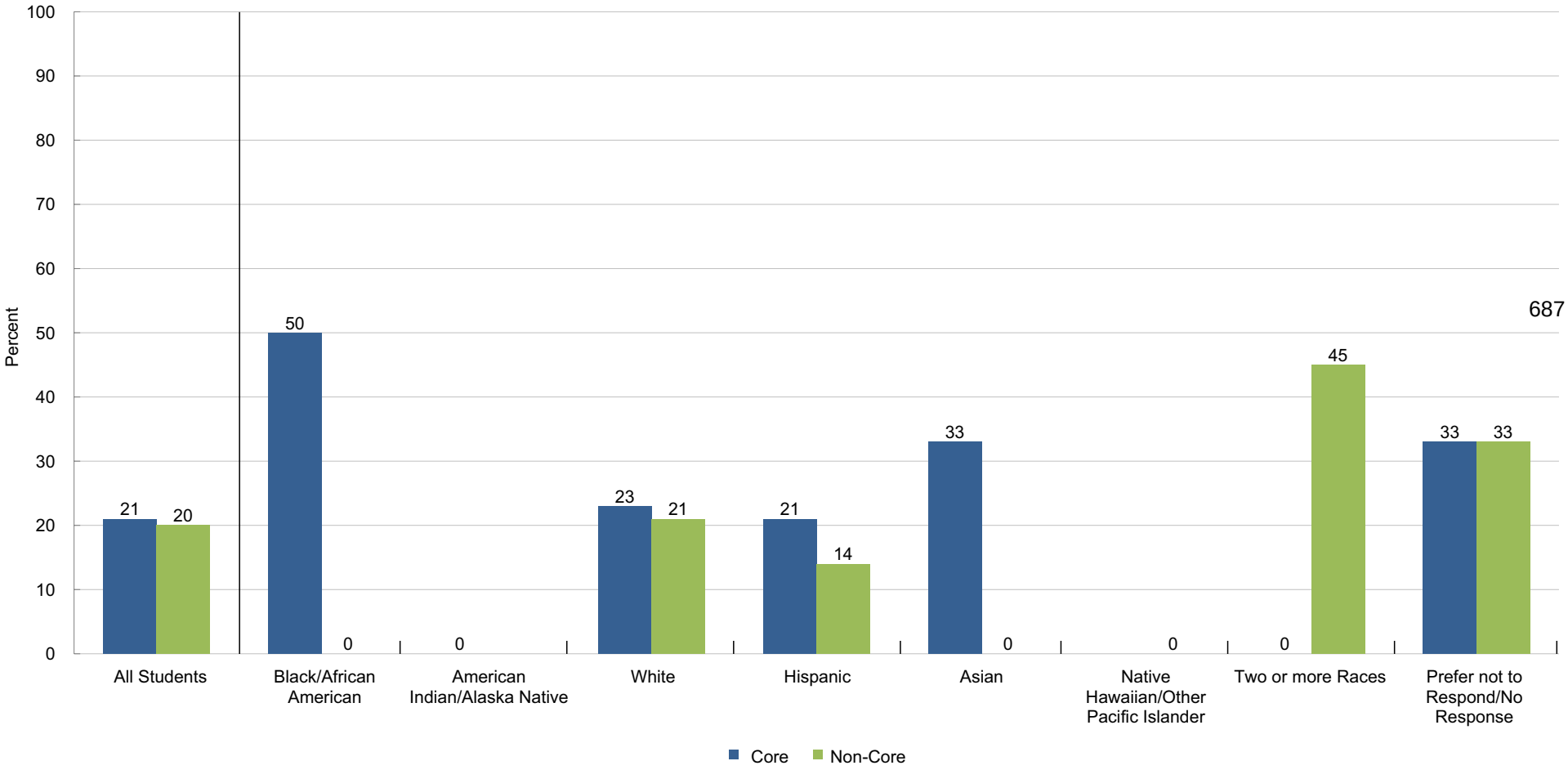
Table 2.6. ACT Score Quartile Values

Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	18	17	20	20	19
Q2 (50th Percentile)	14	15	16	17	15
Q1 (25th Percentile)	11	14	12	14	13

[1]'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.
[2]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Section III
College and Career Readiness and the Impact of Course Rigor

Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
District	33 to 36	1	0	0	0	5	1	0	0
	28 to 32	6	1	1	0	28	5	8	1
	24 to 27	17	3	24	4	39	6	50	8
	20 to 23	85	14	66	11	121	19	99	16
	16 to 19	112	18	203	33	121	19	242	39
	13 to 15	164	26	298	48	146	23	126	20
	01 to 12	237	38	30	5	162	26	97	16
State	33 to 36	732	2	276	1	1,036	3	381	1
	28 to 32	1,113	3	1,008	3	2,174	6	1,129	3
	24 to 27	2,686	8	2,736	8	3,098	9	3,204	9
	20 to 23	5,377	15	3,431	10	6,624	19	6,687	19
	16 to 19	6,007	17	10,674	30	6,415	18	11,481	32
	13 to 15	7,488	21	14,765	41	7,661	22	7,033	20
	01 to 12	12,191	34	2,704	8	8,586	24	5,679	16

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Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender[1]	Percent of Students				Met
		English	Mathematics	Reading	Science	All Four
District	Males	23	9	18	15	5
	Females	29	6	22	12	4
	Other Responses	26	5	26	5	0
State	Males	32	17	24	20	11
	Females	39	14	28	16	10
	Other Responses	41	14	32	21	11

[1]'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
District	**All Students**	**622**	**26**	**7**	**21**	**13**	**5**	2
	Black/African American	9	22	11	11	11	**0**	0
	American Indian/Alaska Native	14	29	0	29	14	**0**	0
	White	308	32	10	23	16	**6**	2
	Hispanic/Latino	182	14	3	14	8	**3**	2
	Asian	11	36	9	9	9	**0**	0
	Native Hawaiian/Other Pacific Islander	4	25	0	25	0	**0**	0
	Two or More Races	48	40	10	35	21	**8**	4
	Prefer Not to Respond	46	17	7	17	9	**4**	2
State	**All Students**	**35,594**	**36**	**16**	**27**	**18**	**11**	7
	Black/African American	2,949	21	5	13	7	**3**	2
	American Indian/Alaska Native	237	21	5	14	9	**3**	2
	White	9,147	53	27	42	30	**19**	12
	Hispanic/Latino	13,709	26	9	19	11	**5**	3
	Asian	2,071	63	40	47	39	**28**	21
	Native Hawaiian/Other Pacific Islander	377	23	10	15	8	**5**	2
	Two or More Races	2,543	46	21	37	26	**15**	10
	Prefer Not to Respond	4,561	21	8	15	10	**5**	3

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Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score[1]

Student Group	ACT NCRC Level	N	%	Average Composite
District	Platinum	8	1	27.8
	Gold	62	10	23.6
	Silver	179	29	18.8
	Bronze	279	45	14.4
	Needs Improvement	94	15	11.5
State	Platinum	2,203	6	29.6
	Gold	4,670	13	23.6
	Silver	9,713	27	18.8
	Bronze	13,150	37	14.3
	Needs Improvement	5,858	16	11.3

[1] The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'.

Visit www.act.org/NCRC-indicator to learn more.

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken[1]		English		Mathematics		Reading		Science		Composite[4]		STEM	
		N	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
District	Core or More[2]	91	49	17.4	11	17.3	42	20.4	23	19.3	5	18.7	3	18.5
	Less than Core	119	32	15.4	14	16.9	24	17.7	22	18.3	12	17.2	4	17.9
	Missing[3]	412	19	13.8	5	15.8	15	15.9	8	16.2	2	15.6	1	16.3
State	Core or More	8,705	60	19.7	33	19.5	46	21.2	36	20.6	24	20.4	16	20.3
	Less than Core	4,409	43	17.2	18	17.5	32	18.9	22	18.5	13	18.1	8	18.2
	Missing	22,480	25	14.3	9	15.8	18	16.2	11	16.4	5	15.8	3	16.3

[1] "Curriculum Taken" reflects overall high school curriculum in this table.
[2] "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.
[3] Zero years or no coursework information reported in one or more content areas.
[4] Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

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Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken[1]	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
District	Core or More[2]	205	39	16.1	202	13	17.2	182	35	19.3	101	23	19.2
	Less than Core	15	47	17.1	14	0	14.9	28	11	15.8	111	22	18.3
	Missing[3]	402	19	13.8	406	5	15.8	412	15	15.9	410	9	16.2
State	Core or More	13,458	54	18.8	12,840	29	19.0	11,699	43	20.7	10,184	34	20.3
	Less than Core	577	39	16.5	676	4	14.9	1,555	27	18.0	3,166	22	18.5
	Missing	21,559	24	14.2	22,078	9	15.8	22,340	18	16.2	22,244	10	16.4

[1] "Curriculum Taken" reflects content-specific curriculum in this table.
[2] "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.
For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.
[3] Zero years or no coursework information reported in the specified content area.

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern	District				State			
ENGLISH COURSE PATTERN	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	36	6	16.2	36	2,788	8	18.5	51
Eng 9, Eng 10, Eng 11, Eng 12	169	27	16.1	40	10,670	30	18.9	55
Less than 4 years of English	15	2	17.1	47	577	2	16.5	39
Zero years / no English courses reported	402	65	13.8	19	21,559	61	14.2	24
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	3	0	16.7	0	243	1	19.7	36
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	7	1	18.3	14	381	1	19.9	35
Alg 1, Alg 2, Geom, & Trig	3	0	14.3	0	257	1	17.4	19
Alg 1, Alg 2, Geom, & Other Adv Math	21	3	18.9	24	2,552	7	18.2	21
Other comb of 4 or more years of Math	115	18	17.7	17	6,457	18	20.6	41
Alg 1, Alg 2, & Geom	24	4	15.3	4	1,470	4	15.7	6
Other comb of 3 or 3.5 years of Math	29	5	15.4	0	1,480	4	16.8	13
Less than 3 years of Math	14	2	14.9	0	676	2	14.9	4
Zero years / no Math courses reported	406	65	15.8	5	22,078	62	15.8	9
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	0	0	.	.	309	1	19.8	37
Other comb of 4 or more years Social Science	97	16	19.5	33	4,280	12	21.2	46
US Hist, World Hist, & Am Gov	3	0	16.0	0	2,684	8	19.6	37
Other comb of 3 or 3.5 years of Social Science	82	13	19.2	39	4,426	12	21.0	45
Less than 3 years of Social Science	28	5	15.8	11	1,555	4	18.0	27
Zero years / no Social Science courses reported	412	66	15.9	15	22,340	63	16.2	18
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci[1], Bio, Chem, & Phys	28	5	19.1	18	3,444	10	20.4	35
Bio, Chem, Phys	13	2	21.1	46	2,570	7	21.9	45
Gen Sci[1], Bio, Chem	49	8	18.6	20	3,749	11	19.4	26
Other comb of 3 years of Natural Science	11	2	19.6	18	421	1	17.9	18
Less than 3 years of Natural Science	111	18	18.3	22	3,166	9	18.5	22
Zero years / no Natural Science courses reported	410	66	16.2	9	22,244	62	16.4	10

[1]Includes General, Physical and Earth Sciences.

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

Course Pattern	Males				Females				Other Responses[1]			
ENGLISH COURSE PATTERN	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	13	4	15.2	23	22	7	16.5	41	1	5	22.0	100
Eng 9, Eng 10, Eng 11, Eng 12	68	23	15.1	31	96	31	16.7	46	5	26	16.2	40
Less than 4 years of English	8	3	17.0	50	7	2	17.3	43	0	0	.	.
Zero years / no English courses reported	206	70	13.9	19	183	59	13.8	19	13	68	12.8	15
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	2	1	16.0	0	1	0	18.0	0	0	0	.	.
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	0	0	.	.	7	2	18.3	14	0	0	.	.
Alg 1, Alg 2, Geom, & Trig	3	1	14.3	0	0	0	.	.	0	0	.	.
Alg 1, Alg 2, Geom, & Other Adv Math	11	4	19.6	36	9	3	18.3	11	1	5	16.0	0
Other comb of 4 or more years of Math	38	13	18.9	29	75	24	17.1	12	2	11	18.5	0
Alg 1, Alg 2, & Geom	11	4	14.9	0	11	4	15.4	0	2	11	17.0	50
Other comb of 3 or 3.5 years of Math	14	5	15.0	0	14	5	15.6	0	1	5	17.0	0
Less than 3 years of Math	9	3	14.9	0	5	2	14.8	0	0	0	.	.
Zero years / no Math courses reported	207	70	16.0	6	186	60	15.6	4	13	68	14.8	0
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	0	0	.	.	0	0	.	.	0	0	.	.
Other comb of 4 or more years Social Science	33	11	17.9	21	62	20	20.1	37	2	11	26.5	100
US Hist, World Hist, & Am Gov	1	0	14.0	0	1	0	15.0	0	1	5	19.0	0
Other comb of 3 or 3.5 years of Social Science	32	11	18.9	38	48	16	19.5	40	2	11	19.5	50
Less than 3 years of Social Science	20	7	16.0	15	7	2	16.1	0	1	5	9.0	0
Zero years / no Social Science courses reported	209	71	15.8	15	190	62	16.1	14	13	68	15.2	15
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci[2], Bio, Chem, & Phys	10	3	19.4	30	18	6	19.0	11	0	0	.	.
Bio, Chem, Phys	9	3	21.1	44	4	1	21.0	50	0	0	.	.
Gen Sci[1], Bio, Chem	11	4	16.5	9	36	12	19.2	25	2	11	21.0	0
Other comb of 3 years of Natural Science	5	2	19.6	20	5	2	19.6	20	1	5	20.0	0
Less than 3 years of Natural Science	51	17	18.6	25	57	19	17.8	18	3	16	20.7	33
Zero years / no Natural Science courses reported	209	71	16.5	11	188	61	15.9	7	13	68	16.5	0

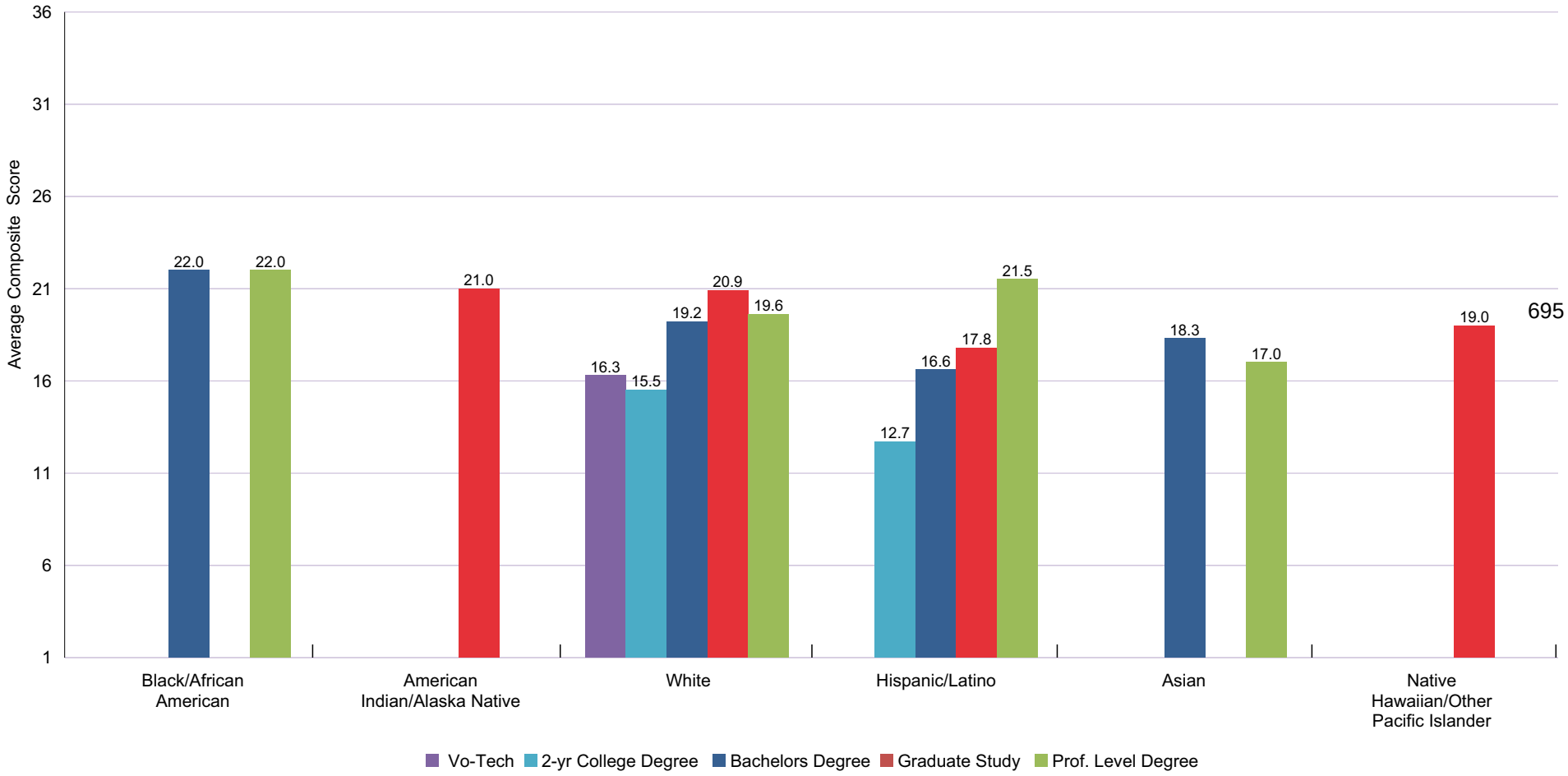
[1] 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.
[2] Includes General, Physical and Earth Sciences.

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Section IV
Career and Educational Aspirations

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Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
Planned Educational Major	N[1]	Percent[2]	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	3	0	21.0	0	0	.	3	2	21.0
Architecture	0	0	.	0	0	.	0	0	.
Area, Ethnic, & Multidisciplinary Studies	0	0	.	0	0	.	0	0	.
Arts: Visual & Performing	10	2	16.5	2	7	15.0	7	6	17.4
Business	20	3	15.8	5	17	14.8	8	6	18.0
Communications	1	0	19.0	0	0	.	1	1	19.0
Community, Family, & Personal Services	2	0	18.5	0	0	.	2	2	18.5
Computer Science & Mathematics	8	1	20.8	1	3	14.0	4	3	21.5
Education	10	2	19.9	0	0	.	9	7	20.4
Engineering	17	3	19.6	6	20	18.7	7	6	22.6
Engineering Technology & Drafting	3	0	16.0	2	7	15.5	0	0	.
English & Foreign Languages	2	0	16.5	1	3	16.0	1	1	17.0
Health Administration & Assisting	14	2	17.5	1	3	14.0	12	10	17.6
Health Sciences & Technologies	26	4	18.7	0	0	.	24	19	19.0
Philosophy, Religion, & Theology	0	0	.	0	0	.	0	0	.
Repair, Production, & Construction	8	1	15.0	1	3	13.0	2	2	13.5
Sciences: Biological & Physical	17	3	18.5	0	0	.	15	12	19.1
Social Sciences & Law	9	1	20.2	0	0	.	8	6	21.0
Undecided	65	10	17.0	10	33	15.6	22	18	20.4
No Response	407	65	15.5	1	3	16.0	0	0	.

[1]2-Year and 4-Year "N" counts do not reflect students indicating no college plans, "Other" college plans, and missing responses. Therefore, they may not add up to the N count for All Students.
[2]Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	10	16.4	0	.	0	.	8	16.3	0	.
2-yr College Degree	20	15.6	0	.	0	.	12	15.5	3	12.7
Bachelors Degree	75	18.8	1	22.0	0	.	47	19.2	15	16.6
Graduate Study	27	21.0	0	.	1	21.0	17	20.9	4	17.8
Prof. Level Degree	23	19.7	1	22.0	0	.	9	19.6	6	21.5
Other	7	15.3	0	.	0	.	4	14.5	3	16.3
No Response	422	15.6	6	12.7	13	15.7	192	16.3	140	14.8

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or More races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	10	16.4	0	.	0	.	2	17.0	0	.
2-yr College Degree	20	15.6	0	.	0	.	5	17.6	0	.
Bachelors Degree	75	18.8	4	18.3	0	.	6	19.8	2	21.0
Graduate Study	27	21.0	0	.	1	19.0	3	24.0	1	27.0
Prof. Level Degree	23	19.7	2	17.0	0	.	4	18.0	1	20.0
Other	7	15.3	0	.	0	.	0	.	0	.
No Response	422	15.6	3	16.7	3	14.3	25	15.8	40	15.2

Table 4.3. Students' Score Report Preferences at Time of Testing

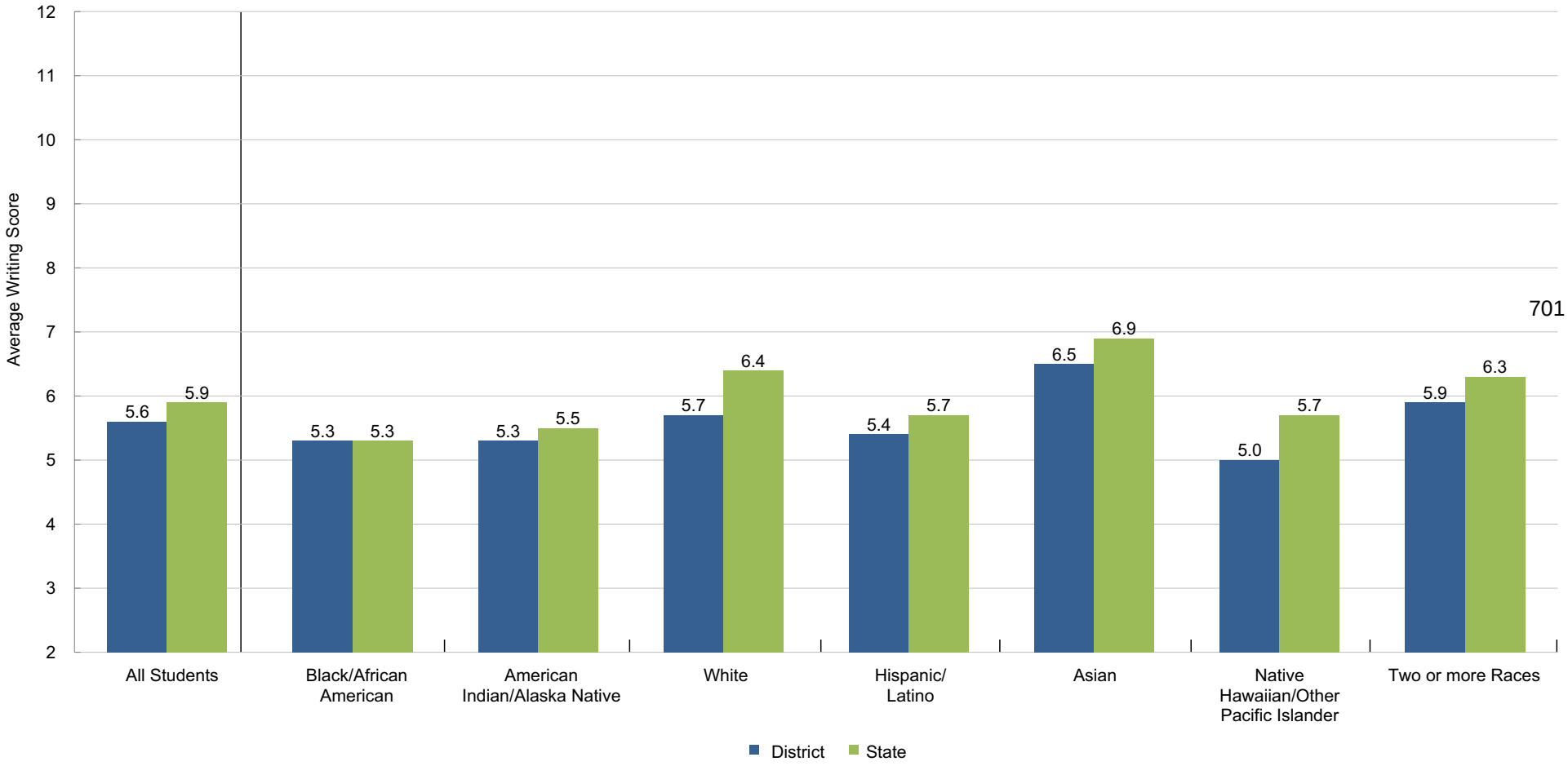
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF NEVADA-RENO	NV	42	26	16	7	7	29	38	17	2	0
WESTERN NEVADA COLLEGE	NV	20	9	11	15	10	50	15	10	0	0
TRUCKEE MEADOWS CMTY COLLEGE	NV	14	7	7	7	14	50	14	14	0	0
BRIGHAM YOUNG UNIVERSITY	UT	6	3	3	0	0	17	33	33	17	0
OREGON STATE UNIVERSITY	OR	6	1	5	0	0	0	67	0	33	0
UNIVERSITY OF NEVADA-LAS VEGAS	NV	6	2	4	17	17	17	17	33	0	0
BRIGHAM YOUNG-IDAHO	ID	5	1	4	0	0	0	20	60	20	0
UNIVERSITY OF OREGON	OR	5	3	2	0	20	20	40	20	0	0
CALIFORNIA ST UNIV-SACRAMENTO	CA	4	1	3	0	0	50	25	25	0	0
SOUTHERN UTAH UNIVERSITY	UT	4	0	4	0	0	0	25	50	25	0
UNIV OF CA-LA	CA	4	0	4	0	0	75	25	0	0	0
COLORADO STATE UNIVERSITY	CO	3	0	3	0	0	0	67	33	0	0
FLORIDA STATE UNIV	FL	3	0	3	0	0	67	33	0	0	0
MONTANA STATE UNIV-BOZEMAN	MT	3	0	3	0	0	33	33	33	0	0
NORTHERN ARIZONA UNIVERSITY	AZ	3	1	2	0	0	33	67	0	0	0
SIERRA NEVADA UNIVERSITY	NV	3	0	3	0	33	67	0	0	0	0
BRIGHAM YOUNG UNIV-HAWAII	HI	2	1	1	0	0	0	0	100	0	0
MASSACHUSETTS INST OF TECH	MA	2	1	1	0	0	0	50	0	50	0
NEW YORK UNIVERSITY	NY	2	1	1	0	0	50	0	50	0	0
SOUTHERN OREGON UNIVERSITY	OR	2	0	2	0	0	0	100	0	0	0
UNIVERSITY CENTRAL FLORIDA	FL	2	2	0	0	0	0	100	0	0	0
UNIVERSITY OF CALIFORNIA DAVIS	CA	2	0	2	0	0	0	100	0	0	0
UNIVERSITY OF GEORGIA	GA	2	0	2	0	0	100	0	0	0	0
UTAH TECH UNIVERSITY	UT	2	0	2	0	0	0	0	100	0	0
UTAH VALLEY UNIVERSITY	UT	2	1	1	0	0	0	0	50	50	0
WASHINGTON STATE UNIV-PULLMAN	WA	2	0	2	0	0	50	50	0	0	0
AALTO UNIVERSITY		1	1	0	0	0	0	0	100	0	0
ARIZONA STATE UNIVERSITY	AZ	1	0	1	0	0	0	100	0	0	0
BAYLOR UNIVERSITY	TX	1	0	1	0	0	0	0	100	0	0
BOISE STATE UNIVERSITY	ID	1	0	1	0	0	0	100	0	0	0
All Other Institutions		44	12	32	5	5	36	36	14	5	0
Total		199	73	126	5	6	32	33	19	5	0

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Section V
Optional Writing Test Results

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Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender[1] for Students Who Took ACT Writing

	N		Average ACT Scores					
			English		Reading		Writing	
	District	State	District	State	District	State	District	State
All Students	**607**	**33,177**	**14.6**	**15.7**	**16.8**	**17.6**	**5.6**	**5.9**
Black/African American	8	2,757	13.6	13.5	12.9	15.3	5.3	5.3
American Indian/Alaska Native	14	225	14.4	13.5	16.7	15.7	5.3	5.5
White	299	8,321	15.3	18.2	17.5	20.0	5.7	6.4
Hispanic/Latino	179	13,011	13.1	14.5	15.7	16.4	5.4	5.7
Asian	10	1,839	14.6	20.0	17.7	21.0	6.5	6.9
Native Hawaiian/Other Pacific Islander	4	364	14.5	14.1	16.5	16.0	5.0	5.7
Two or More Races	47	2,355	16.0	17.5	18.3	19.2	5.9	6.3
Prefer not/No Response	46	4,305	14.2	13.7	16.1	15.6	5.1	5.3
Males	289	16,060	14.3	15.2	16.4	17.1	5.1	5.6
Females	299	15,410	14.9	16.1	17.3	17.9	5.9	6.2
Other Responses	19	1,707	14.2	16.8	16.7	18.6	5.6	6.1

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Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender[1] for Students Who Took ACT Writing

	N		Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
	District	State	District	State	District	State
All Students	**607**	**33,177**	**15.2**	**16.2**	**17**	**26**
Black/African American	8	2,757	13.1	14.0	0	12
American Indian/Alaska Native	14	225	14.6	14.3	7	13
White	299	8,321	15.8	18.5	21	42
Hispanic/Latino	179	13,011	14.2	15.2	11	19
Asian	10	1,839	16.5	19.9	20	52
Native Hawaiian/Other Pacific Islander	4	364	14.5	14.9	25	15
Two or More Races	47	2,355	16.7	17.8	30	37
Prefer not/No Response	46	4,305	14.2	14.1	13	15
Males	289	16,060	14.4	15.5	12	23
Females	299	15,410	15.9	16.8	22	29
Other Responses	19	1,707	15.2	17.2	21	32

[1] 'Other responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Profile Report - State

Graduating Class 2023

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Nevada

070063110

New to your 2023 Profile Report

For 2022-2023, contents of the ACT Profile Report remain consistent with last year.

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- Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender for Students Who Took ACT Writing
- Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender for Students Who Took ACT Writing

We are pleased to provide this 2023 Graduating Class ACT Profile Report. This report summarizes the preparation and performance of your 2023 graduates who took the ACT as sophomores, juniors, or seniors under standard- or extended-time conditions and achieved a college reportable composite score. The most recent set of test information is used in your report for students testing more than once.

This report focuses on:

Performance - student test performance in the context of college readiness

Access - number of your graduates exposed to college entrance testing and the percent of race/ethnicity participation

Course Selection - percent of students pursuing a core curriculum

Course Rigor - impact of rigorous coursework on achievement

College Readiness - percent of students meeting ACT College Readiness Benchmark Scores in each content area

Awareness - extent to which student aspirations match performance

Articulation - colleges and universities to which your students send test results

Each year, test data for a school, district, and the state represents a different cohort of students. ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, or the state.

Furthermore, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students who met or exceeded ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students.

The ACT is a curriculum-based measure of college readiness. ACT components include:

Tests of academic achievement in English, math, reading, science, STEM, and (optional) ELA and writing
High school grade and course information
Student Profile Section
Career Interest Inventory

The ACT:

Every few years, ACT conducts the **ACT National Curriculum Survey** to ensure its curriculum-based assessment tools accurately measure the skills high school teachers teach and instructors of entry-level college courses expect. The ACT is the only college readiness test designed to reflect the results of such a survey.

ACT's **College and Career Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness[709] test for which scores can be tied directly to standards. College and Career Readiness Standards to the Classroom interpretive guides can be found at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

The ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science, Biology, STEM and ELA. These scores were empirically derived based on the actual performance of students in college.

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

For more information, go to www.act.org

How to Improve Scores and Increase College Readiness

11% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT: 35,594 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

MAKING CORE CURRICULUM A PRIORITY: Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 24% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES: Table 3.7 reports 2% of the cohort took less than three years of math courses. Of these students, 4% were college ready. 4% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 6% of these students were college ready. In comparison, 32% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.7 reports 9% of the cohort took less than three years of natural science courses. 22% of these students were college ready. In comparison, 34% of students who took at least three years of science coursework were college ready.

EVALUATING RIGOR OF COURSES: Table 3.1 reports the percentage of students falling in each of the ACT College and Career Readiness Standards score ranges. For example, approximately 79% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College and Career Readiness Standards at www.act.org/content/act/en/education-and-career-planning/college-and-career-readiness-standards.html.

PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS: Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether, among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

For more information on interpreting data in this report, or to learn how ACT can help your students improve their readiness for college and the workplace, contact ACT Customer Care at 319-337-1365 or hs.reporting@act.org.

Section I
Executive Summary

Figure 1.1. Average Composite Scores: 5 Years of Testing*

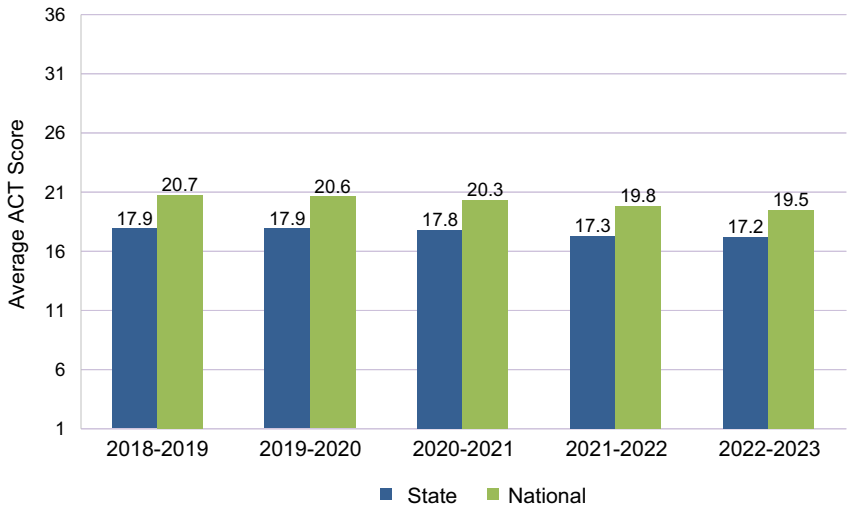


Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*

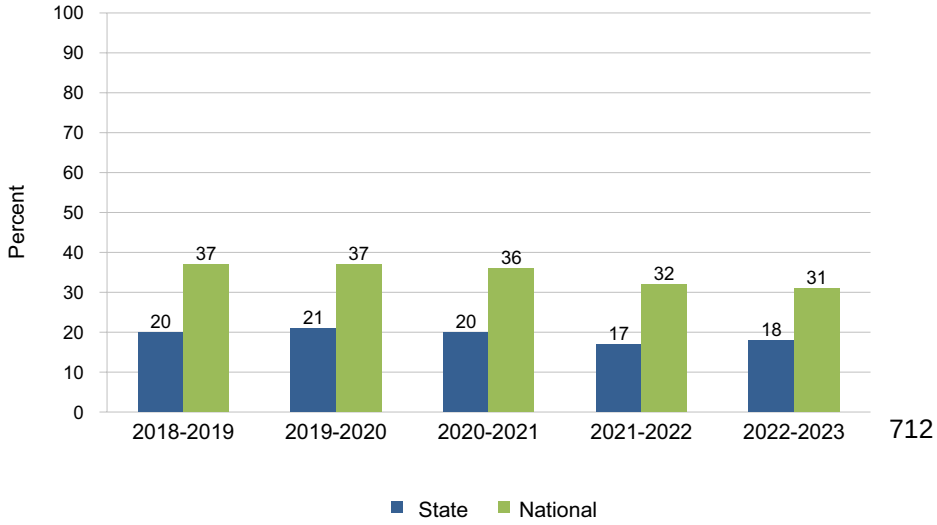


Figure 1.3. Percent Meeting STEM Benchmark: 5 Years of Testing*

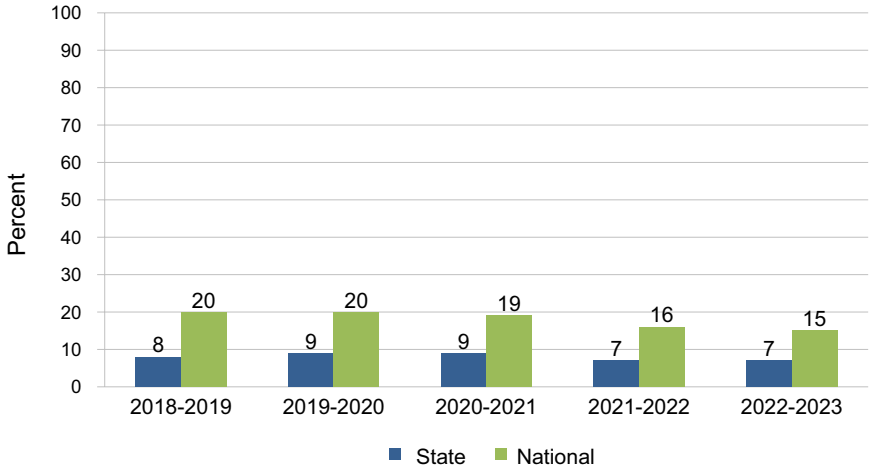
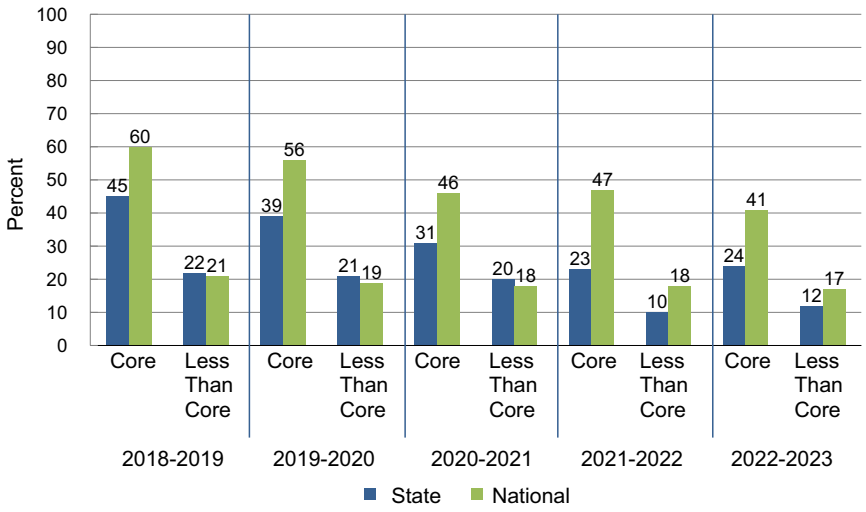


Figure 1.4. Percent Taking A Core Curriculum: 5 Years of Testing*



*Missing columns in above graphs reflect years in which no students were tested.

Table 1.1. Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
Year	State	National	State	National	State	National	State	National	State	National	State	National
2019	35,554	1,782,820	38	59	22	39	27	45	19	36	12	26
2020	35,776	1,670,497	39	58	21	37	28	45	21	36	13	26
2021	35,553	1,295,349	39	56	20	36	29	44	20	35	13	25
2022	34,463	1,349,644	36	53	16	31	27	41	17	32	10	22
2023	**35,594**	**1,386,335**	**36**	**51**	**16**	**30**	**27**	**40**	**18**	**31**	**11**	**21**

Table 1.2. Five Year Trends—Average ACT Scores

	Number of Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
Year	State	National	State	National	State	National	State	National	State	National	State	National
2019	35,554	1,782,820	16.8	20.1	18.0	20.4	18.2	21.2	17.9	20.6	17.9	20.7
2020	35,776	1,670,497	16.7	19.9	18.0	20.2	18.3	21.2	18.1	20.6	17.9	20.6
2021	35,553	1,295,349	16.7	19.6	17.7	19.9	18.2	20.9	18.2	20.4	17.8	20.3
2022	34,463	1,349,644	16.1	19.0	17.1	19.3	17.8	20.4	17.6	19.9	17.3	19.8
2023	**35,594**	**1,386,335**	**16.0**	**18.6**	**16.9**	**19.0**	**17.8**	**20.1**	**17.7**	**19.6**	**17.2**	**19.5**

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Table 1.3. Five Year Trends—Average ACT Scores Nationwide

	Number of Students	Average ACT Scores				
Year	Tested	English	Mathematics	Reading	Science	Composite
2019	1,782,820	20.1	20.4	21.2	20.6	20.7
2020	1,670,497	19.9	20.2	21.2	20.6	20.6
2021	1,295,349	19.6	19.9	20.9	20.4	20.3
2022	1,349,644	19.0	19.3	20.4	19.9	19.8
2023	**1,386,335**	**18.6**	**19.0**	**20.1**	**19.6**	**19.5**

Table 1.4. Five Year Trends—Average ACT Scores by Level of Preparation

Year	Number of Students Tested		Percent[2]		Average ACT Scores									
					English		Mathematics		Reading		Science		Composite	
	Core or More[1]	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core	Core or More	Less than Core
2019	16,053	7,756	45	22	19.0	15.9	19.5	17.4	20.2	17.5	19.7	17.3	19.7	17.1
2020	14,086	7,445	39	21	19.2	16.1	19.7	17.6	20.6	17.9	20.2	17.8	20.1	17.5
2021	11,096	7,085	31	20	19.7	16.8	19.9	17.8	21.0	18.5	20.5	18.3	20.4	18.0
2022	7,836	3,590	23	10	20.4	18.4	20.2	18.5	21.8	20.1	21.0	19.4	21.0	19.2
2023	**8,705**	**4,409**	**24**	**12**	**19.7**	**17.2**	**19.5**	**17.5**	**21.2**	**18.9**	**20.6**	**18.5**	**20.4**	**18.1**

[1]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.
[2]Percent of all students tested. Numbers will not add up to 100% due to student non-response.

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

Race/Ethnicity	2019			2020			2021			2022			2023		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	**35,554**	**100**	**17.9**	**35,776**	**100**	**17.9**	**35,553**	**100**	**17.8**	**34,463**	**100**	**17.3**	**35,594**	**100**	**17.2**
Black/African American	2,662	7	15.5	2,719	8	15.5	2,716	8	15.6	2,175	6	15.5	**2,949**	**8**	**15.1**
American Indian/Alaska Native	270	1	16.2	254	1	16.0	233	1	15.4	195	1	15.6	**237**	**1**	**15.4**
White	9,810	28	20.1	9,697	27	20.1	9,423	27	20.1	8,288	24	19.7	**9,147**	**26**	**19.4**
Hispanic/Latino	13,193	37	16.7	13,870	39	16.6	12,997	37	16.7	12,117	35	16.2	**13,709**	**39**	**16.1**
Asian	1,960	6	21.0	1,926	5	21.4	1,927	5	21.4	1,823	5	21.1	**2,071**	**6**	**21.0**
Native Hawaiian/Other Pacific Islander	469	1	16.9	476	1	16.6	416	1	16.6	336	1	15.8	**377**	**1**	**15.8**
Two or more races	2,532	7	19.2	2,628	7	19.3	2,681	8	19.2	2,348	7	18.7	**2,543**	**7**	**18.6**
Prefer not to respond/No response	4,658	13	16.0	4,206	12	16.3	5,160	15	15.9	7,181	21	15.5	**4,561**	**13**	**15.3**

Table 1.6. Five Year Trends—Achievement in STEM[1]

	All Tested Students						Students Meeting STEM Benchmarks			
	Number of Students Tested		Avg. STEM Score		Percent Meeting STEM Benchmark		Avg. Mathematics Score		Avg. Science Score	
Year	State	National	State	National	State	National	State	National	State	National
2019	35,554	1,782,820	18.2	20.7	8	20	28.4	28.9	28.3	29.0
2020	35,776	1,670,497	18.3	20.6	9	20	28.2	28.9	28.6	29.1
2021	35,553	1,295,349	18.2	20.4	9	19	28.5	28.9	28.6	29.2
2022	34,463	1,349,644	17.6	19.9	7	16	28.3	28.8	28.5	29.1
2023	**35,594**	**1,386,335**	**17.5**	**19.6**	**7**	**15**	**28.2**	**28.7**	**28.7**	**29.1**

[1]The STEM score describes students' overall proficiency in mathematics and science.

Table 1.7. Proficiency in Understanding Complex Texts[1]

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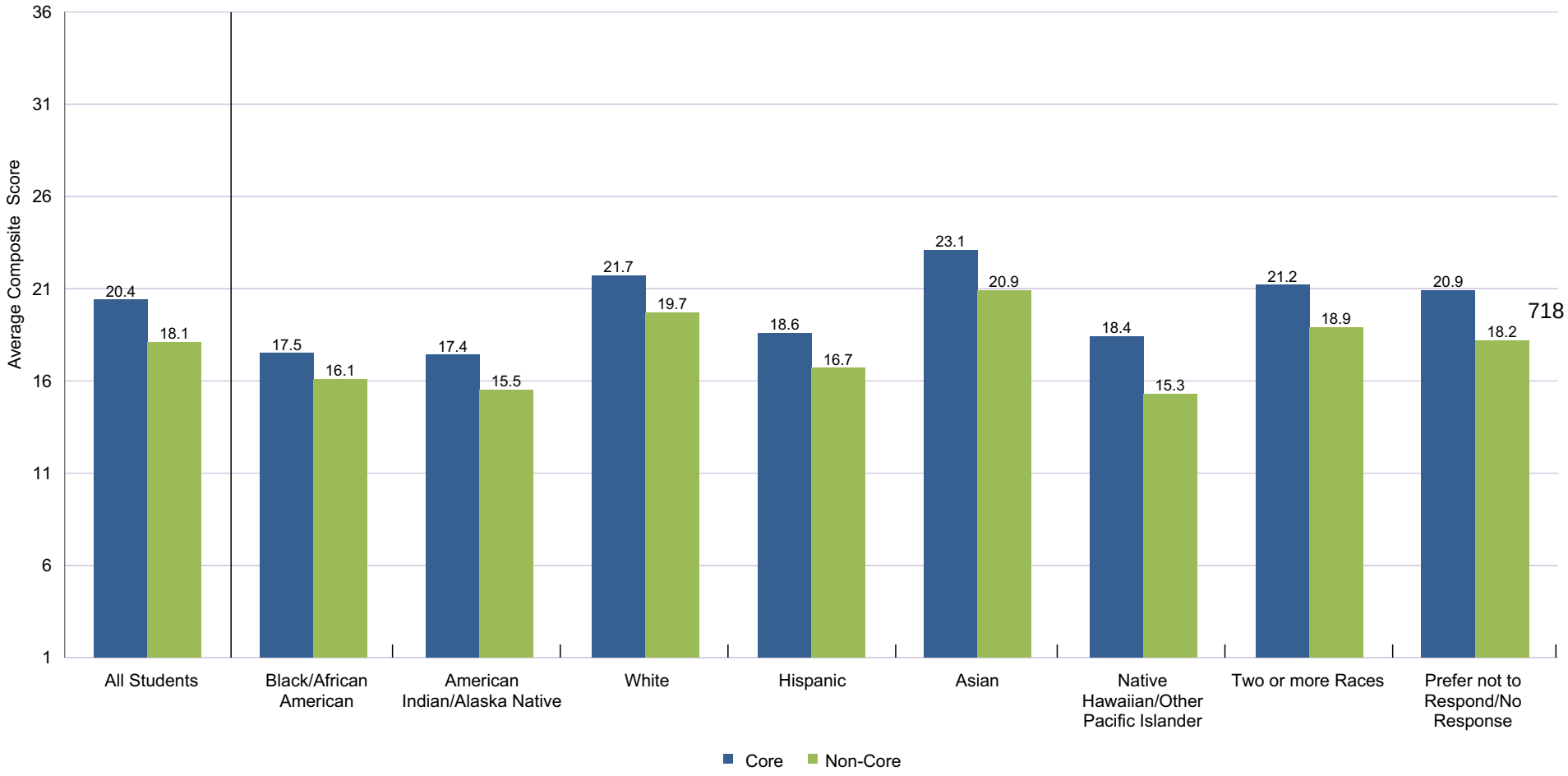
	Text Complexity Proficiency Level																	
	Below Proficient						Proficient						Above Proficient					
	N		Percent		Avg. Reading		N		Percent		Avg. Reading		N		Percent		Avg. Reading	
Year	State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National	State	National
2019	24,628	950,826	69	53	15.0	16.2	7,295	455,611	21	26	23.1	23.6	3,631	376,383	10	21	30.1	31.0
2020	25,239	903,921	71	54	15.2	16.1	6,742	398,982	19	24	23.2	23.6	3,795	367,594	11	22	30.4	31.1
2021	25,063	711,705	70	55	15.0	15.8	6,760	318,182	19	25	23.2	23.8	3,730	265,462	10	20	30.5	31.3
2022	24,576	770,624	71	57	14.7	15.6	6,588	318,327	19	24	23.1	23.5	3,299	260,693	10	19	30.2	31.0
2023	24,841	793,815	70	57	14.5	15.3	7,165	334,268	20	24	22.9	23.3	3,588	258,252	10	19	30.1	30.7

[1]The text complexity indicator, beginning in Fall 2015, represents students' progress toward understanding complex written material often encountered in college and careers.

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Section II
Academic Achievement

Figure 2.1. Average ACT Composite Scores by Race and Core Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 2.1. ACT Score Distributions, Cumulative Percents (CP[1]), and Score Averages

ACT Scale Score	English		Mathematics		Reading		Science		Composite		STEM		ELA[2]		ACT Scale Score
	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	N	CP	
36	72	100	43	100	129	100	69	100	18	100	35	100	2	100	36
35	276	99	78	99	258	99	63	99	54	99	56	99	6	99	35
34	207	99	63	99	278	99	137	99	90	99	67	99	35	99	34
33	177	98	92	99	371	98	112	99	137	99	101	99	53	99	33
32	141	98	101	99	399	97	117	99	182	99	113	99	103	99	32
31	217	98	176	99	411	96	160	99	216	99	172	99	156	99	31
30	211	97	165	98	456	95	322	98	264	98	239	98	204	99	30
29	254	96	217	98	301	94	211	97	323	97	278	98	271	98	29
28	290	96	349	97	607	93	319	97	407	96	354	97	321	97	28
27	430	95	460	96	648	91	359	96	512	95	416	96	412	97	27
26	394	94	718	95	768	89	490	95	599	94	595	95	537	95	26
25	861	93	782	93	335	87	955	93	785	92	871	93	677	94	25
24	1,001	90	776	91	1,347	86	1,400	91	921	90	946	91	825	92	24
23	832	87	941	89	1,172	82	1,756	87	1,090	87	1,000	88	959	89	23
22	1,235	85	656	86	1,997	79	1,287	82	1,275	84	1,103	85	1,233	86	22
21	1,604	81	755	84	1,419	73	2,118	78	1,459	81	1,327	82	1,398	83	21
20	1,706	77	1,079	82	2,036	69	1,526	72	1,722	77	1,762	78	1,586	78	20
19	1,365	72	961	79	1,222	64	2,618	68	1,923	72	2,192	73	1,725	74	19
18	1,391	68	1,685	76	2,113	60	2,994	61	2,222	66	2,790	67	1,882	68	18
17	1,380	64	3,575	72	1,507	54	2,397	52	2,387	60	3,503	59	2,005	63	17
16	1,871	61	4,453	62	1,573	50	3,472	45	2,753	53	3,915	50	2,200	57	16
15	2,615	55	6,361	49	2,464	46	2,436	36	3,005	46	4,117	39	2,354	50	15
14	2,710	48	5,470	31	2,142	39	2,562	29	3,443	37	3,762	27	2,486	43	14
13	2,163	40	2,934	16	3,055	33	2,035	22	3,949	28	3,070	17	2,612	35	13
12	1,770	34	1,395	8	4,215	24	1,719	16	3,369	16	1,678	8	2,383	28	12
11	3,326	29	716	4	2,293	12	2,082	11	1,630	7	653	3	2,048	20	11
10	2,820	20	222	2	931	6	846	5	505	2	240	1	1,611	14	10
9	1,995	12	111	1	494	3	502	3	180	1	116	1	1,118	9	9
8	1,115	6	128	1	302	2	255	1	84	1	57	1	965	6	8
7	532	3	49	1	65	1	134	1	50	1	30	1	677	3	7
6	386	2	24	1	130	1	74	1	17	1	13	1	202	1	6
5	130	1	23	1	86	1	12	1	11	1	12	1	69	1	5
4	46	1	16	1	42	1	24	1	8	1	5	1	47	1	4
3	44	1	12	1	1	1	21	1	4	1	4	1	13	1	3
2	20	1	2	1	14	1	0	1	0	1	1	1	2	1	2
1	7	1	6	1	13	1	10	1	0	1	1	1	0	1	1
Avg (SD)	16.0 (6.2)		16.9 (4.6)		17.8 (6.3)		17.7 (5.2)		17.2 (5.1)		17.5 (4.6)		16.2 (5.5)		Avg (SD)

[1]CP is the cumulative percent of students at or below a score point.
[2]ELA scores are derived only for students with a valid writing score.
Note: Shaded portions of columns identify the students who met/exceeded the ACT College Readiness Benchmark Scores.

Figure 2.2. English Reporting Categories

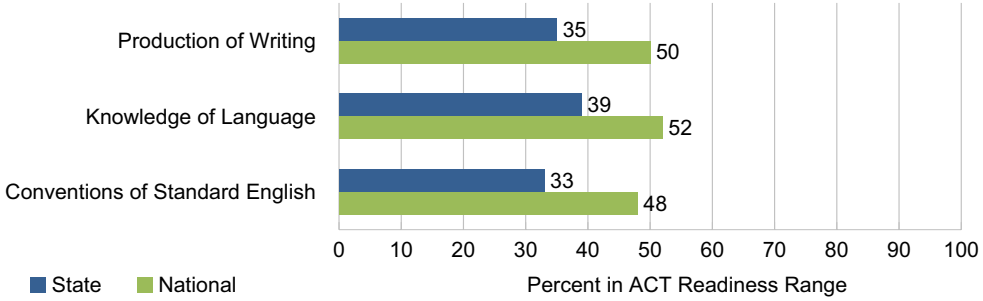


Figure 2.3. Math Reporting Categories

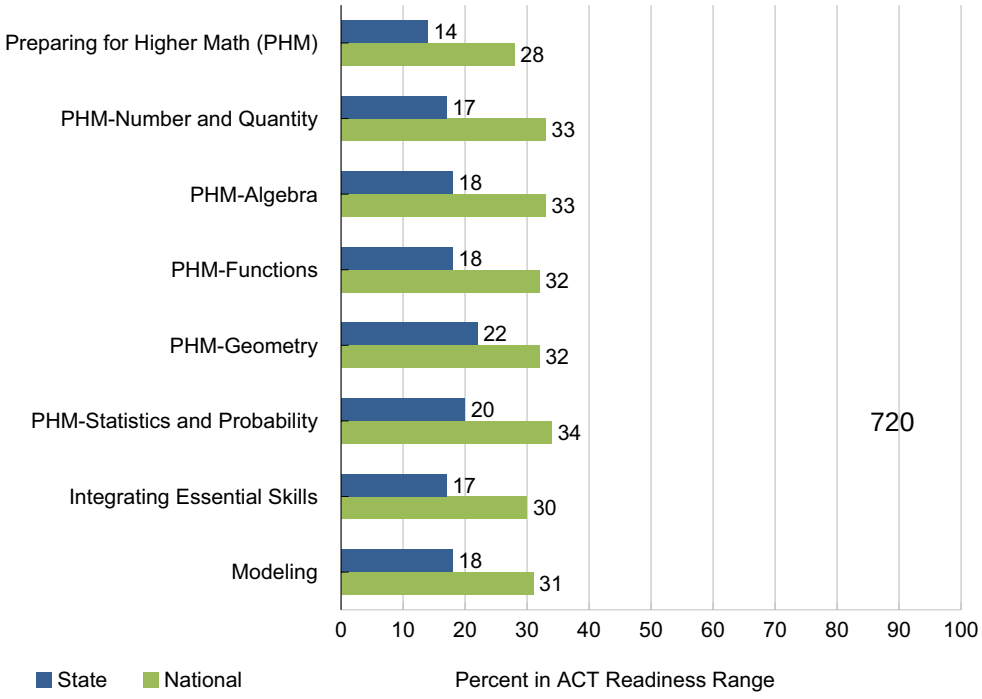


Figure 2.4. Reading Reporting Categories

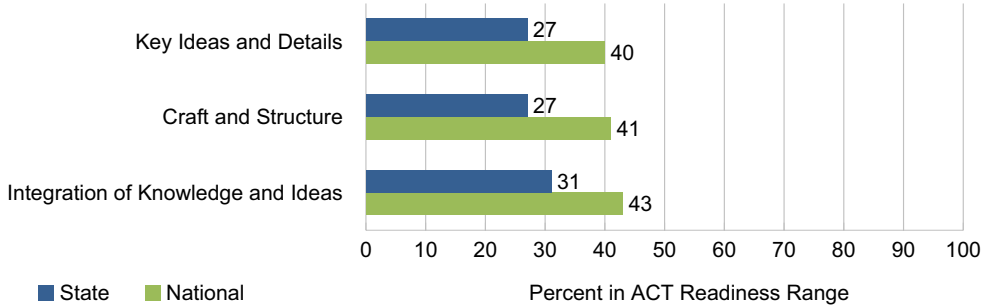
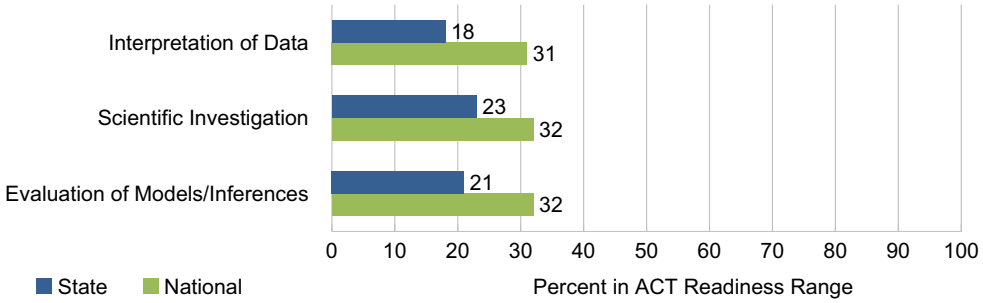


Figure 2.5. Science Reporting Categories



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

Table 2.2. Average ACT Composite Scores for Race/Ethnicity by Level of Preparation

Student Group	Race/Ethnicity	Number of Students Tested	Percent Taking Core or More[1]	Average ACT Composite Score	
				Core or More	Less Than Core
State	**All Students**	**35,594**	**24**	**20.4**	**18.1**
	Black/African American	2,949	20	17.5	16.1
	American Indian/Alaska Native	237	15	17.4	15.5
	White	9,147	32	21.7	19.7
	Hispanic/Latino	13,709	22	18.6	16.7
	Asian	2,071	45	23.1	20.9
	Native Hawaiian/Other Pacific Islander	377	20	18.4	15.3
	Two or More Races	2,543	32	21.2	18.9
	Prefer not/no Response	4,561	6	20.9	18.2
National	**All Students**	**1,386,335**	**41**	**21.9**	**19.3**
	Black/African American	171,380	34	17.7	16.1
	American Indian/Alaska Native	13,616	28	18.1	16.1
	White	722,990	48	22.7	20.2
	Hispanic/Latino	234,031	33	19.8	17.7
	Asian	57,600	56	25.9	23.4
	Native Hawaiian/Other Pacific Islander	3,932	25	19.1	16.2
	Two or More Races	68,095	41	22.0	19.5
	Prefer not/no Response	114,691	14	23.7	20.6

[1]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

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Table 2.3. Average ACT Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	**All Students**	**35,594**	**100**	16.0	16.9	17.8	17.7	17.2	17.5
	Black/African American	2,949	8	13.7	15.0	15.5	15.6	15.1	15.6
	American Indian/Alaska Native	237	1	13.6	15.5	15.7	16.1	15.4	16.0
	White	9,147	26	18.6	18.6	20.3	19.7	19.4	19.4
	Hispanic/Latino	13,709	39	14.6	16.0	16.5	16.7	16.1	16.6
	Asian	2,071	6	20.5	20.5	21.4	21.0	21.0	21.0
	Native Hawaiian/Other Pacific Islander	377	1	14.2	16.0	16.1	16.4	15.8	16.4
	Two or More Races	2,543	7	17.7	17.9	19.4	19.0	18.6	18.7
	Prefer not/no Response	4,561	13	13.7	15.5	15.6	15.9	15.3	15.9
National	**All Students**	**1,386,335**	**100**	18.6	19.0	20.1	19.6	19.5	19.6
	Black/African American	171,380	12	14.8	15.8	16.4	16.3	16.0	16.3
	American Indian/Alaska Native	13,616	1	14.5	16.0	16.4	16.5	16.0	16.5
	White	722,990	52	20.3	20.3	21.8	21.0	21.0	20.9
	Hispanic/Latino	234,031	17	16.2	17.2	17.9	17.7	17.4	17.7
	Asian	57,600	4	23.9	24.2	24.4	23.9	24.2	24.3
	Native Hawaiian/Other Pacific Islander	3,932	0	14.9	16.4	16.6	16.8	16.3	16.9
	Two or More Races	68,095	5	19.0	19.1	20.7	19.9	19.8	19.7
	Prefer not/no Response	114,691	8	16.2	17.6	18.0	17.9	17.6	18.0

Table 2.4. Average ACT Composite Scores for Gender by Level of Preparation

Student Group	Gender[1]	Number of Students Tested	Percent Taking Core or More[2]	Average ACT Composite Score	
				Core or More	Less Than Core
State	Males	17,293	22	20.7	17.8
	Females	16,516	28	20.1	18.3
	Other Responses	1,785	14	21.4	19.4
National	Males	643,247	39	22.2	19.1
	Females	674,852	45	21.7	19.4
	Other Responses	68,236	14	23.3	20.9

Table 2.5. Average ACT Scores by Gender

Student Group	Gender[1]	N	Percent	English	Mathematics	Reading	Science	Composite	STEM
State	Males	17,293	49	15.5	17.1	17.3	17.7	17.0	17.6
	Females	16,516	46	16.5	16.8	18.2	17.6	17.4	17.4
	Other Responses	1,785	5	16.7	16.7	18.5	17.9	17.6	17.6
National	Males	643,247	46	18.2	19.4	19.7	19.8	19.4	19.9
	Females	674,852	49	19.2	18.8	20.6	19.6	19.7	19.4
	Other Responses	68,236	5	17.2	17.6	19.1	18.4	18.2	18.3

Table 2.6. ACT Score Quartile Values

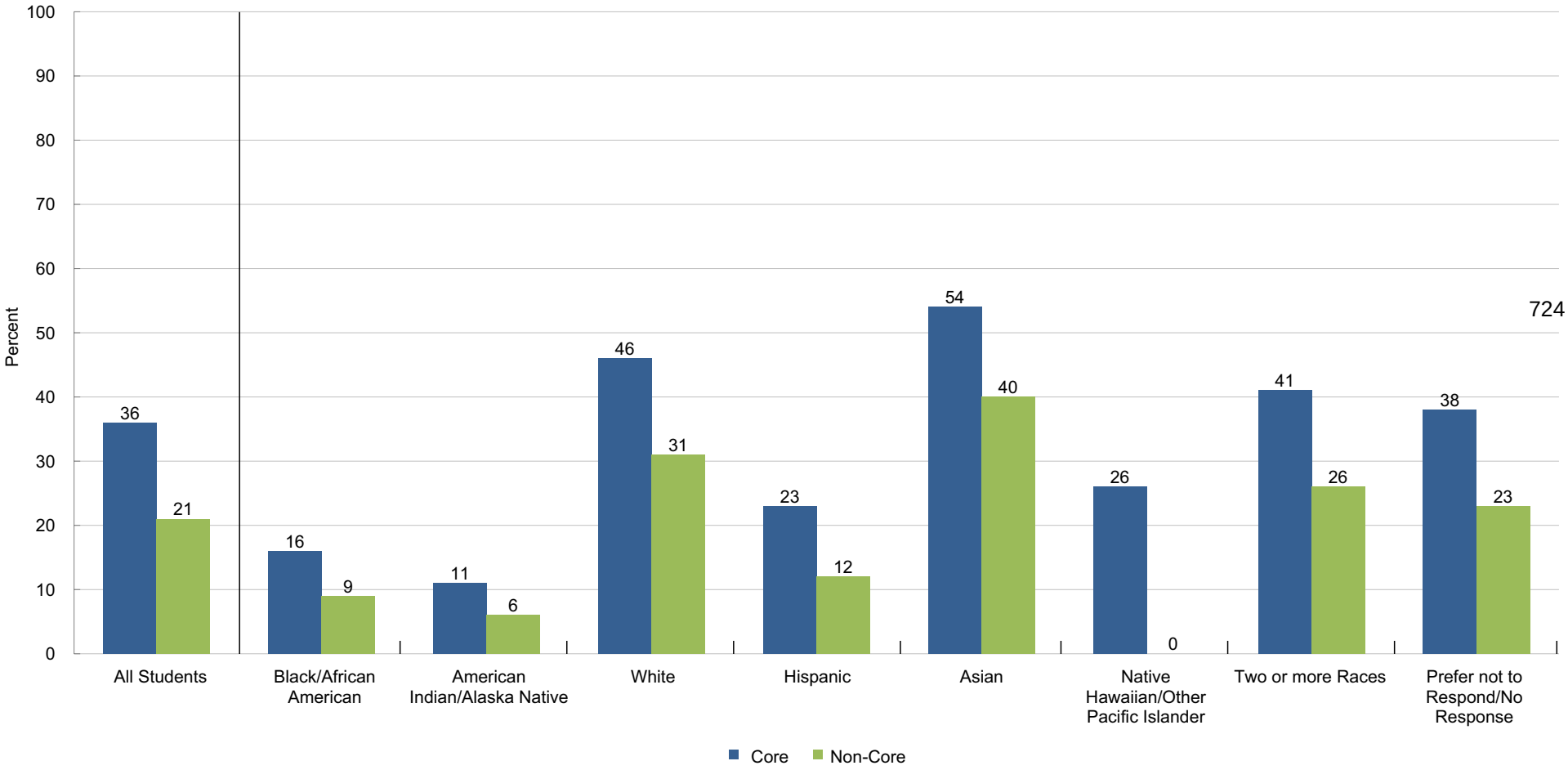
Quartile	English	Mathematics	Reading	Science	Composite
Q3 (75th Percentile)	20	18	22	21	20
Q2 (50th Percentile)	15	16	16	17	16
Q1 (25th Percentile)	11	14	13	14	13

[1]'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.
[2]"Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.

Section III
College and Career Readiness and the Impact of Course Rigor

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Figure 3.1. Percent of Students Meeting 3 or 4 College Readiness Benchmarks by Core College Curriculum Status*



*Missing columns reflect combinations of race/ethnicity and core course-taking status in which one or both indicators are missing.

Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	732	2	276	1	1,036	3	381	1
	28 to 32	1,113	3	1,008	3	2,174	6	1,129	3
	24 to 27	2,686	8	2,736	8	3,098	9	3,204	9
	20 to 23	5,377	15	3,431	10	6,624	19	6,687	19
	16 to 19	6,007	17	10,674	30	6,415	18	11,481	32
	13 to 15	7,488	21	14,765	41	7,661	22	7,033	20
	01 to 12	12,191	34	2,704	8	8,586	24	5,679	16
National	33 to 36	75,356	5	31,219	2	93,624	7	42,408	3
	28 to 32	92,796	7	91,401	7	148,617	11	91,200	7
	24 to 27	157,385	11	197,011	14	160,650	12	202,886	15
	20 to 23	265,490	19	186,782	13	296,098	21	314,755	23
	16 to 19	246,582	18	443,512	32	251,439	18	381,434	28
	13 to 15	245,744	18	377,200	27	221,283	16	215,864	16
	01 to 12	302,982	22	59,210	4	214,624	15	137,788	10

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Table 3.2. Percent of Students Who Met College Readiness Benchmark Scores by Gender

Student Group	Gender[1]	Percent of Students				Met
		English	Mathematics	Reading	Science	All Four
State	Males	32	17	24	20	11
	Females	39	14	28	16	10
	Other Responses	41	14	32	21	11
National	Males	48	33	38	33	22
	Females	55	28	42	29	20
	Other Responses	42	20	34	23	14

[1]'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

Table 3.3. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity

Student Group	Race/Ethnicity	N	English %	Mathematics %	Reading %	Science %	All Four %	STEM %
State	**All Students**	**35,594**	**36**	**16**	**27**	**18**	**11**	7
	Black/African American	2,949	21	5	13	7	**3**	2
	American Indian/Alaska Native	237	21	5	14	9	**3**	2
	White	9,147	53	27	42	30	**19**	12
	Hispanic/Latino	13,709	26	9	19	11	**5**	3
	Asian	2,071	63	40	47	39	**28**	21
	Native Hawaiian/Other Pacific Islander	377	23	10	15	8	**5**	2
	Two or More Races	2,543	46	21	37	26	**15**	10
	Prefer Not to Respond	4,561	21	8	15	10	**5**	3
National	**All Students**	**1,386,335**	**51**	**30**	**40**	**31**	**21**	15
	Black/African American	171,380	26	8	17	9	**5**	3
	American Indian/Alaska Native	13,616	24	9	18	10	**5**	3
	White	722,990	63	38	50	40	**27**	20
	Hispanic/Latino	234,031	36	17	27	17	**10**	7
	Asian	57,600	75	62	63	58	**49**	44
	Native Hawaiian/Other Pacific Islander	3,932	27	12	19	12	**7**	5
	Two or More Races	68,095	53	29	43	32	**21**	16
	Prefer Not to Respond	114,691	35	20	28	21	**14**	11

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Table 3.4. Likely ACT National Career Readiness Certificate (NCRC) Level Based Upon ACT Composite Score[1]

Student Group	ACT NCRC Level	N	%	Average Composite
State	Platinum	2,203	6	29.6
	Gold	4,670	13	23.6
	Silver	9,713	27	18.8
	Bronze	13,150	37	14.3
	Needs Improvement	5,858	16	11.3
National	Platinum	192,520	14	30.0
	Gold	272,713	20	23.8
	Silver	404,386	29	18.9
	Bronze	396,449	29	14.5
	Needs Improvement	120,267	9	11.4

[1] The ACT Composite scores associated with at least a 50% chance of earning each ACT NCRC level or higher are: 13 for Bronze, 17 for Silver, 22 for Gold, and 27 for Platinum. Based on those cut scores, students who earned an ACT Composite score of less than 13 are classified as 'Needs improvement' as they are unlikely to obtain an ACT NCRC. Students with an ACT Composite score of 13 to 16 are classified as 'Bronze' as they are likely to obtain a Bronze NCRC, 17 to 21 as 'Silver', 22 to 26 as 'Gold', and 27 or above as 'Platinum'.

Visit www.act.org/NCRC-indicator to learn more.

Table 3.5. College Readiness Benchmark Percent and Average ACT Scores by Overall High School Curriculum

Student Group	Curriculum Taken[1]		English		Mathematics		Reading		Science		Composite[4]		STEM	
		N	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg	%	Avg
State	Core or More[2]	8,705	60	19.7	33	19.5	46	21.2	36	20.6	24	20.4	16	20.3
	Less than Core	4,409	43	17.2	18	17.5	32	18.9	22	18.5	13	18.1	8	18.2
	Missing[3]	22,480	25	14.3	9	15.8	18	16.2	11	16.4	5	15.8	3	16.3
National	Core or More	567,731	69	21.5	45	21.2	55	22.7	45	21.8	33	21.9	25	21.8
	Less than Core	231,055	51	18.6	27	18.7	39	20.1	28	19.4	18	19.3	13	19.3
	Missing	587,549	34	15.9	17	17.1	26	17.7	18	17.6	10	17.2	7	17.6

[1] "Curriculum Taken" reflects overall high school curriculum in this table.
[2] "Core or More" results correspond to students taking four or more years of English AND three or more years each of math, social studies, and natural science.
[3] Zero years or no coursework information reported in one or more content areas.
[4] Composite College Readiness Benchmark % results reflect students who met all four subject-area benchmarks.

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Table 3.6. College Readiness Benchmark Percent and Average ACT Scores by Content-Specific Curriculum

Student Group	Curriculum Taken[1]	English			Mathematics			Reading			Science		
		N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
State	Core or More[2]	13,458	54	18.8	12,840	29	19.0	11,699	43	20.7	10,184	34	20.3
	Less than Core	577	39	16.5	676	4	14.9	1,555	27	18.0	3,166	22	18.5
	Missing[3]	21,559	24	14.2	22,078	9	15.8	22,340	18	16.2	22,244	10	16.4
National	Core or More	805,869	64	20.6	777,766	41	20.6	715,782	51	22.1	671,066	44	21.6
	Less than Core	39,453	48	18.0	40,332	11	16.3	92,045	40	20.3	141,675	22	18.6
	Missing	541,013	33	15.7	568,237	16	17.1	578,508	26	17.7	573,594	17	17.5

[1] "Curriculum Taken" reflects content-specific curriculum in this table.
[2] "Core or More" results correspond to students taking four or more years of English or three or more years of math, social studies, or natural science, respectively.
For instance, Reading "Core or More" results correspond to students taking three or more years of social studies, regardless of courses taken in other content areas.
[3] Zero years or no coursework information reported in the specified content area.

Table 3.7. College Readiness Benchmark (CRB) Percent and Average ACT Scores by Common Course Patterns

Course Pattern	State				National			
ENGLISH COURSE PATTERN	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	2,788	8	18.5	51	206,329	15	20.6	64
Eng 9, Eng 10, Eng 11, Eng 12	10,670	30	18.9	55	599,540	43	20.6	64
Less than 4 years of English	577	2	16.5	39	39,453	3	18.0	48
Zero years / no English courses reported	21,559	61	14.2	24	541,013	39	15.7	33
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	243	1	19.7	36	29,620	2	22.3	55
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	381	1	19.9	35	56,308	4	21.0	45
Alg 1, Alg 2, Geom, & Trig	257	1	17.4	19	28,780	2	18.6	25
Alg 1, Alg 2, Geom, & Other Adv Math	2,552	7	18.2	21	196,294	14	18.9	27
Other comb of 4 or more years of Math	6,457	18	20.6	41	319,480	23	23.1	39
Alg 1, Alg 2, & Geom	1,470	4	15.7	6	91,952	7	16.5	9
Other comb of 3 or 3.5 years of Math	1,480	4	16.8	13	55,332	4	19.0	29
Less than 3 years of Math	676	2	14.9	4	40,332	3	16.3	11
Zero years / no Math courses reported	22,078	62	15.8	9	568,237	41	17.1	16
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	309	1	19.8	37	25,073	2	22.5	53
Other comb of 4 or more years Social Science	4,280	12	21.2	46	380,202	27	22.6	55
US Hist, World Hist, & Am Gov	2,684	8	19.6	37	59,507	4	20.0	38
Other comb of 3 or 3.5 years of Social Science	4,426	12	21.0	45	251,000	18	21.8	49
Less than 3 years of Social Science	1,555	4	18.0	27	92,045	7	20.3	40
Zero years / no Social Science courses reported	22,340	63	16.2	18	578,508	42	17.7	26
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci[1], Bio, Chem, & Phys	3,444	10	20.4	35	287,293	21	22.3	49
Bio, Chem, Phys	2,570	7	21.9	45	109,345	8	23.5	57
Gen Sci[1], Bio, Chem	3,749	11	19.4	26	245,426	18	20.3	34
Other comb of 3 years of Natural Science	421	1	17.9	18	29,002	2	19.0	25
Less than 3 years of Natural Science	3,166	9	18.5	22	141,675	10	18.6	22
Zero years / no Natural Science courses reported	22,244	62	16.4	10	573,594	41	17.5	17

[1]Includes General, Physical and Earth Sciences.

Table 3.8. College Readiness Benchmark (CRB) Percent and Average ACT Scores for Gender by Common Course Patterns

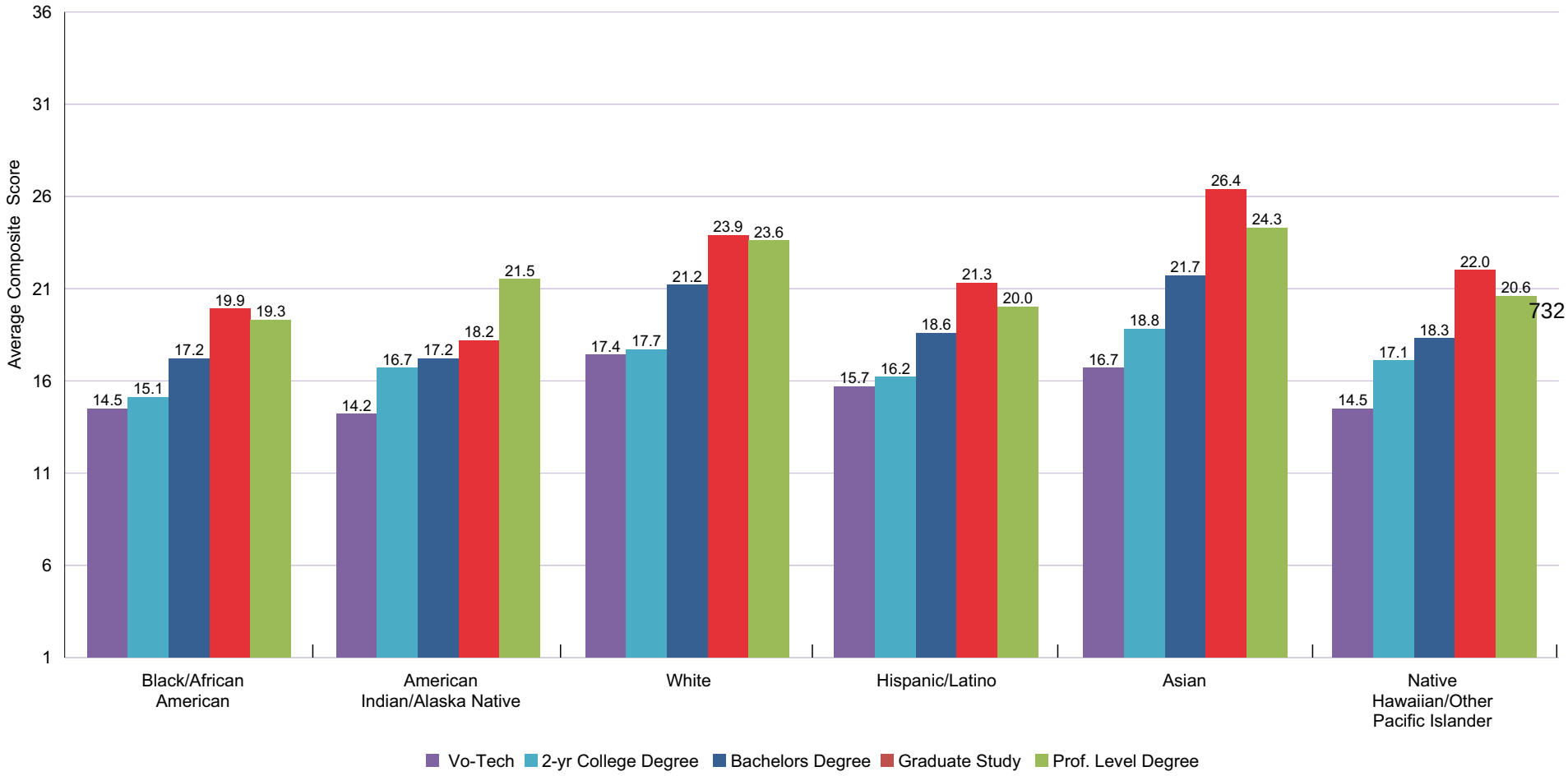
Course Pattern	Males				Females				Other Responses[1]			
ENGLISH COURSE PATTERN	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT English	Percent Who Met Benchmark
Eng 9, Eng 10, Eng 11, Eng 12, & Other English	1,167	7	18.0	48	1,534	9	18.7	53	87	5	20.3	61
Eng 9, Eng 10, Eng 11, Eng 12	4,745	27	18.5	53	5,621	34	19.0	55	304	17	20.4	63
Less than 4 years of English	277	2	16.2	38	274	2	16.5	39	26	1	19.8	58
Zero years / no English courses reported	11,104	64	13.8	22	9,087	55	14.5	26	1,368	77	15.6	34
MATHEMATICS COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Math	Percent Who Met Benchmark
Alg 1, Alg 2, Geom, Trig, & Calc	98	1	20.8	48	139	1	19.1	29	6	0	16.2	17
Alg 1, Alg 2, Geom, Trig, & Other Adv Math	147	1	20.8	46	225	1	19.3	28	9	1	20.3	22
Alg 1, Alg 2, Geom, & Trig	119	1	17.8	23	119	1	17.1	15	19	1	18.0	16
Alg 1, Alg 2, Geom, & Other Adv Math	1,022	6	18.5	24	1,468	9	17.9	18	62	3	18.7	29
Other comb of 4 or more years of Math	2,816	16	21.4	47	3,452	21	19.9	36	189	11	20.7	44
Alg 1, Alg 2, & Geom	698	4	15.9	6	734	4	15.5	5	38	2	16.1	8
Other comb of 3 or 3.5 years of Math	677	4	17.4	17	745	5	16.3	11	58	3	16.8	9
Less than 3 years of Math	346	2	14.9	4	307	2	14.8	3	23	1	15.5	9
Zero years / no Math courses reported	11,370	66	16.0	10	9,327	56	15.5	7	1,381	77	16.0	10
SOCIAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Reading	Percent Who Met Benchmark
US Hist, World Hist, Am Gov, & Other Hist	159	1	19.5	36	140	1	20.2	38	10	1	19.3	30
Other comb of 4 or more years Social Science	1,638	9	20.8	45	2,517	15	21.3	46	125	7	23.2	56
US Hist, World Hist, & Am Gov	1,386	8	19.7	39	1,236	7	19.2	33	62	3	24.0	65
Other comb of 3 or 3.5 years of Social Science	1,843	11	21.0	45	2,440	15	21.0	45	143	8	21.3	48
Less than 3 years of Social Science	762	4	17.7	27	742	4	18.1	26	51	3	19.9	39
Zero years / no Social Science courses reported	11,505	67	15.9	16	9,441	57	16.4	19	1,394	78	17.5	26
NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci[2], Bio, Chem, & Phys	1,630	9	20.9	40	1,722	10	19.8	31	92	5	21.2	40
Bio, Chem, Phys	1,278	7	22.7	52	1,216	7	21.0	38	76	4	22.1	51
Gen Sci[1], Bio, Chem	1,495	9	19.4	27	2,143	13	19.4	25	111	6	19.8	36
Other comb of 3 years of Natural Science	222	1	18.7	25	184	1	16.8	10	15	1	17.5	13
Less than 3 years of Natural Science	1,221	7	18.4	24	1,841	11	18.6	20	104	6	19.4	28
Zero years / no Natural Science courses reported	11,447	66	16.4	12	9,410	57	16.2	8	1,387	78	17.2	16

[1] 'Other Responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.
[2] Includes General, Physical and Earth Sciences.

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Section IV
Career and Educational Aspirations

Figure 4.1. Average ACT Composite Scores by Race and Student Postsecondary Aspirations*



*Missing columns reflect combinations of race/ethnicity and postsecondary aspiration in which one or both indicators are missing.

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
Planned Educational Major	N[1]	Percent[2]	Avg ACT Comp	N	Percent	Avg ACT Comp	N	Percent	Avg ACT Comp
Agriculture & Natural Resources Conservation	129	0	19.9	18	1	16.7	95	1	21.0
Architecture	245	1	19.8	22	2	17.3	182	2	20.8
Area, Ethnic, & Multidisciplinary Studies	19	0	18.3	4	0	13.0	12	0	21.2
Arts: Visual & Performing	836	2	19.3	112	8	17.5	557	6	20.5
Business	1,554	4	18.5	249	17	15.7	1,054	11	19.9
Communications	133	0	19.1	16	1	16.3	97	1	20.4
Community, Family, & Personal Services	288	1	17.7	54	4	17.4	197	2	18.4
Computer Science & Mathematics	672	2	23.4	36	2	17.6	561	6	24.1
Education	386	1	18.8	23	2	15.8	311	3	19.5
Engineering	1,012	3	21.6	90	6	16.4	772	8	23.2
Engineering Technology & Drafting	223	1	18.6	36	2	15.9	136	1	20.3
English & Foreign Languages	141	0	21.4	11	1	18.4	110	1	22.3
Health Administration & Assisting	728	2	17.5	73	5	15.4	538	5	18.2
Health Sciences & Technologies	1,575	4	20.3	79	5	17.2	1,383	14	20.7
Philosophy, Religion, & Theology	56	0	18.8	5	0	15.6	38	0	19.9
Repair, Production, & Construction	229	1	16.7	107	7	17.5	54	1	17.9
Sciences: Biological & Physical	921	3	22.0	16	1	17.1	831	8	22.3
Social Sciences & Law	1,032	3	20.7	34	2	17.1	906	9	21.1
Undecided	3,748	11	18.7	444	31	17.1	1,830	19	20.6
No Response	21,666	61	15.6	23	2	16.3	127	1	20.1

[1]2-Year and 4-Year "N" counts do not reflect students indicating no college plans, "Other" college plans, and missing responses. Therefore, they may not add up to the N count for All Students.
[2]Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

Table 4.2. Average ACT Composite Scores for Racial/Ethnic Groups by Post-Secondary Educational Aspirations

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Black/African American		American Indian/Alaska Native		White		Hispanic/Latino	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	500	16.4	38	14.5	6	14.2	163	17.4	230	15.7
2-yr College Degree	952	16.9	68	15.1	6	16.7	308	17.7	400	16.2
Bachelors Degree	6,004	19.9	411	17.2	25	17.2	2,077	21.2	2,143	18.6
Graduate Study	1,585	23.2	97	19.9	6	18.2	701	23.9	389	21.3
Prof. Level Degree	2,202	22.1	187	19.3	11	21.5	712	23.6	694	20.0
Other	358	17.1	32	14.8	2	17.5	102	17.8	156	16.2
No Response	22,791	15.8	2,026	14.1	167	14.7	4,781	17.9	9,110	15.1

Educational Degree Aspirations	All Racial/Ethnic Groups Combined		Asian		Native Hawaiian/ Other Pacific Islander		Two or More races		Prefer not to respond/ No Response	
	N	Average	N	Average	N	Average	N	Average	N	Average
Voc-Tech	500	16.4	15	16.7	6	14.5	32	18.7	10	17.4
2-yr College Degree	952	16.9	45	18.8	16	17.1	84	18.3	25	15.8
Bachelors Degree	6,004	19.9	583	21.7	50	18.3	572	20.3	143	20.0
Graduate Study	1,585	23.2	173	26.4	8	22.0	157	23.4	54	23.8
Prof. Level Degree	2,202	22.1	330	24.3	11	20.6	197	22.9	60	22.8
Other	358	17.1	23	20.2	2	19.0	19	16.2	22	20.4
No Response	22,791	15.8	856	18.6	267	15.0	1,384	17.0	4,200	14.9

Table 4.3. Students' Score Report Preferences at Time of Testing

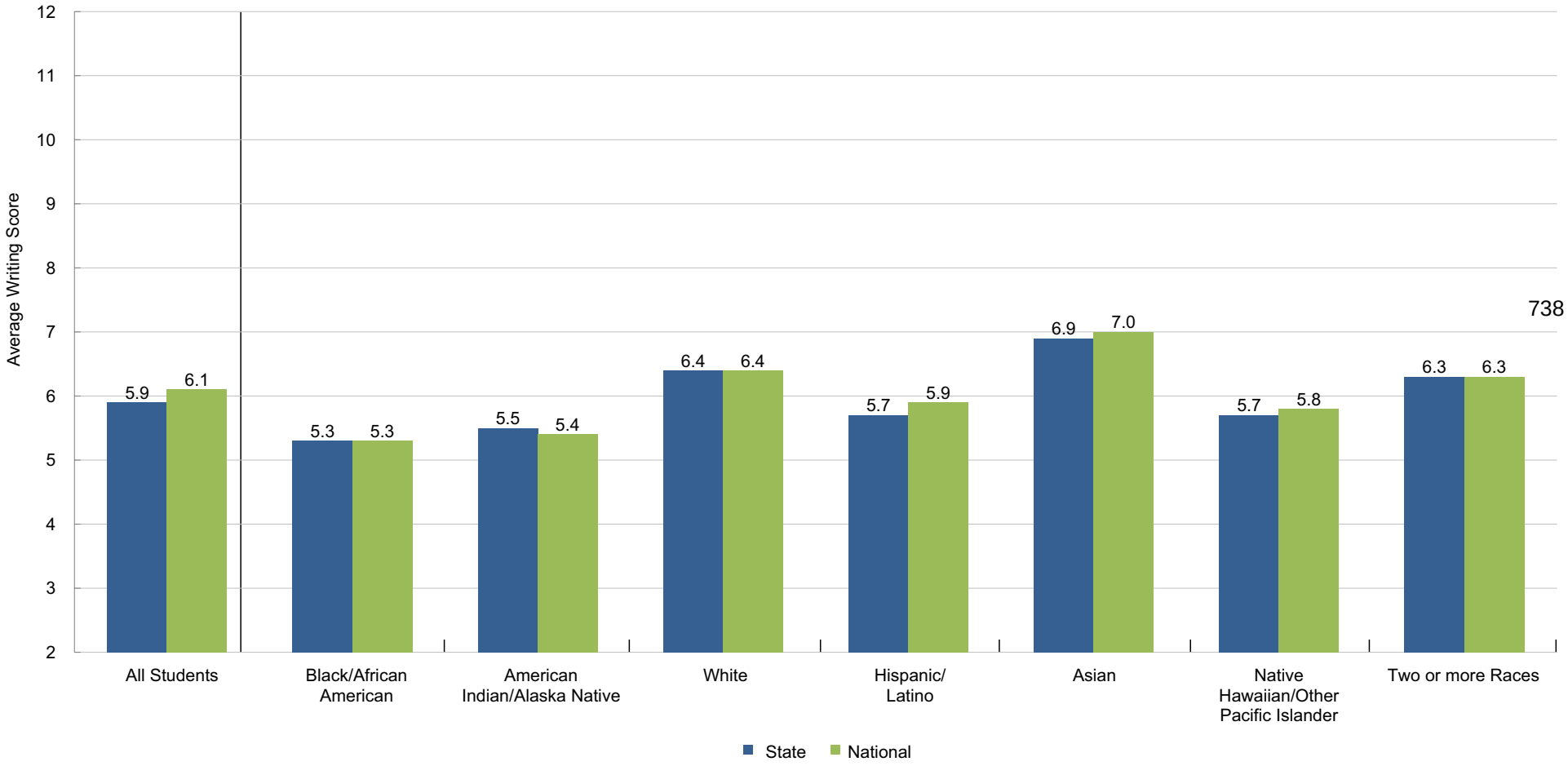
Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
UNIVERSITY OF NEVADA-LAS VEGAS	NV	2,626	1,402	1,224	4	15	29	27	17	7	1
UNIVERSITY OF NEVADA-RENO	NV	2,324	977	1,347	3	12	27	28	19	9	2
COLL OF SOUTHERN NV-NLV CAMPUS	NV	1,168	525	643	6	21	32	24	11	4	0
NEVADA STATE COLLEGE	NV	542	113	429	6	22	32	25	9	4	1
UNIV OF CA-LA	CA	399	81	318	2	9	25	28	21	13	2
ARIZONA STATE UNIVERSITY	AZ	351	92	259	3	13	29	27	18	9	2
TRUCKEE MEADOWS CMTY COLLEGE	NV	345	143	202	7	22	31	28	10	2	1
UNIVERSITY OF OREGON	OR	247	61	186	2	9	29	29	21	9	2
UNIV OF CALIFORNIA-BERKELEY	CA	209	36	173	1	7	17	25	24	20	6
UNIV OF WASHINGTON SEATTLE	WA	206	55	151	0	3	18	29	25	19	5
BRIGHAM YOUNG UNIVERSITY	UT	186	96	90	0	4	8	22	32	27	8
UNIV OF SOUTHERN CALIFORNIA	CA	184	41	143	3	8	18	26	26	17	2
UNIVERSITY OF UTAH	UT	178	39	139	1	11	20	22	24	19	4
NORTHERN ARIZONA UNIVERSITY	AZ	170	48	122	2	8	28	28	22	11	2
SOUTHERN UTAH UNIVERSITY	UT	166	40	126	1	10	17	30	30	12	2
STANFORD UNIVERSITY	CA	161	41	120	1	4	16	20	20	30	9
OREGON STATE UNIVERSITY	OR	151	40	111	5	10	27	25	19	15	0
UNIVERSITY OF ARIZONA	AZ	146	20	126	3	13	26	23	27	5	2
UTAH TECH UNIVERSITY	UT	141	35	106	4	16	22	31	17	9	2
NEW YORK UNIVERSITY	NY	129	40	89	1	8	26	26	19	19	2
GREAT BASIN COLL	NV	119	59	60	9	27	38	18	7	2	0
WESTERN NEVADA COLLEGE	NV	114	32	82	10	17	32	26	11	4	1
BRIGHAM YOUNG-IDAHO	ID	110	32	78	0	5	15	21	36	18	5
SAN DIEGO STATE UNIV	CA	105	25	80	3	10	21	34	19	13	0
UNIV OF CALIFORNIA-SAN DIEGO	CA	103	17	86	4	6	14	27	19	28	2
UNIV OF CALIFORNIA IRVINE	CA	96	16	80	1	5	17	26	26	22	3
HARVARD UNIVERSITY	MA	95	18	77	0	5	16	14	25	31	9
UTAH STATE UNIVERSITY LOGAN	UT	90	22	68	0	10	17	26	30	14	3
U OF HAWAII-MANOA	HI	88	23	65	0	10	25	36	14	14	1
BOISE STATE UNIVERSITY	ID	82	24	58	2	16	27	27	16	12	0
All Other Institutions		4,906	1,189	3,717	2	11	25	26	19	14	4
Total		15,937	5,382	10,555	3	13	26	26	18	11	2

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Section V
Optional Writing Test Results

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Figure 5.1. Average ACT Writing Scores by Race/Ethnicity*



*Missing columns reflect race/ethnicity groupings that are missing.

Table 5.1. Average ACT English Language Arts Constituent Scores by Race/Ethnicity and Gender[1] for Students Who Took ACT Writing

	N		Average ACT Scores					
			English		Reading		Writing	
	State	National	State	National	State	National	State	National
All Students	**33,177**	**380,279**	**15.7**	**17.6**	**17.6**	**19.2**	**5.9**	**6.1**
Black/African American	2,757	34,333	13.5	14.3	15.3	16.0	5.3	5.3
American Indian/Alaska Native	225	7,338	13.5	14.0	15.7	15.9	5.5	5.4
White	8,321	179,047	18.2	19.4	20.0	21.0	6.4	6.4
Hispanic/Latino	13,011	87,670	14.5	15.5	16.4	17.1	5.7	5.9
Asian	1,839	17,507	20.0	21.1	21.0	22.2	6.9	7.0
Native Hawaiian/Other Pacific Islander	364	1,849	14.1	13.9	16.0	15.6	5.7	5.8
Two or More Races	2,355	23,574	17.5	18.1	19.2	19.7	6.3	6.3
Prefer not/No Response	4,305	28,961	13.7	15.6	15.6	17.3	5.3	5.5
Males	16,060	179,404	15.2	17.1	17.1	18.8	5.6	5.8
Females	15,410	183,457	16.1	18.1	17.9	19.6	6.2	6.4
Other Responses	1,707	17,418	16.8	18.1	18.6	19.8	6.1	6.1

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Table 5.2. Average ACT English Language Arts Outcomes by Race/Ethnicity and Gender[1] for Students Who Took ACT Writing

	N		Average ACT Scores			
			Average ELA Score		Percent Who Met ELA Benchmark	
	State	National	State	National	State	National
All Students	**33,177**	**380,279**	**16.2**	**17.6**	**26**	**35**
Black/African American	2,757	34,333	14.0	14.5	12	14
American Indian/Alaska Native	225	7,338	14.3	14.4	13	13
White	8,321	179,047	18.5	19.2	42	46
Hispanic/Latino	13,011	87,670	15.2	15.9	19	23
Asian	1,839	17,507	19.9	20.7	52	54
Native Hawaiian/Other Pacific Islander	364	1,849	14.9	14.8	15	14
Two or More Races	2,355	23,574	17.8	18.1	37	38
Prefer not/No Response	4,305	28,961	14.1	15.6	15	23
Males	16,060	179,404	15.5	16.9	23	31
Females	15,410	183,457	16.8	18.2	29	39
Other Responses	1,707	17,418	17.2	17.9	32	38

[1] 'Other responses' include 'Another Gender', 'Prefer Not to Respond', and missing values.

2.2 - ACT Score National Ranks

Score	ACT Score National Ranks						Score
	English	Math	Reading	Science	Composite	STEM	
36	100	100	100	100	100	100	**36**
35	99	99	98	99	99	99	**35**
34	97	99	96	99	99	99	**34**
33	95	98	94	97	98	98	**33**
32	94	97	92	96	97	97	**32**
31	92	96	90	95	95	96	**31**
30	91	95	88	94	94	95	**30**
29	90	94	86	93	92	93	**29**
28	88	92	84	91	90	91	**28**
27	87	90	81	89	87	89	**27**
26	85	87	79	87	85	87	**26**
25	82	83	76	84	81	83	**25**
24	79	79	74	80	78	79	**24**
23	75	75	69	74	74	75	**23**
22	71	71	64	67	69	70	**22**
21	66	68	59	62	64	65	**21**
20	60	65	53	56	59	60	**20**
19	55	61	48	50	53	54	**19**
18	51	56	43	44	47	48	**18**
17	47	50	39	37	41	40	**17**
16	43	41	34	30	35	32	**16**
15	38	29	30	24	28	23	**15**
14	31	17	25	18	22	15	**14**
13	25	8	19	13	14	8	**13**
12	20	3	14	9	8	4	**12**
11	16	2	8	6	3	1	**11**
10	10	1	4	3	1	1	**10**
9	5	1	2	1	1	1	**9**
8	2	1	1	1	1	1	**8**
7	1	1	1	1	1	1	**7**
6	1	1	1	1	1	1	**6**
5	1	1	1	1	1	1	**5**
4	1	1	1	1	1	1	**4**
3	1	1	1	1	1	1	**3**
2	1	1	1	1	1	1	**2**
1	1	1	1	1	1	1	**1**
Mean	19.0	19.4	20.5	20.0	19.9	20.0	
SD	7.1	5.6	7.1	5.9	6.0	5.5	

Note: These ranks are reported as "US Rank" on ACT score reports during the 2023-2024 reporting year (September 2023 through August 2024). The ranks are based on ACT-tested high school graduates of 2021, 2022, and 2023 (n=4,031,328).



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3.1 - District MAP Proficiency Data

Projected Proficiency Summary Report

Aggregate by District by Grade

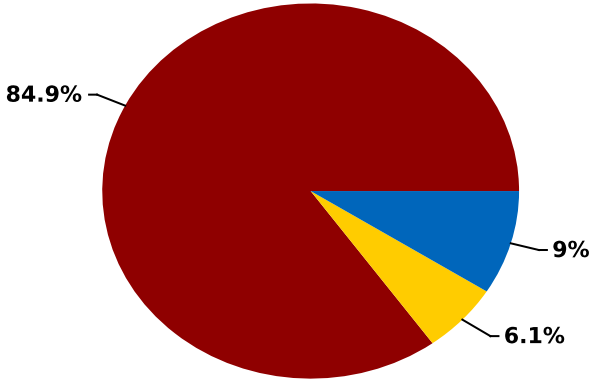
Term Tested: Spring 2022-2023
District: Lyon
Grouping: None

Math: Math K-12

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	623	538	86.4%	26	4.2%	59	9.5%
6	702	573	81.6%	67	9.5%	62	8.8%
7	659	533	80.9%	46	7.0%	80	12.1%
8	691	591	85.5%	38	5.5%	62	9.0%
9	487	432	88.7%	22	4.5%	33	6.8%
10	398	357	89.7%	17	4.3%	24	6.0%
Total	3560	3024	84.9%	216	6.1%	320	9.0%

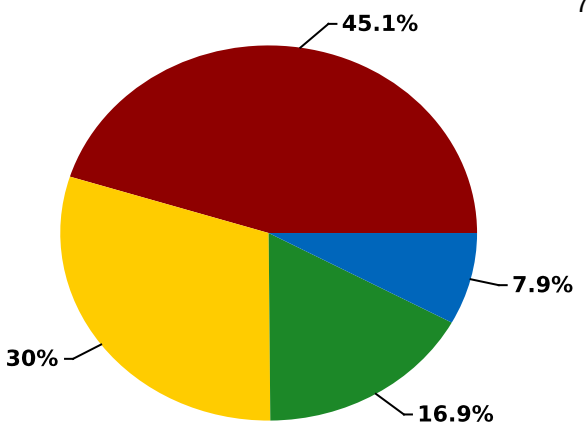


Projected to: **NV-Smarter Balanced Assessment Consortia** taken in **spring**.

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View Linking Study: https://www.nwea.org/resources/nevada-linking-study/

Grade	Student Count	Minimal Understanding		Partial Understanding		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	672	311	46.3%	191	28.4%	121	18.0%	49	7.3%
3	682	313	45.9%	154	22.6%	163	23.9%	52	7.6%
4	703	267	38.0%	261	37.1%	132	18.8%	43	6.1%
5	623	343	55.1%	185	29.7%	55	8.8%	40	6.4%
6	702	291	41.5%	228	32.5%	124	17.7%	59	8.4%
7	659	273	41.4%	197	29.9%	109	16.5%	80	12.1%
8	691	338	48.9%	203	29.4%	98	14.2%	52	7.5%
Total	4732	2136	45.1%	1419	30.0%	802	16.9%	375	7.9%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

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Projected Proficiency Summary Report

Aggregate by District by Grade

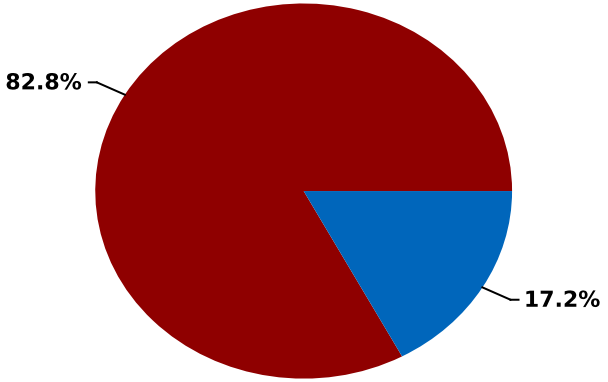
Term Tested: Spring 2022-2023
District: Lyon
Grouping: None

Math: Math K-12

Projected to: **SAT** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	623	528	84.8%	95	15.2%
6	702	573	81.6%	129	18.4%
7	659	526	79.8%	133	20.2%
8	691	568	82.2%	123	17.8%
9	487	424	87.1%	63	12.9%
Total	3162	2619	82.8%	543	17.2%



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Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

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Projected Proficiency Summary Report

Aggregate by District by Grade

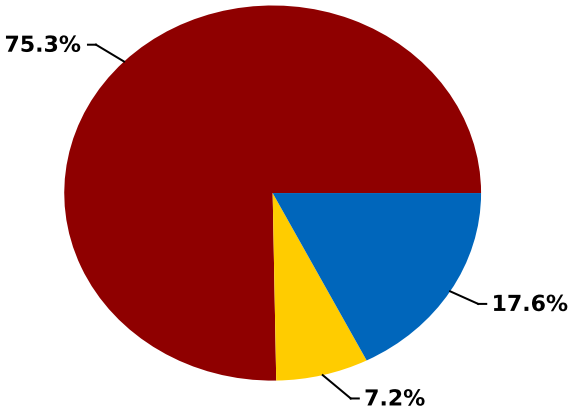
Term Tested: Spring 2022-2023
District: Lyon
Grouping: None

Language Arts: Reading

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-college-readiness-benchmarks/

Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	621	456	73.4%	49	7.9%	116	18.7%
6	689	498	72.3%	50	7.3%	141	20.5%
7	661	505	76.4%	43	6.5%	113	17.1%
8	689	533	77.4%	47	6.8%	109	15.8%
9	647	492	76.0%	37	5.7%	118	18.2%
10	624	475	76.1%	56	9.0%	93	14.9%
Total	3931	2959	75.3%	282	7.2%	690	17.6%

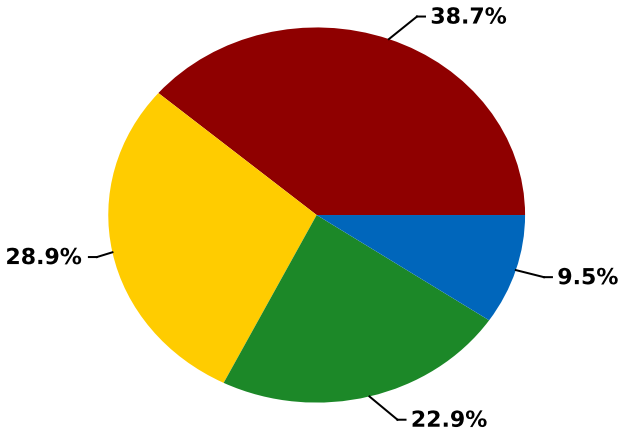


Projected to: **NV-Smarter Balanced Assessment Consortia** taken in **spring**.

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View Linking Study: https://www.nwea.org/resources/nevada-linking-study/

Grade	Student Count	Minimal Understanding		Partial Understanding		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	665	347	52.2%	166	25.0%	93	14.0%	59	8.9%
3	682	294	43.1%	184	27.0%	123	18.0%	81	11.9%
4	705	335	47.5%	151	21.4%	135	19.1%	84	11.9%
5	621	241	38.8%	164	26.4%	150	24.2%	66	10.6%
6	689	218	31.6%	219	31.8%	187	27.1%	65	9.4%
7	661	196	29.7%	221	33.4%	197	29.8%	47	7.1%
8	689	194	28.2%	257	37.3%	193	28.0%	45	6.5%
Total	4712	1825	38.7%	1362	28.9%	1078	22.9%	447	9.5%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

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Projected Proficiency Summary Report

Aggregate by District by Grade

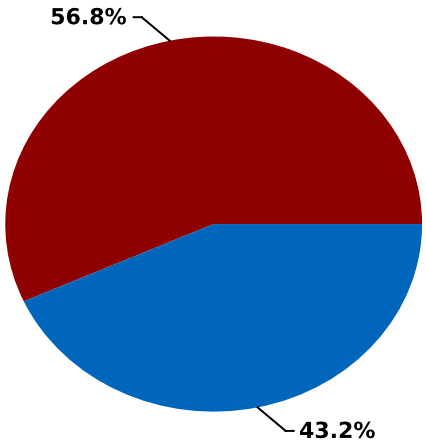
Term Tested: Spring 2022-2023
District: Lyon
Grouping: None

Language Arts: Reading

Projected to: **SAT** taken in **spring**.

View Linking Study: https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	621	348	56.0%	273	44.0%
6	689	379	55.0%	310	45.0%
7	661	406	61.4%	255	38.6%
8	689	391	56.7%	298	43.3%
9	647	353	54.6%	294	45.4%
Total	3307	1877	56.8%	1430	43.2%



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Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

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3.2 - District/Grade MAP Growth Data

Student Growth Summary Report

Aggregate by District

Term: Spring 2022-2023
District: Lyon

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022) ^
End - 28 (Spring 2023) ^
Grouping: None
Small Group Display: No

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	**14**	**140.1**	**11.0**	**54**	**151.8**	**14.3**	**28**	**12**	**2.3**	**15.2**	**-1.83**	**3**	**14**	**5**	**36**	**39**
1	**597**	**159.1**	**11.8**	**44**	**173.4**	**12.0**	**43**	**14**	**0.3**	**14.4**	**-0.06**	**48**	**597**	**301**	**50**	**47**
2	**635**	**170.7**	**13.2**	**23**	**183.0**	**13.3**	**22**	**12**	**0.3**	**12.7**	**-0.21**	**42**	**635**	**275**	**43**	**41**
3	**625**	**185.3**	**13.6**	**30**	**194.9**	**13.8**	**24**	**10**	**0.3**	**11.0**	**-0.75**	**23**	**625**	**269**	**43**	**39**
4	**659**	**196.8**	**14.2**	**34**	**204.3**	**14.6**	**25**	**8**	**0.3**	**9.4**	**-1.10**	**14**	**659**	**259**	**39**	**33**
5	**575**	**203.5**	**15.2**	**22**	**209.8**	**15.3**	**18**	**6**	**0.3**	**7.8**	**-0.76**	**22**	**575**	**242**	**42**	**36**
6	**663**	**210.7**	**14.2**	**30**	**217.3**	**15.4**	**30**	**7**	**0.3**	**6.9**	**-0.14**	**45**	**663**	**340**	**51**	**50**
7	**604**	**218.5**	**15.8**	**42**	**222.7**	**16.5**	**36**	**4**	**0.3**	**5.6**	**-0.79**	**22**	**604**	**253**	**42**	**39**
8	**657**	**221.6**	**15.6**	**37**	**226.1**	**16.2**	**36**	**5**	**0.3**	**4.6**	**-0.06**	**47**	**657**	**337**	**51**	**49**
9	**413**	**225.1**	**15.9**	**45**	**225.7**	**16.5**	**35**	**1**	**0.4**	**3.2**	**-1.56**	**6**	**413**	**172**	**42**	750 **38**
10	**341**	**225.4**	**15.9**	**36**	**227.3**	**16.8**	**32**	**2**	**0.5**	**3.0**	**-0.61**	**27**	**341**	**155**	**45**	**40**
11	**168**	**222.2**	**17.9**	**18**	**220.8**	**17.3**	**11**	**-1**	**0.8**	**2.3**	**-2.14**	**2**	**168**	**70**	**42**	**36**
12	**39**	**208.4**	**24.9**	**1**	**211.0**	**24.0**	**2**	**3**	**1.0**	**0.4**	**1.23**	**89**	**39**	**24**	**62**	**70**

Explanatory Notes
[1]**User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.**
^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.
* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.
** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.
‡Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

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Student Growth Summary Report

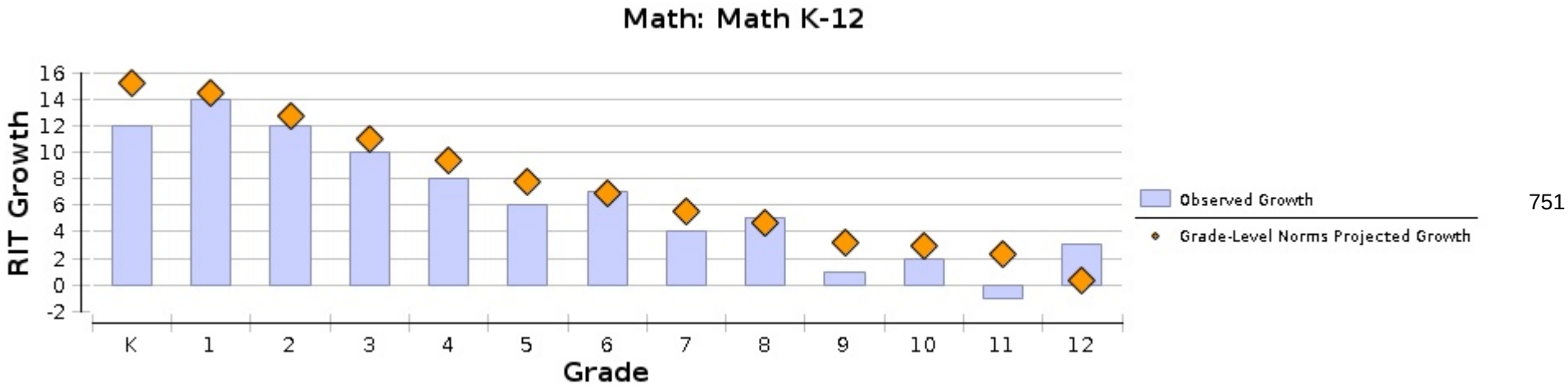
Aggregate by District

Term: Spring 2022-2023
District: Lyon

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022) ^
End - 28 (Spring 2023) ^
Grouping: None
Small Group Display: No

Math: Math K-12

		Comparison Periods							Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth				Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
751																



Explanatory Notes

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Weeks of Instruction: Start - 4 (Fall 2022) ^
End - 28 (Spring 2023) ^
Grouping: None
Small Group Display: No

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	16	137.8	6.9	59	155.4	9.8	81	18	2.2	14.1	1.67	95	16	12	75	77
1	587	154.2	11.8	37	166.7	13.1	31	13	0.4	13.7	-0.54	30	587	254	43	41
2	625	164.5	15.3	11	177.7	15.9	17	13	0.4	11.8	0.66	75	625	323	52	49
3	629	182.1	16.6	26	191.6	16.5	26	9	0.4	9.8	-0.17	43	629	300	48	43
4	664	191.2	17.1	22	198.2	15.9	20	7	0.4	7.8	-0.47	32	664	289	44	39
5	571	198.5	16.7	20	204.6	15.1	20	6	0.4	6.3	-0.12	45	571	270	47	44
6	644	205.9	15.4	28	210.3	14.5	25	4	0.3	5.0	-0.41	34	644	309	48	44
7	612	211.9	14.4	38	213.2	14.6	25	1	0.4	3.9	-1.73	4	612	245	40	34
8	649	214.3	14.6	32	216.5	13.9	27	2	0.3	3.5	-0.75	23	649	289	45	752 41
9	457	218.7	15.8	49	219.1	15.5	41	1	0.4	2.3	-1.09	14	457	201	44	42
10	452	218.9	15.6	38	219.2	15.1	31	0	0.4	2.0	-1.18	12	452	189	42	41
11	138	217.2	17.0	22	214.0	17.9	10	-3	0.9	1.3	-2.42	1	138	44	32	30
12	124	218.2	18.9	27	215.6	17.5	20	-3	1.0	0.0	-1.38	8	124	42	34	41

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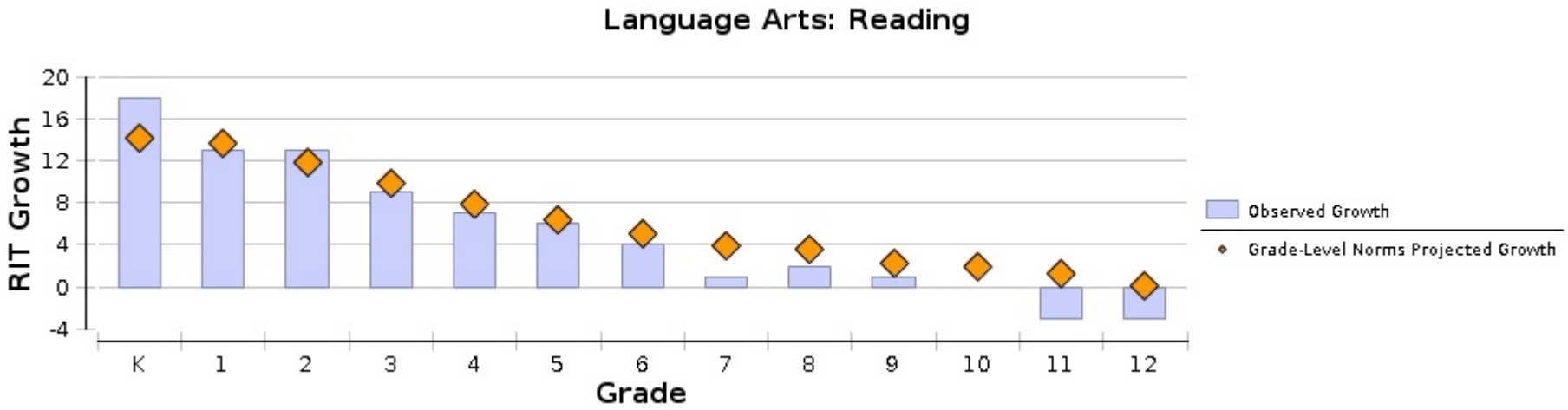
Aggregate by District

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Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022) ^
End - 28 (Spring 2023) ^
Grouping: None
Small Group Display: No

Language Arts:
Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	753															



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Student Growth Summary Report

Aggregate by District

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District: Lyon

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Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022) ^
End - 28 (Spring 2023) ^
Grouping: None
Small Group Display: No

Language Arts:
Reading (Spanish)

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	0	**			**			**					**			
5	1	*			*			*					*			
6	1	*			*			*					*			
7	2	*			*			*					*			
8	1	*			*			*					*			754
9	0	**			**			**					**			
10	0	**			**			**					**			
11	0	**			**			**					**			
12	0	**			**			**					**			

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Student Growth Summary Report

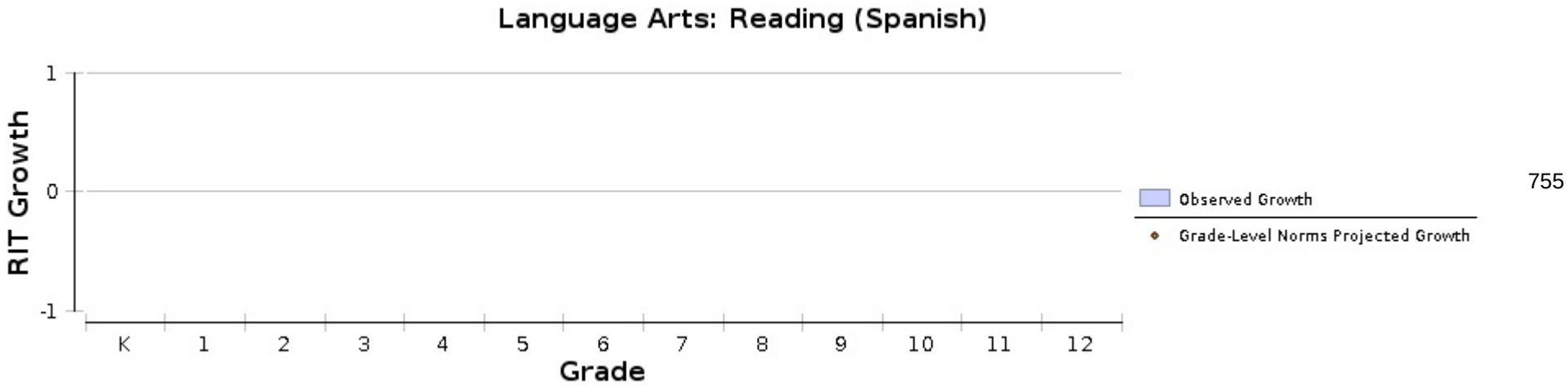
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District: Lyon

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022) ^
End - 28 (Spring 2023) ^
Grouping: None
Small Group Display: No

Language Arts:
Reading (Spanish)

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	755															



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Student Growth Summary Report

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Weeks of Instruction: Start - 4 (Fall 2022) ^
End - 28 (Spring 2023) ^
Grouping: None
Small Group Display: No

Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against							
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms				
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	
K	0	**			**			**					**				
1	0	**			**			**					**				
2	73	168.7	13.7	21	175.9	13.0	5	7	1.2	13.2	-2.42	1	73	13	18	24	
3	93	180.9	15.2	15	187.8	14.5	7	7	1.0	10.0	-1.84	3	93	36	39	31	
4	84	188.6	16.6	10	195.2	15.5	8	7	1.1	7.6	-0.71	24	84	38	45	36	
5	0	**			**			**					**				
6	0	**			**			**					**				
7	41	209.3	12.3	31	213.0	11.5	32	4	1.2	3.6	0.08	53	41	26	63	59	
8	0	**			**			**					**				
9	0	**			**			**					**				
10	0	**			**			**					**				
11	0	**			**			**					**				
12	0	**			**			**					**				

756

Explanatory Notes
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Student Growth Summary Report

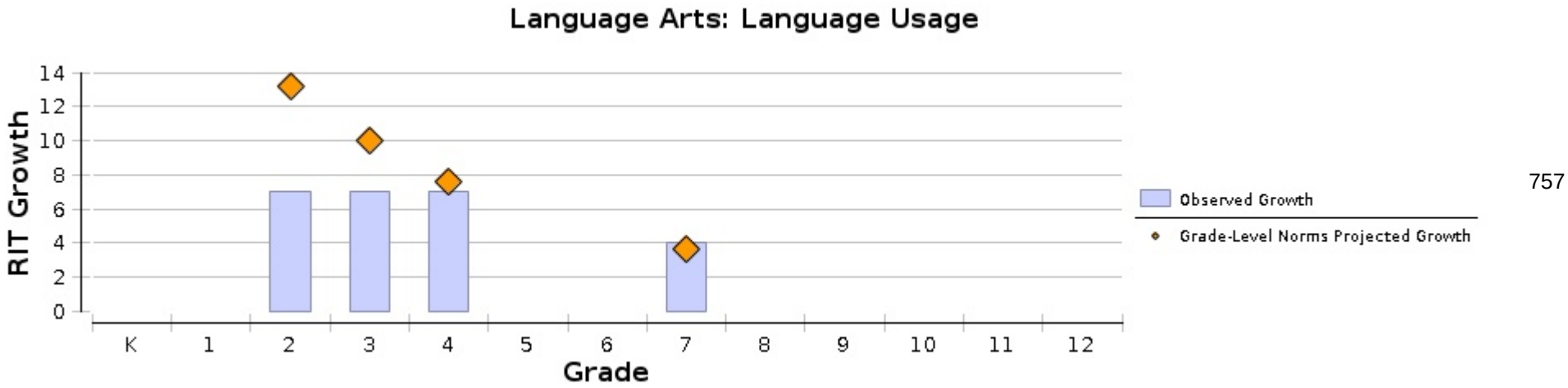
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District: Lyon

Norms Reference Data: 2020 and User Norms[1].
Growth Comparison Period: Fall 2022 - Spring 2023
Weeks of Instruction: Start - 4 (Fall 2022) ^
End - 28 (Spring 2023) ^
Grouping: None
Small Group Display: No

Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade	Total Number of Growth Events‡ (Spring 2023)	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	757															



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Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	0	**			**			**					**			
4	0	**			**			**					**			
5	51	197.5	10.5	32	201.3	10.5	23	4	1.0	5.5	-0.92	18	51	21	41	38
6	156	201.2	11.7	33	205.9	11.7	36	5	0.6	4.4	0.16	56	156	90	58	51
7	328	208.1	11.2	60	210.0	11.5	48	2	0.4	3.7	-1.01	16	328	141	43	37
8	351	211.5	11.2	61	214.9	11.5	60	3	0.4	3.5	-0.05	48	351	185	53	50
9	85	212.6	12.4	57	214.0	11.9	51	1	0.7	2.5	-0.55	29	85	46	54	758 52
10	80	213.9	14.4	54	216.0	13.0	54	2	0.8	2.1	0.03	51	80	36	45	45
11	56	210.9	13.9		211.8	13.5		1	1.0				0			
12	0	**			**			**					**			

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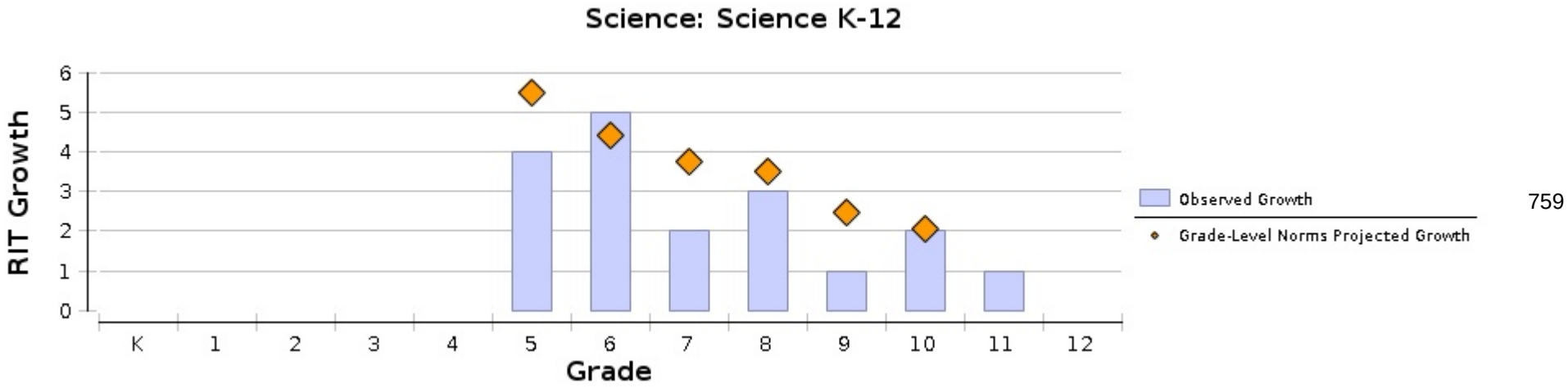
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Science: Science K-12

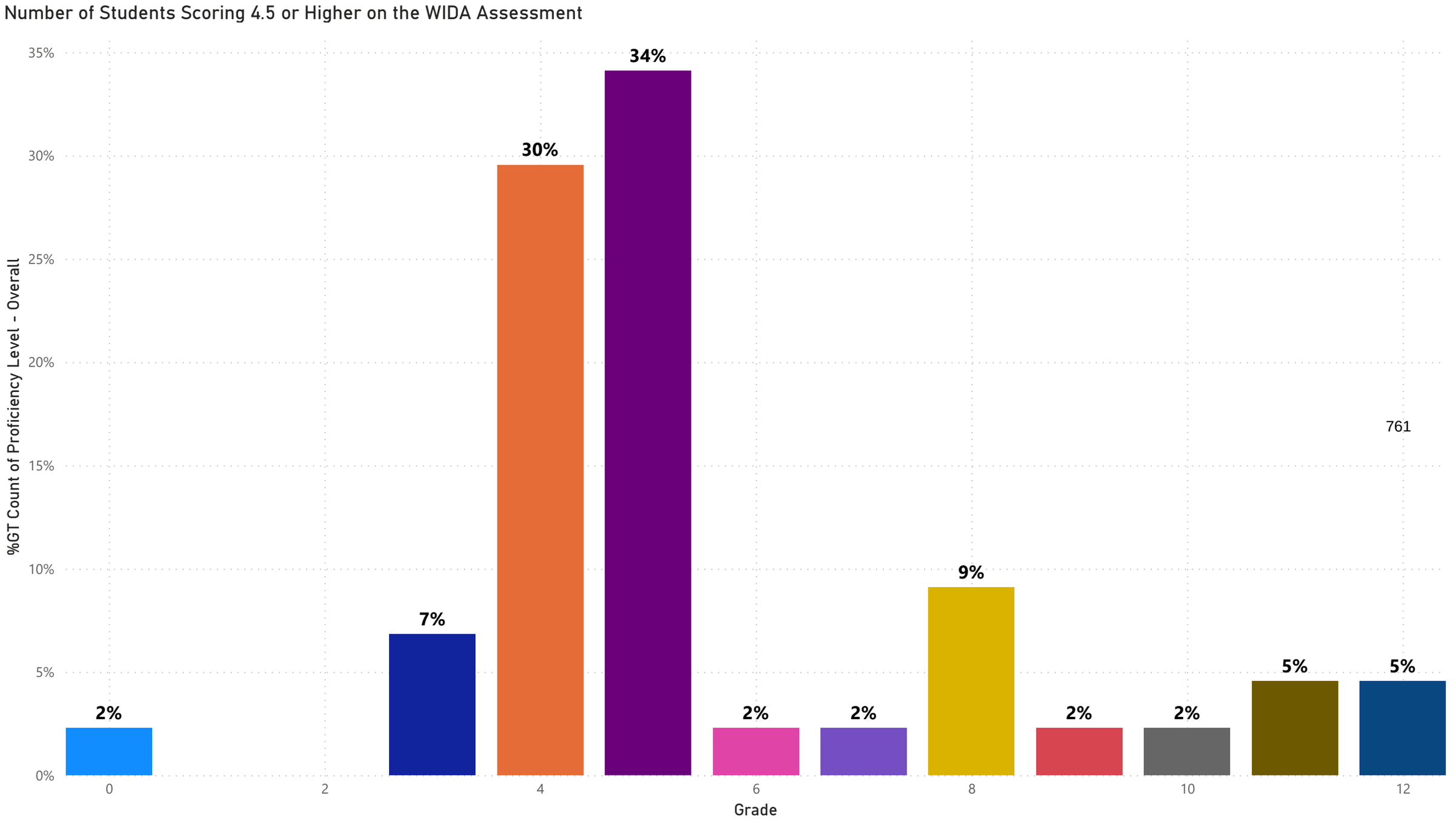
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759																

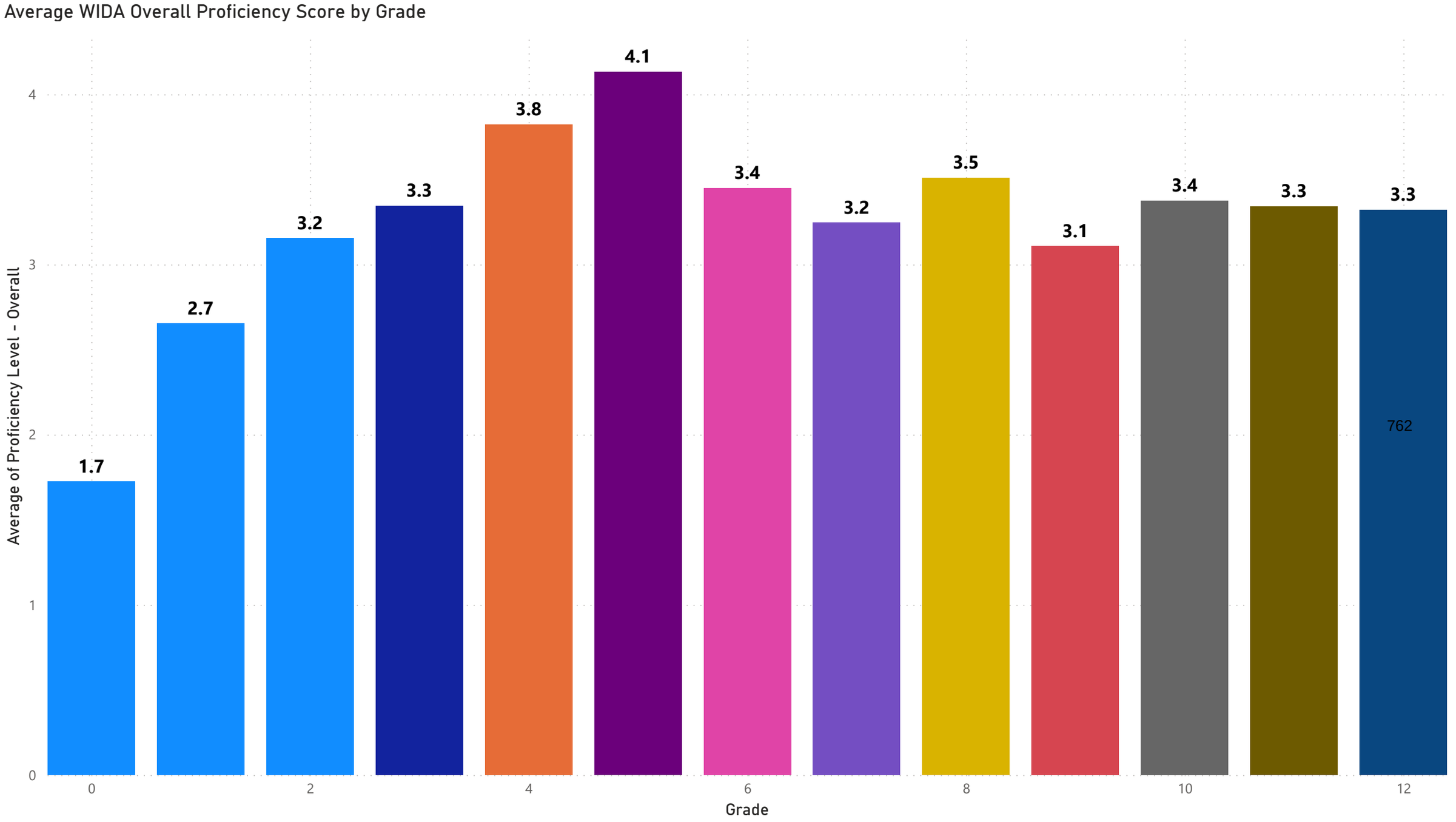


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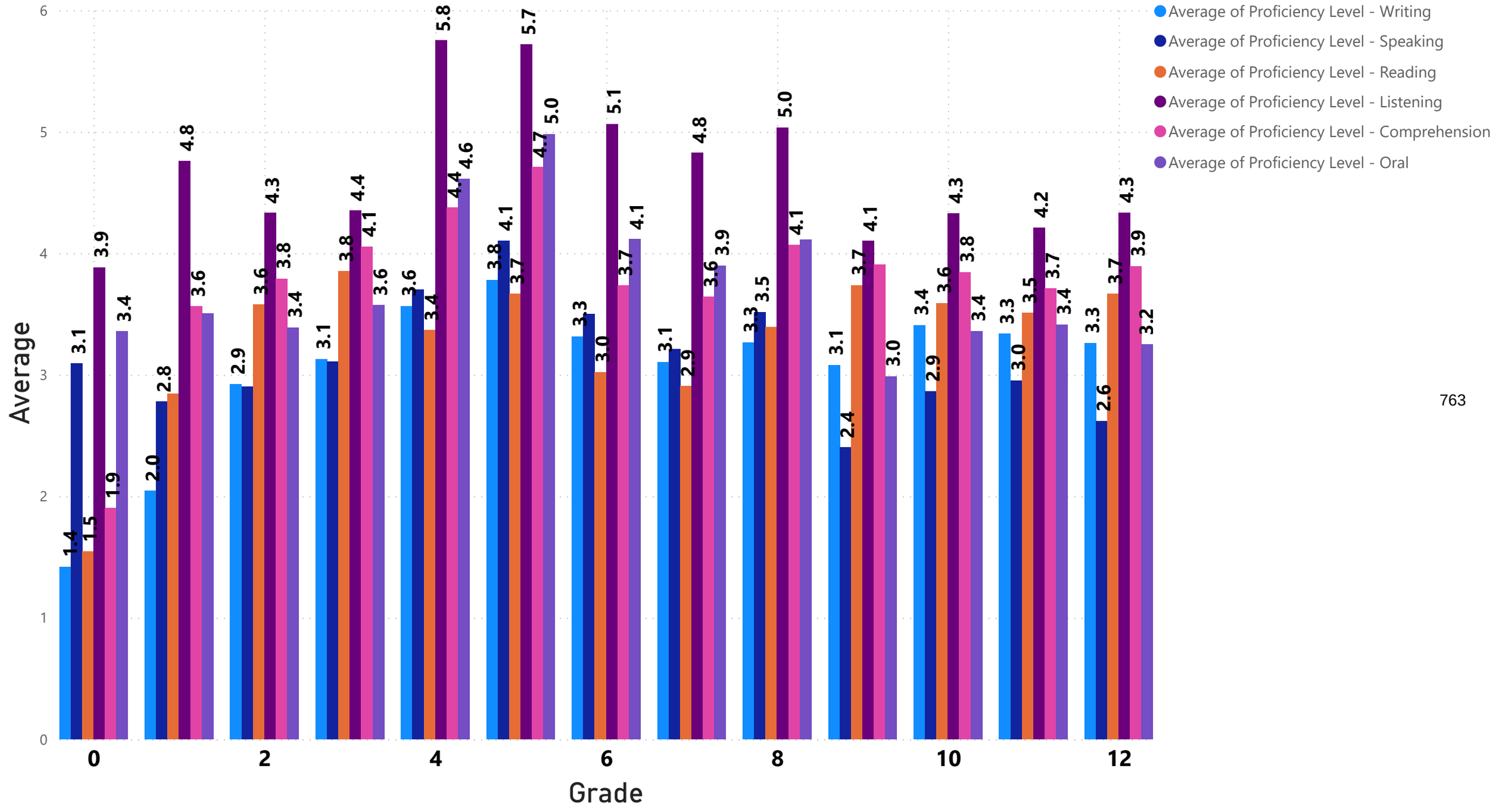
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4.1 - 2022/2023 District WIDA Assessment Data


Number of Students Scoring 4.5 or Higher on the WIDA Assessment
%GT Count of Proficiency Level - Overall
35%
30%
25%
20%
15%
10%
5%
0%
2%
7%
30%
34%
2%
2%
9%
2%
2%
5%
5%
761
0
2
4
6
8
10
12
Grade

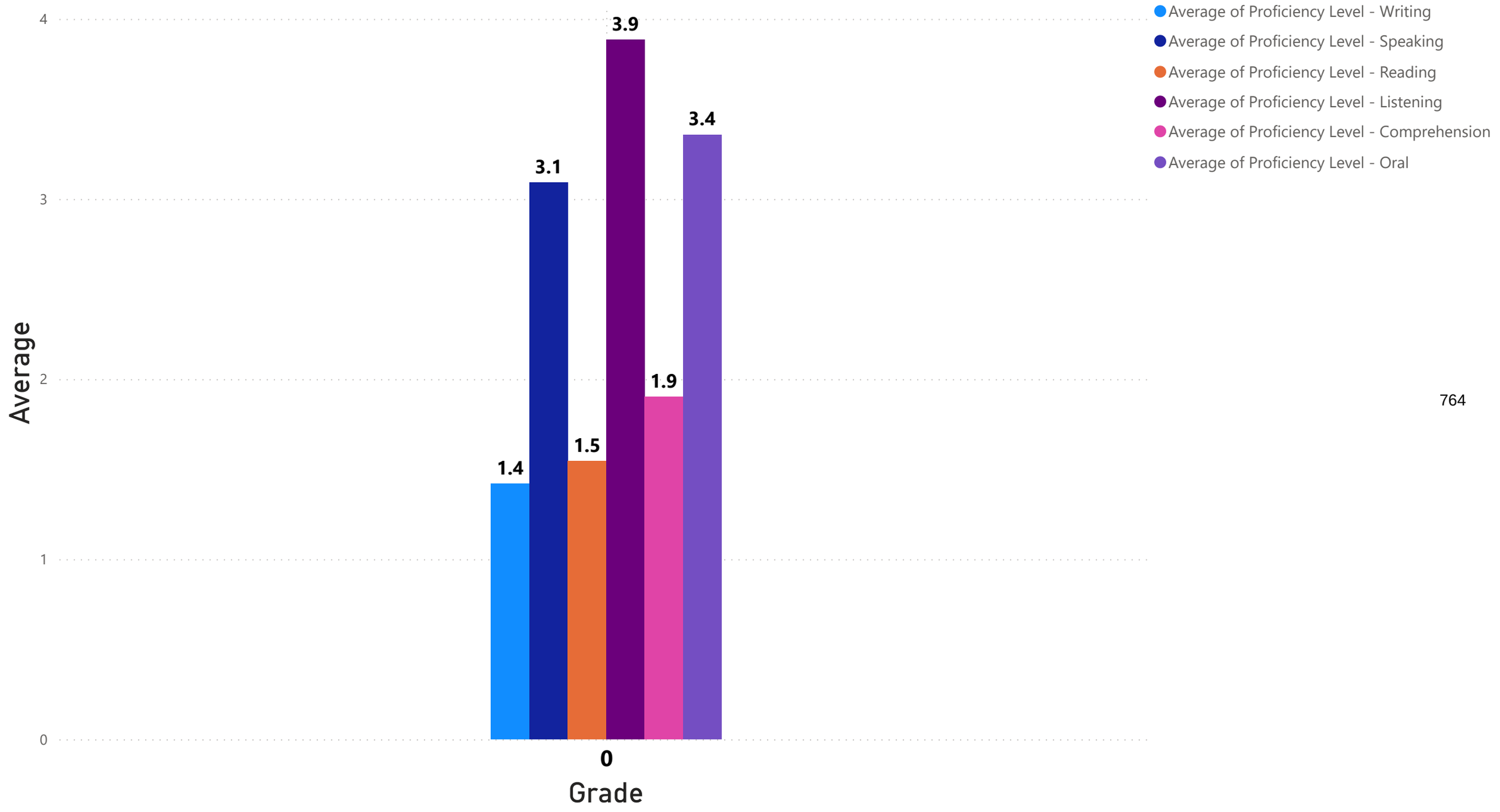

Average WIDA Overall Proficiency Score by Grade
Average of Proficiency Level - Overall
Grade
0
1
2
3
4
0
2
4
6
8
10
12
1.7
2.7
3.2
3.3
3.8
4.1
3.4
3.2
3.5
3.1
3.4
3.3
3.3
762

Average WIDA Overall Proficiency Score by Grade

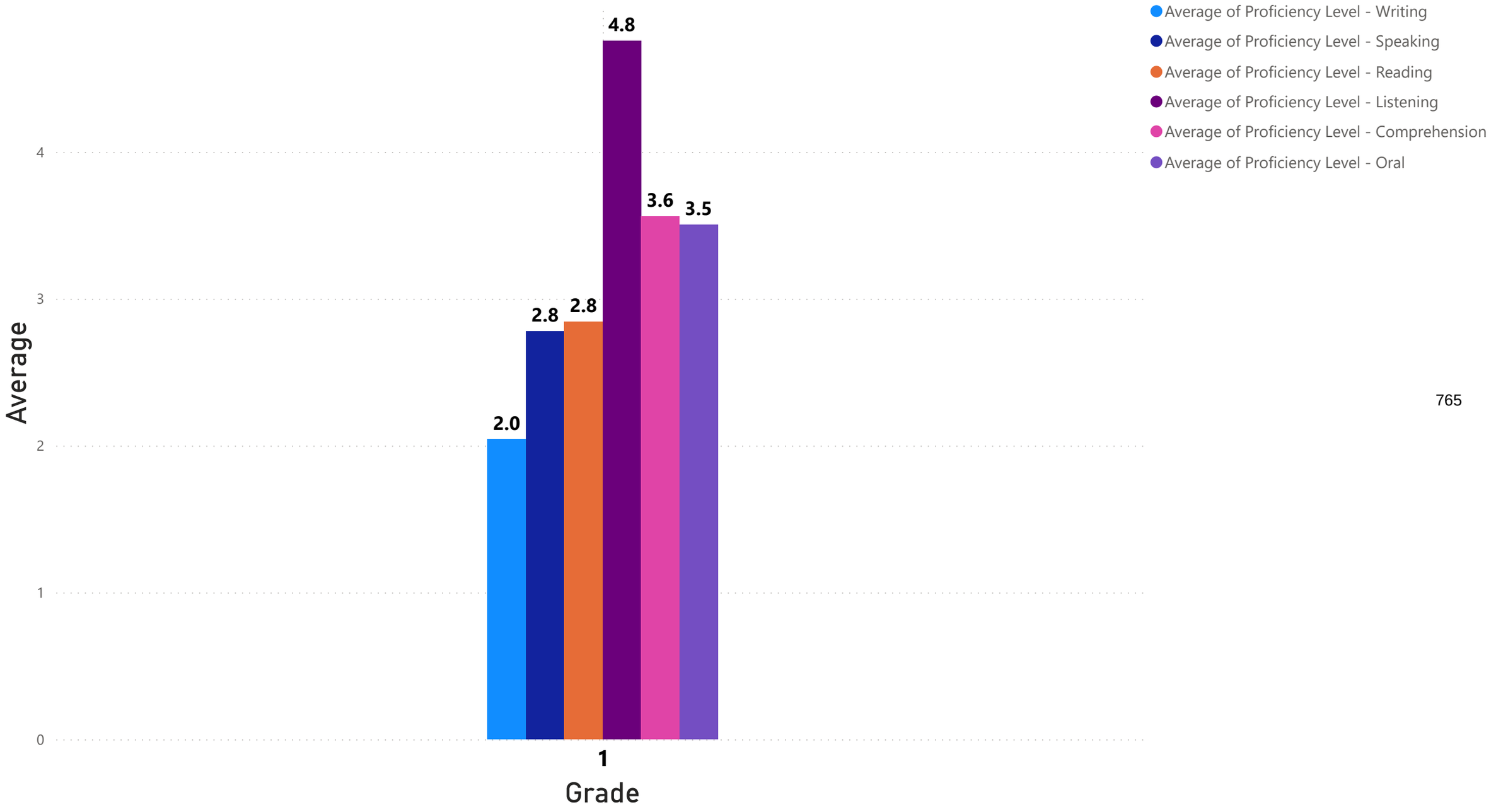


763

Average WIDA Overall Proficiency Score by Grade

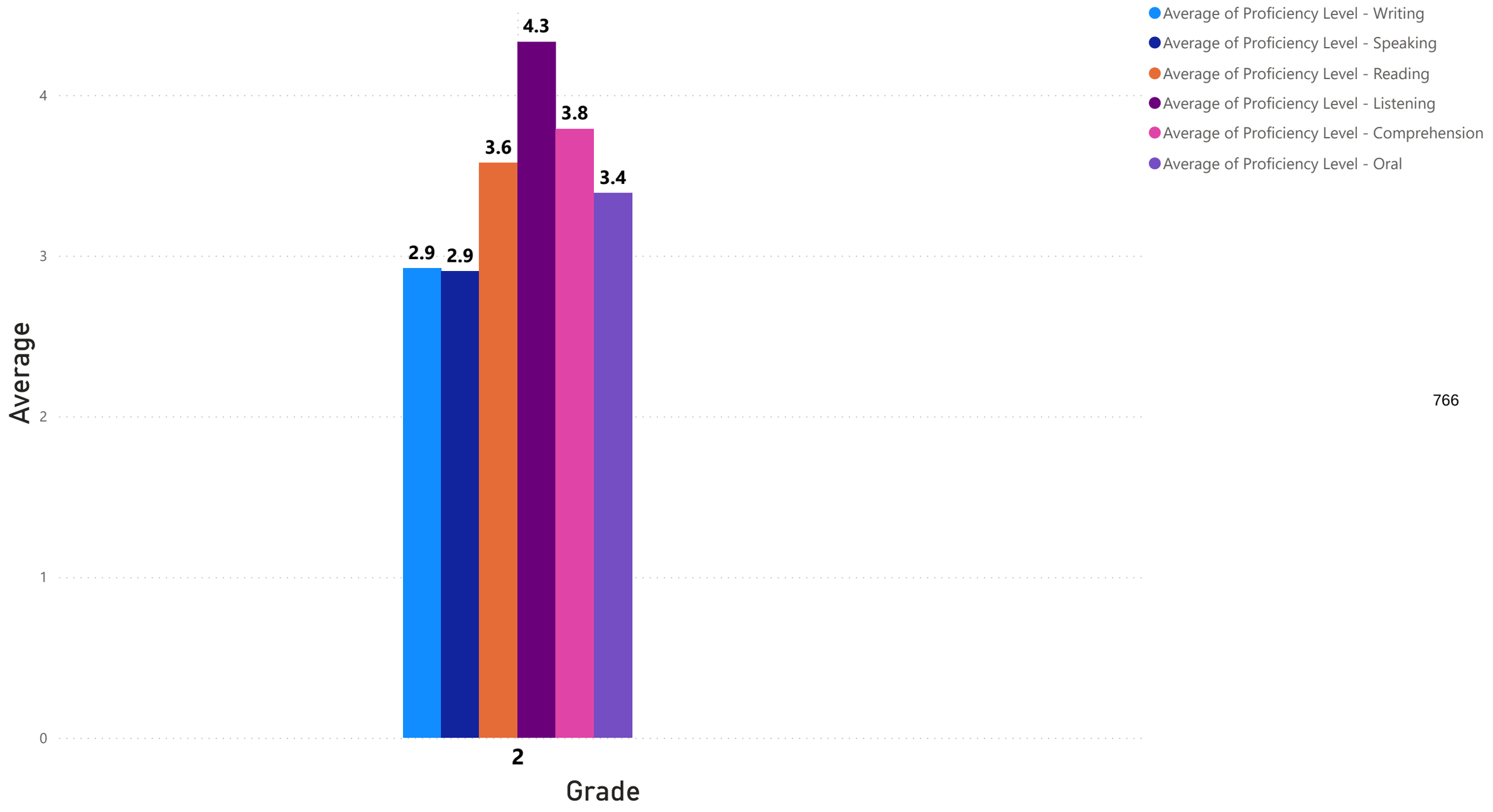


Average WIDA Overall Proficiency Score by Grade



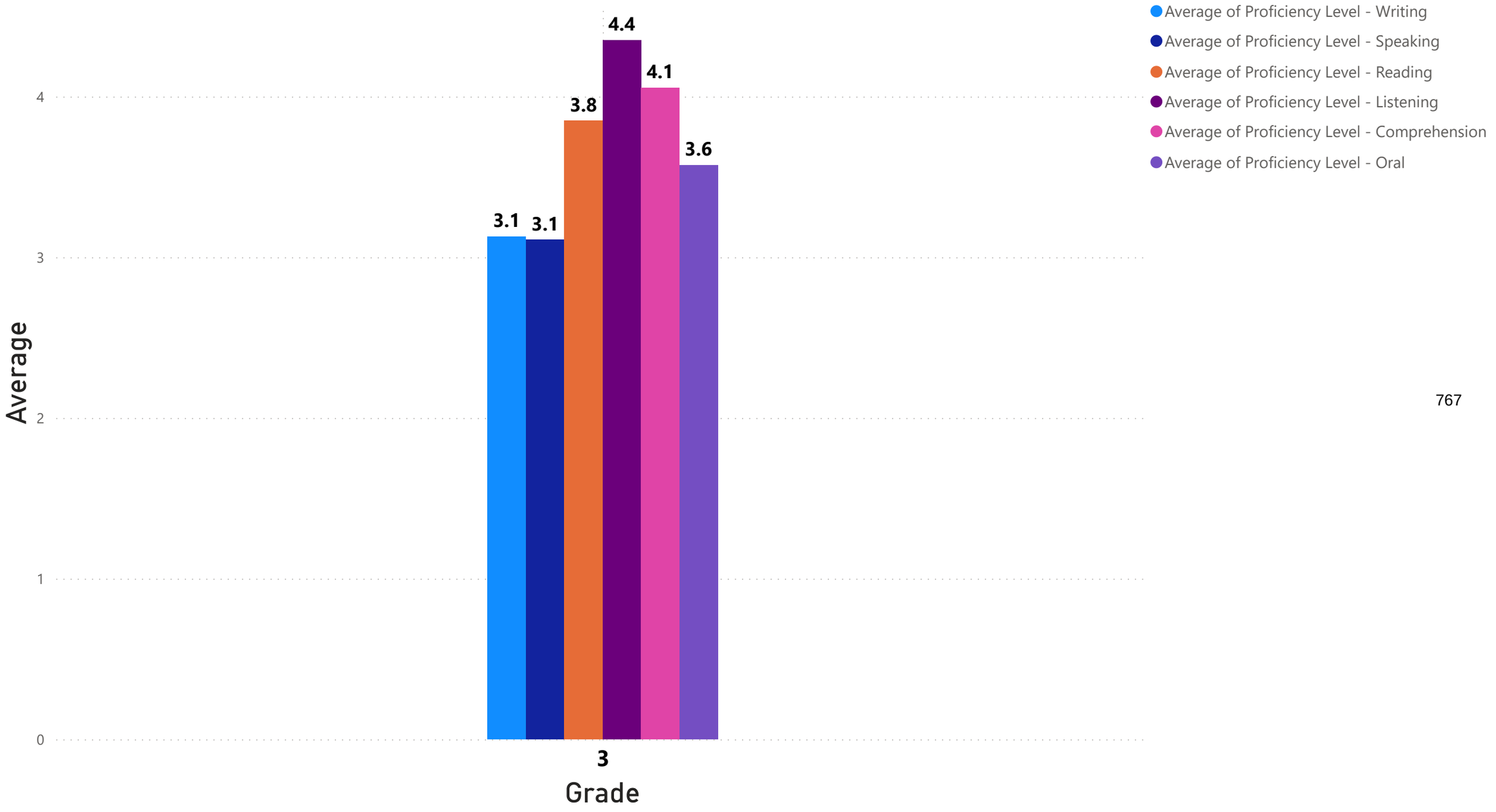
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Average WIDA Overall Proficiency Score by Grade

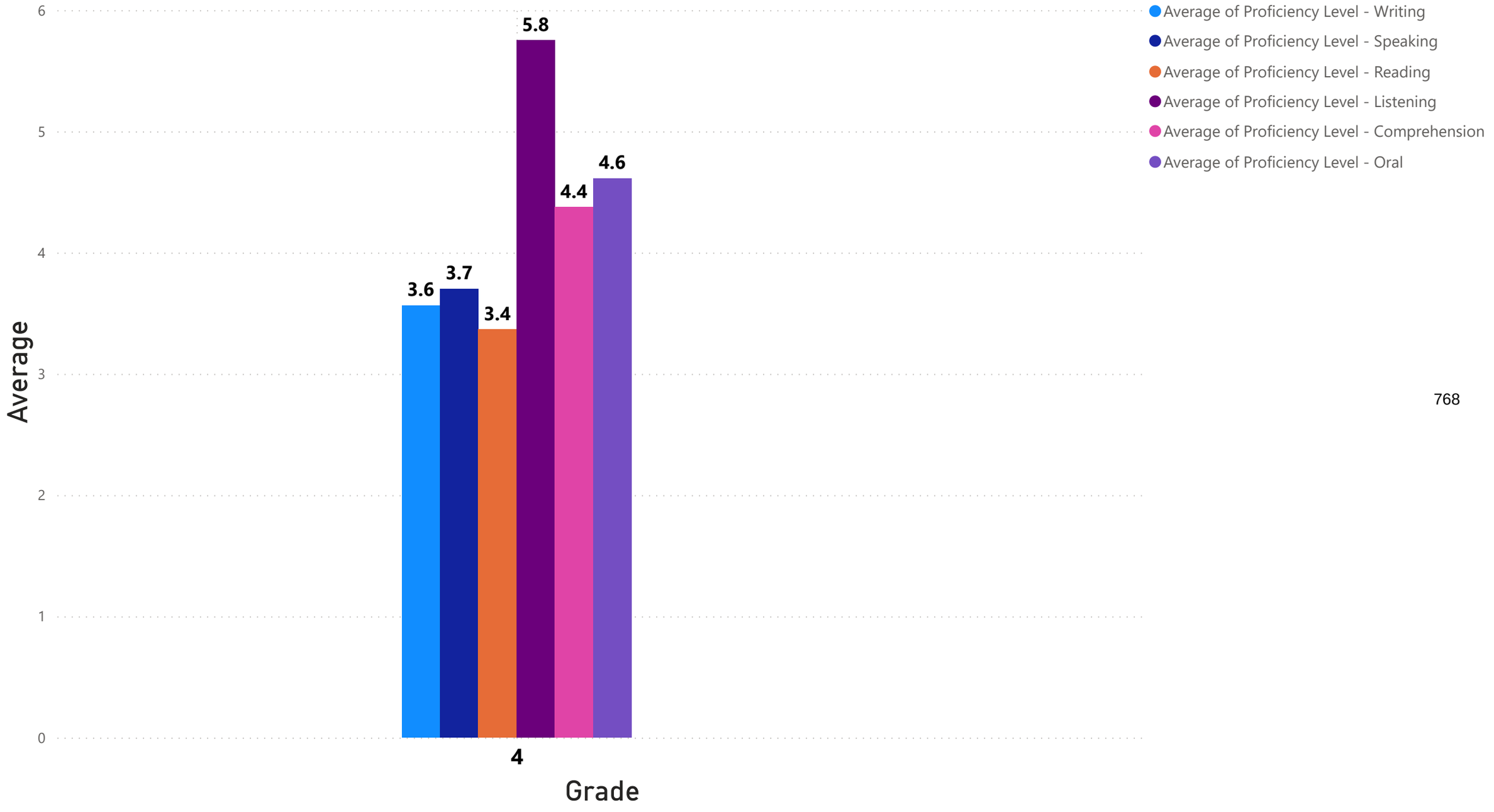


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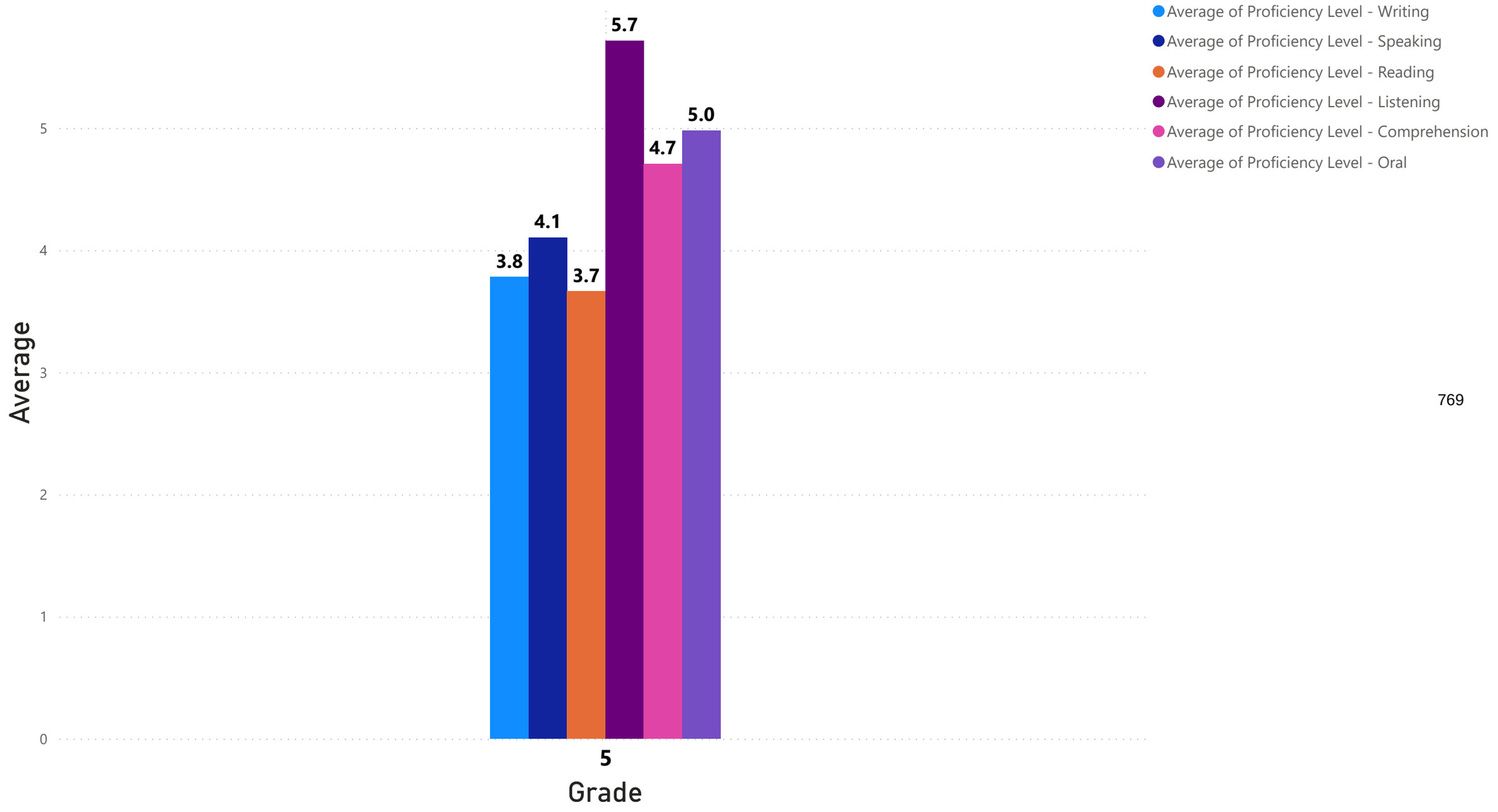
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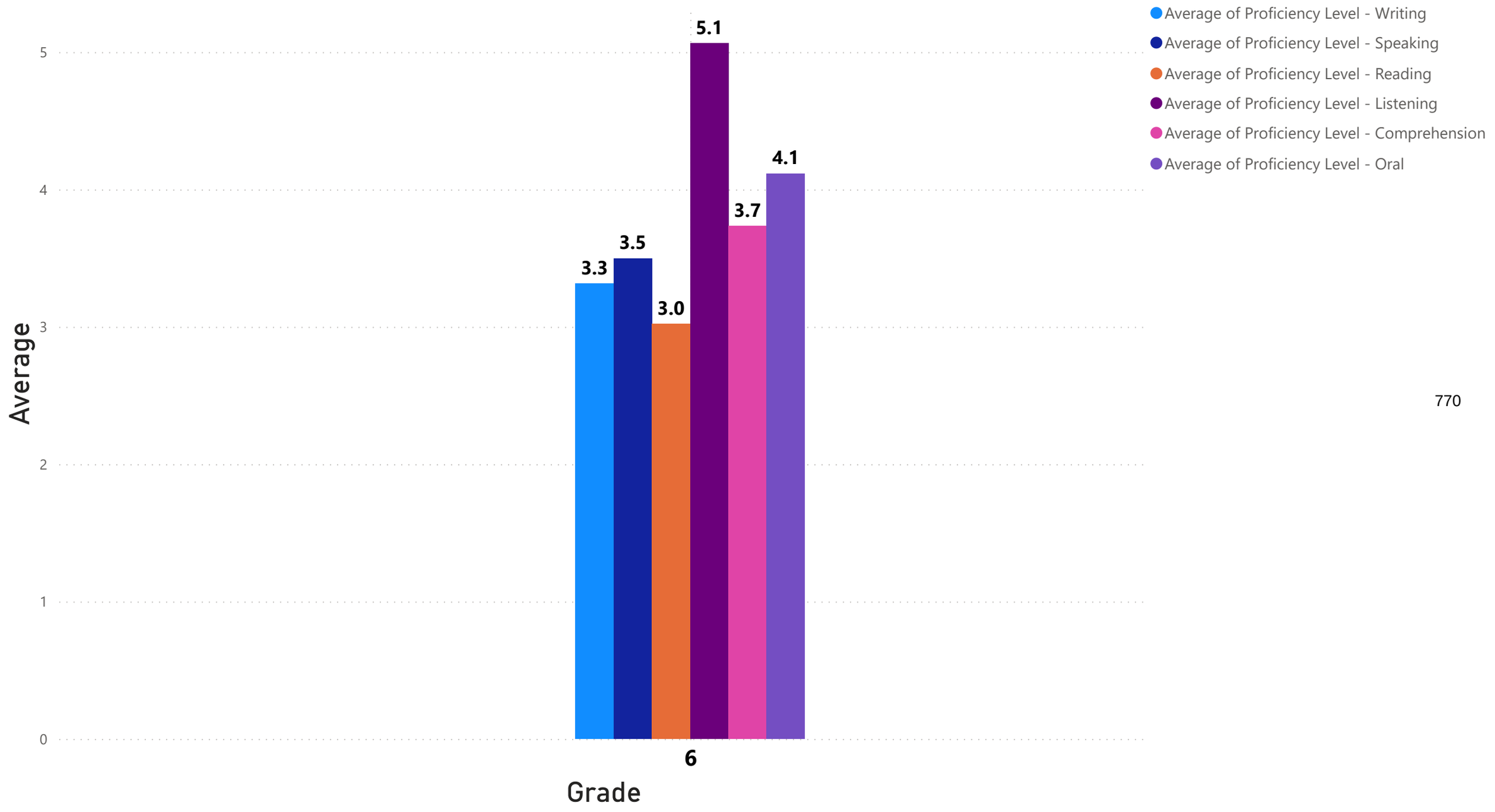
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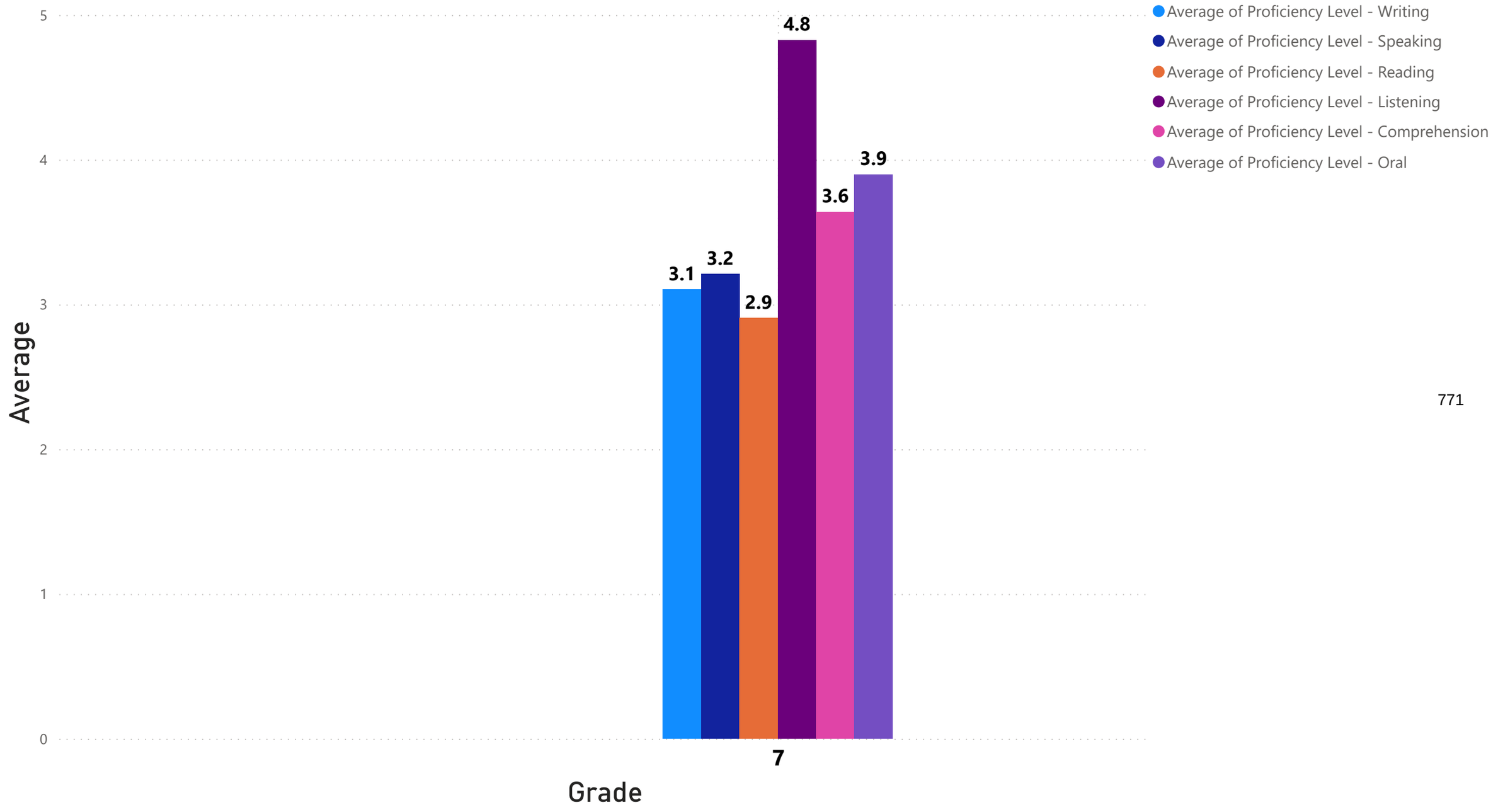
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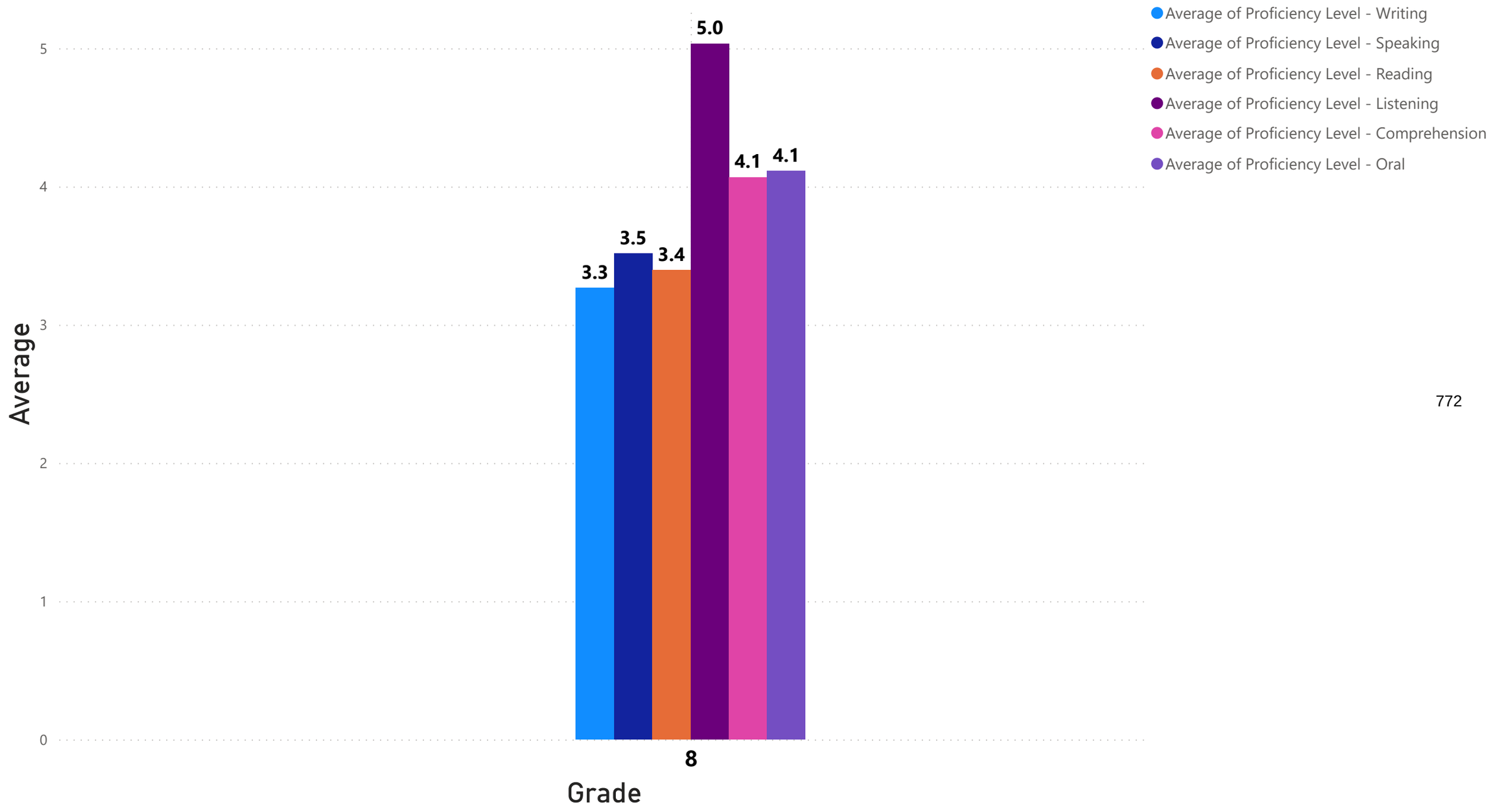
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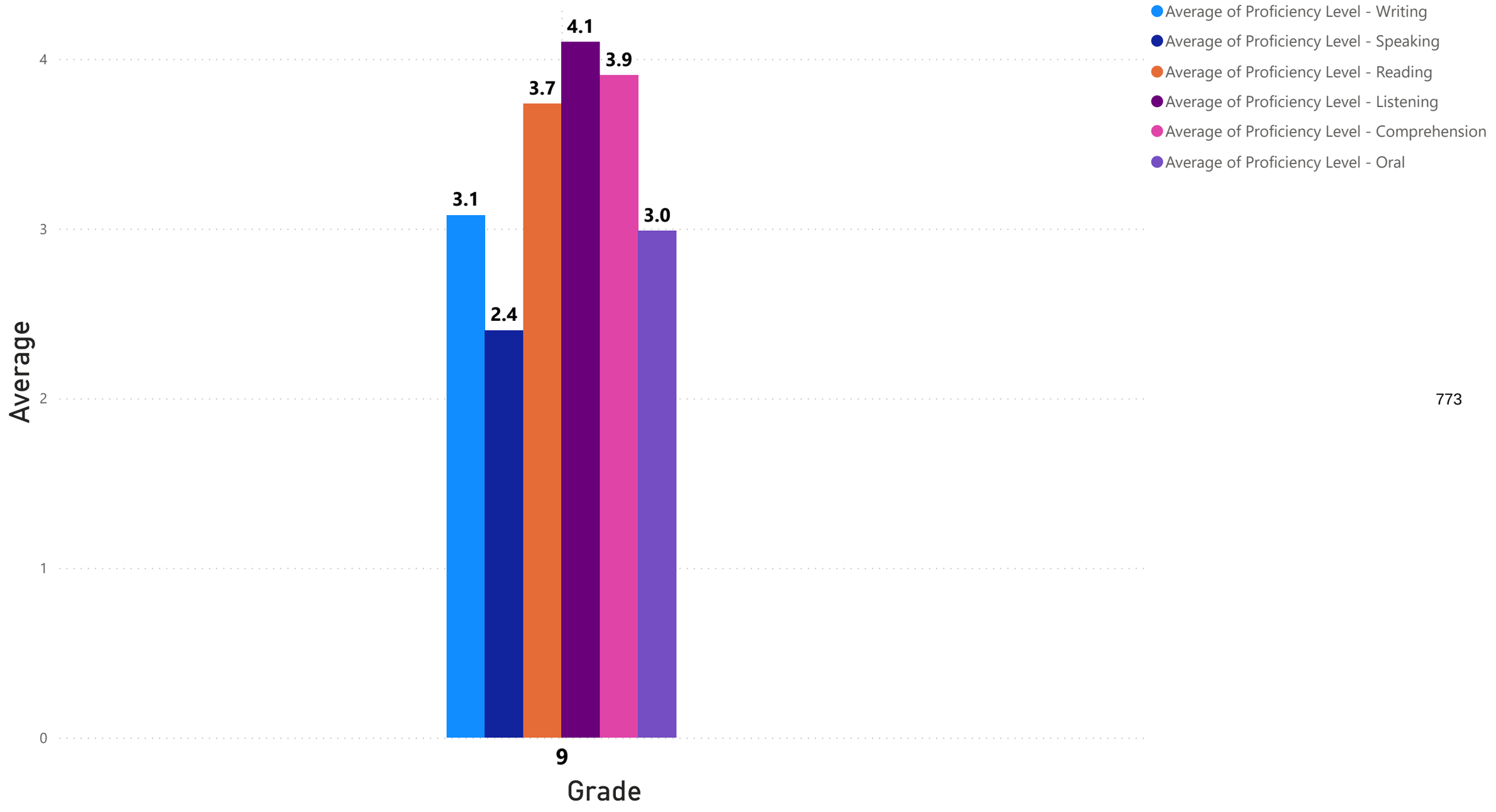
Average WIDA Overall Proficiency Score by Grade



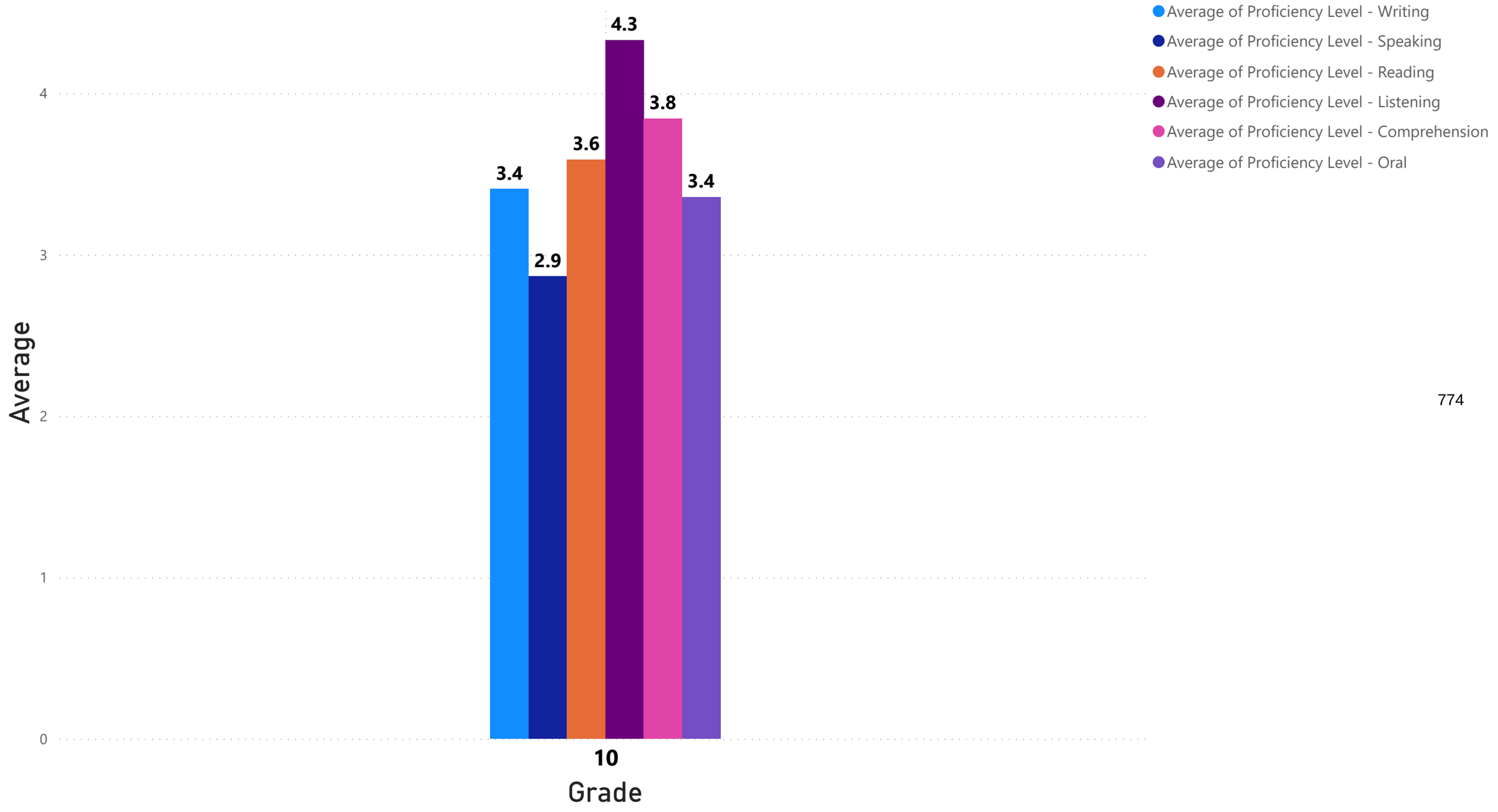
Average WIDA Overall Proficiency Score by Grade



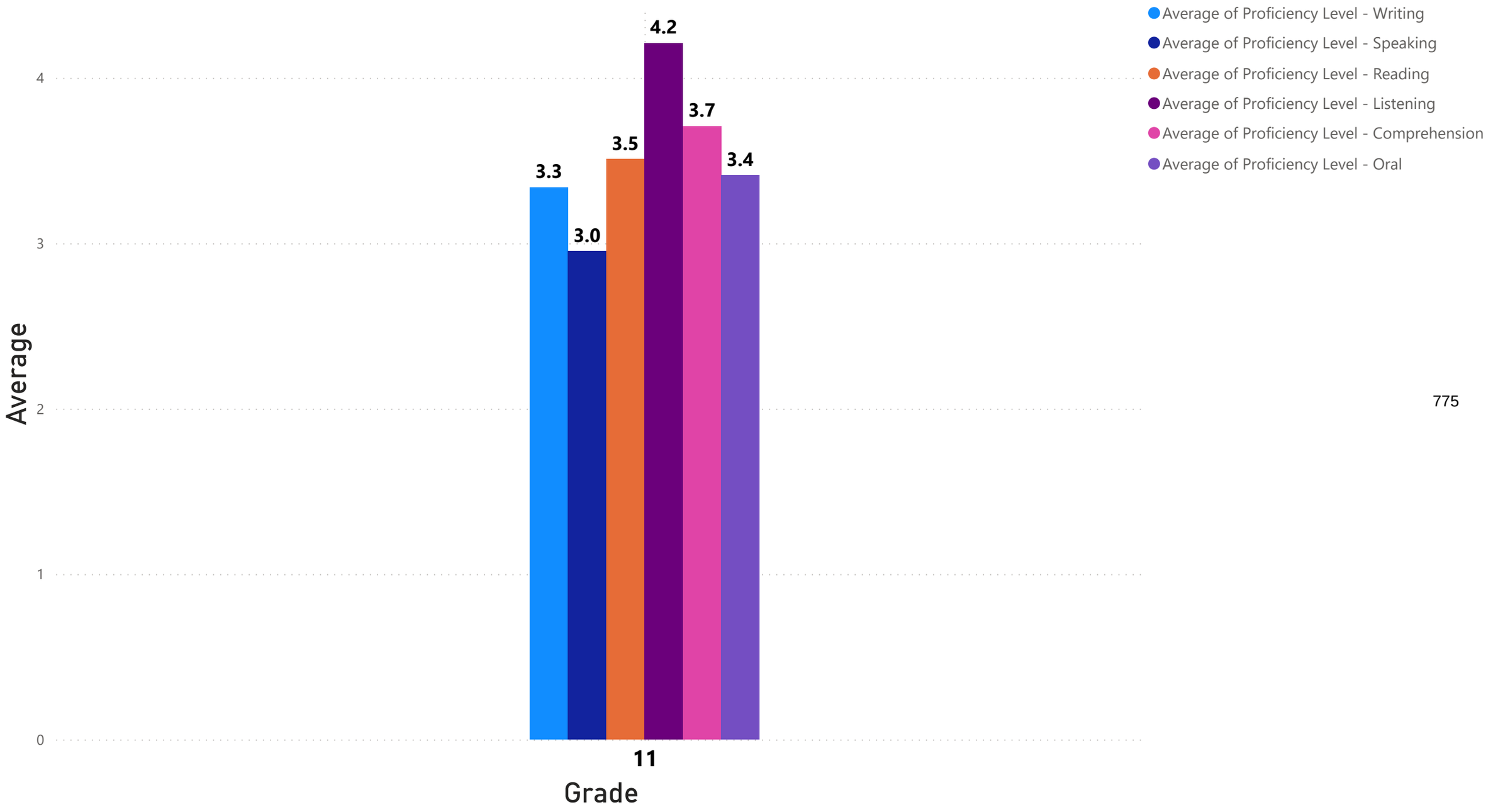
Average WIDA Overall Proficiency Score by Grade



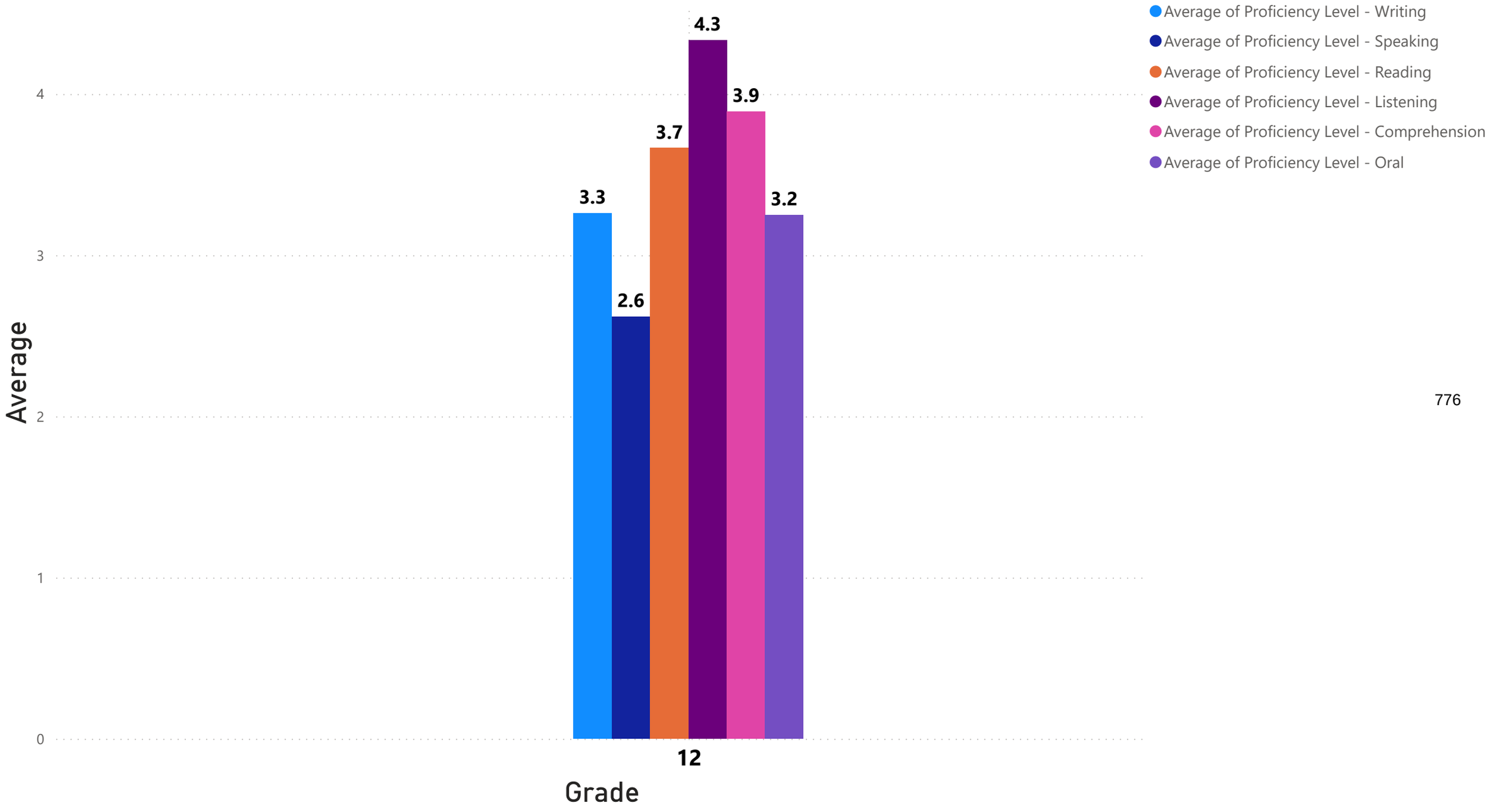
Average WIDA Overall Proficiency Score by Grade



Average WIDA Overall Proficiency Score by Grade



Average WIDA Overall Proficiency Score by Grade



5.1 - 22/23 Career and Technical Education (CTE) Assessment Data

CTE Assessment Results

2022-2023

This document was prepared by:
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Introduction

Students enrolled in the completion level course of their chosen program of study are required to take both the **Workplace Readiness Skills (WRS)** and **End-of-Program (EOP)** technical skills assessments. The WRS assessment aligns with the Nevada CTE Employability Skills for Career Readiness Standards. This assessment provides a measurement of student employability skills. Students who have completed two or more programs of study will need to take and pass the WRS only once. The **End-of-Program** technical assessment aligns with the Nevada CTE skill standards for each program. This assessment provides a measurement of student technical skill attainment learned throughout all levels of the program. These are both pass/fail assessments with each of the 72 live assessments (listed on page 12) having its own unique cut score. Students are provided the opportunity to retest if they failed an assessment during the live test window or during the previous year. The assessment results in the report include the best score for those students who have tested in the current reporting year and include students who have retaken assessments.

Each student who completes a course of study may be awarded a **CTE Certificate of Skill Attainment,** which states that they have attained specific skills in the industry being studied and meets the following criteria: A student must maintain a 3.0 grade point average (GPA) in their approved course of study, pass the Workplace Readiness Skills Assessment, and pass the end-of-program technical assessment. Students who earn a certificate are also eligible to receive the **CTE endorsement** on their high school diploma, which is one of the required options towards the **College and Career Ready (CCR) diploma.**

Workplace Readiness Skills Performance					
Workplace Readiness Skills	**Enrolled**	**Tested**	**Participation Rate**	**Passed**	**%Passed**
Statewide Total	12742	11936	93.67%	8620	72%
Carson	203	201	99%	154	77%
Churchill	81	80	99%	45	56%
Clark	9489	8871	93%	6452	73%
Douglas	231	220	95%	165	75%
Elko	260	260	100%	154	59%
Humboldt	74	73	99%	46	63%
Lander	22	22	100%	12	55%
Lincoln	52	52	100%	29	56%
Lyon	183	176	96%	124	70%
Mineral	*n*	*n*	100%	*n*	100%
Nye	204	204	100%	88	43%
Pershing	*n*	*n*	100%	*n*	63%
SPCSA	661	579	88%	429	74%
Washoe	1206	1124	93%	890	79%
White Pine	67	65	97%	26	40%

**n= cannot report participation number if less than 10*

End of Program Performance					
	Enrolled	**Tested**	**Participation Rate**	**Passed**	**%Passed**
Statewide Total	15390	14313	93%	8977	63%
Carson	236	235	99%	143	61%
Churchill	97	97	100%	62	64%
Clark	11769	10937	92%	6452	78%
Douglas	258	246	95%	144	59%
Elko	318	315	99%	177	56%
Humboldt	87	87	100%	44	51%
Lander	24	21	88%	*n*	43%
Lincoln	61	57	93%	36	63%
Lyon	203	193	95%	114	59%
Mineral	*n*	*n*	50%	*n*	100%
Nye	228	201	88%	95	47%
Pershing	*n*	*n*	100%	*n*	50%
SPCSA	684	592	87%	264	45%
Washoe	1345	1254	93%	948	76%
White Pine	70	69	99%	40	58%

**n = cannot report participation number if less than 10.*

Certificates Earned by District	
School District	**Count**
Statewide Total	6485
Carson	131
Churchill	46
Clark	4955
Douglas	103
Elko	112
Humboldt	16
Lander	-
Lincoln	10
Lyon	82
Mineral	*n*
Nye	51
Pershing	*n*
SPCSA	199
Washoe	754
White Pine	19

**No data on certificates reported from Lander*

Performance by Program Area					
End of Program Assessment	Enrolled	Tested	Participation Rate	Passed	%Passed
Statewide Total	15390	14313	93%	8977	63%
Accounting and Finance II	62	32	52%	*n*	19%
Accounting and Finance III	80	79	99%	37	47%
Administrative Services	54	53	98%	21	40%
Aerospace Engineering	57	56	98%	46	82%
Agricultural Leadership, Communication and Policy	80	66	83%	48	73%
Agricultural Mechanics Technology	125	119	95%	81	68%
Agriculture Business Systems	30	28	93%	17	61%
Animal Science	23	21	91%	*n*	33%
Animation	253	236	93%	185	78%
Architectural and Civil Engineering	237	220	93%	183	83%
Architectural Design	71	71	100%	49	69%
Automotive Service Technician	28	28	100%	18	64%
Automotive Technology II	907	824	91%	456	55%
Automotive Technology III	443	389	88%	179	46%
Aviation Maintenance Technician	55	55	100%	37	67%
Aviation Technology	73	73	100%	59	81%
Baking and Pastry	142	133	94%	72	54%
Biomedical	223	222	100%	200	90%
Business Management	302	269	89%	192	71%
Community Health Science	376	372	99%	302	81%
Computer Science	376	351	93%	259	74%
Construction Technology	203	195	96%	165	85%
Cosmetology	64	64	100%	42	66%
Criminal Justice	108	99	92%	67	68%
Culinary Arts	1248	1171	94%	445	38%
Cybersecurity	345	325	94%	142	44%
Dental Science	35	35	100%	32	91%
Diesel Technology	38	35	92%	25	71%
Digital Game Development	262	257	98%	114	44%
Drafting and Design	154	148	96%	75	51%

End of Program Assessment	Enrolled	Tested	Participation Rate	Passed	%Passed
Statewide Total	15390	14313	93%	8977	63%
Early Childhood Education	154	145	94%	134	92%
Electronics Technology	*n*	*n*	100%	*n*	14%
Emergency Medical Technician	256	249	97%	139	56%
Emergency Telecommunications	28	27	96%	27	100%
Energy Technologies	23	21	91%	19	90%
Environmental Engineering	53	53	100%	50	94%
Environmental Management	27	27	100%	25	93%
Fashion, Textiles and Design	178	161	90%	103	64%
Fire Science	*n*	*n*	96%	*n*	20%
Floriculture Design and Management	*n*	*n*	95%	*n*	16%
Food Science Technology	*n*	*n*	49%	*n*	29%
Foods and Nutrition	272	253	93%	181	72%
Forensic Science	482	460	95%	312	68%
Furniture and Cabinetmaking	246	224	91%	140	63%
Graphic Design	508	491	97%	237	48%
Health Information Management	38	35	92%	*n*	20%
Hospitality and Tourism	296	263	89%	191	73%
Human Development	83	82	99%	68	83%
HVAC	*n*	*n*	100%	*n*	78%
Interior Design	19	18	95%	16	89%
IT - Networking	68	68	100%	58	85%
Landscape Design and Management	41	34	83%	*n*	0%
Law Enforcement	41	40	98%	33	83%
Manufacturing Technologies	72	70	97%	47	67%
Marketing	616	556	90%	432	78%
Mechanical Engineering	109	108	99%	94	87%
Mechanical Technology	136	130	96%	78	60%
Medical Assisting	249	186	75%	95	51%
Metalworking	125	108	86%	24	22%
Military Science	736	657	89%	549	84%
Multimedia Communications	302	257	85%	158	61%

End of Program Assessment	Enrolled	Tested	Participation Rate	Passed	%Passed
Statewide Total	15390	14313	93%	8977	63%
Nursing Assistant	235	234	100%	218	93%
Ornamental Horticulture/Greenhouse Management	35	33	94%	20	61%
Pharmacy Practice	326	285	87%	115	40%
Photography	494	475	96%	213	45%
Radio Production	13	11	85%	*n*	64%
Sports Medicine	601	593	99%	438	74%
Teaching and Training	469	421	90%	351	83%
Theater Technology	280	263	94%	132	50%
Veterinary Science	137	137	100%	106	77%
Video Production	754	698	93%	440	63%
Web Design and Development	177	167	94%	67	40%
Welding Technology	176	170	97%	71	42%

**n = cannot report participation number if less than 10.*

Certificates Earned by Program Area	
Program Name	**Count**
Accounting and Finance	34
Administrative Services	28
Aerospace Engineering	39
Agricultural Leadership, Communication and Policy	32
Agricultural Mechanics Technology	47
Agriculture Business Systems	13
Animal Science	5
Animation	101
Architectural and Civil Engineering	158
Architectural Design	37
Automotive Service Technician	11
Automotive Technology	309
Aviation Maintenance Technician	37
Aviation Technology	45
Baking and Pastry	63
Biomedical	138
Business Management	149
Community Health Science	226
Computer Science	195
Construction Technology	109
Cosmetology	39
Criminal Justice	41
Culinary Arts	338
Cybersecurity	159
Dental Science	32
Diesel Technology	10
Digital Game Development	73
Drafting and Design	57
Early Childhood Education	60
Electronics Technology	1
Emergency Medical Technician	97
Emergency Telecommunications	24

Certificates Earned by Program Area	
Program Name	**Count**
Energy Technologies	13
Environmental Engineering	45
Environmental Management	21
Fashion, Textiles and Design	61
Fire Science	1
Floriculture Design and Management	2
Food Science Technology	2
Foods and Nutrition	113
Forensic Science	203
Furniture and Cabinetmaking	99
Graphic Design	195
Health Information Management	6
Heating, Ventilation, Air Conditioning, and Refrigeration	5
Hospitality and Tourism	103
Human Development	62
Information Technology Networking	56
Interior Design	14
Law Enforcement	25
Manufacturing Technologies	31
Marketing	290
Mechanical Engineering	95
Mechanical Technology	64
Medical Assisting	89
Metalworking	18
Military Science	375
Multimedia Communications	70
Nursing Assistant	203
Ornamental Horticulture/Greenhouse Management	15
Pharmacy Practice	110
Photography	172
Radio Production	1
Sports Medicine	358

Certificates Earned by Program Area	
Program Name	**Count**
Teaching and Training	254
Theatre Technology	83
Veterinary Science	85
Video Production	327
Web Design and Development	62
Welding Technology	50
Grand Total	**6485**

Statewide Assessment Results 5-Year Comparison					
End-of-Program	**2022-2023**	**2021-2022**	**2020-2021**	**2019-2020**	**2018-2019**
Tested	14313	14982	11942	11627	10860
Passed	8977	8600	7226	7077	6674
Pass Rate	62.7%	57.4%	60.51%	60.87%	61.45%
Workplace Readiness Skills					
Tested	11936	12960	9519	10038	9084
Passed	8620	9331	7316	8899	8062
Pass Rate	72%	72%	76.86%	88.65%	88.75%
Certificates Awarded					
Certificates Awarded	6485	5720	5857	5472	5439
Certificate Awarded	72.24%	66.5%	81.05%	77.32%	81.49%

Note: The percentage of certificates awarded is based on the number of students who passed the End-of-Program assessment.

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List of 2022-2023 Active Assessments

Accounting and Finance II
Accounting and Finance III
Administrative Services
Aerospace Engineering
Agricultural Leadership, Communication and Policy
Agricultural Mechanics Technology
Agriculture Business Systems
Animal Science
Animation
Architectural and Civil Engineering
Architectural Design
Automotive Service Technician
Automotive Technology II
Automotive Technology III
Aviation Maintenance Technician
Aviation Technology
Baking and Pastry
Biomedical
Business Management
Community Health Science
Computer Science
Construction Technology
Cosmetology
Criminal Justice
Culinary Arts
Cybersecurity
Dental Science
Diesel Technology
Digital Game Development
Drafting and Design
Early Childhood Education
Electronics Technology
Emergency Medical Technician
Emergency Telecommunications
Energy Technologies
Environmental Engineering
Environmental Management

Fashion, Textiles and Design
Fire Science
Floriculture Design and Management
Food Science Technology
Foods and Nutrition
Forensic Science
Furniture and Cabinetmaking
Graphic Design
Health Information Management
Hospitality and Tourism
Human Development
Interior Design
IT - Networking
Landscape Design and Management
Law Enforcement
Manufacturing Technologies
Marketing
Mechanical Engineering
Mechanical Technology
Medical Assisting
Metalworking
Military Science
Multimedia Communications
Nursing Assistant
Ornamental Horticulture/Greenhouse Management
Pharmacy Practice
Photography
Radio Production
Sports Medicine
Teaching and Training
Theater Technology
Veterinary Science
Video Production
Web Design and Development
Welding Technology

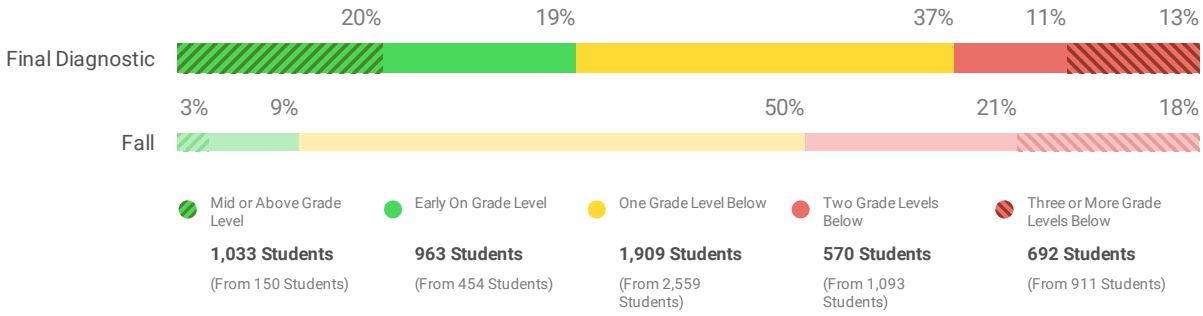
6.1 - 2022/2023 District iReady Data

Diagnostic Results

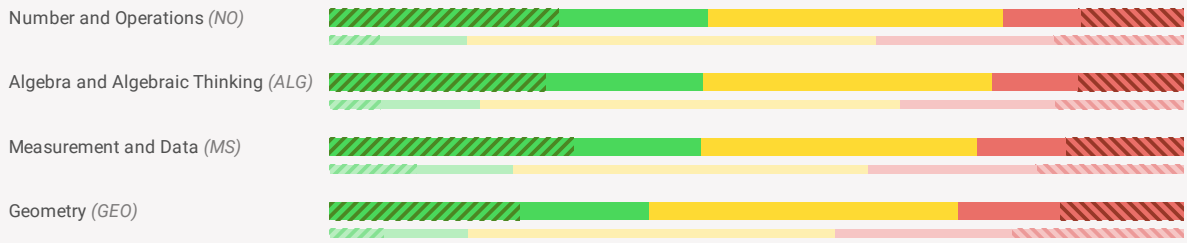
School	All Schools
Subject	Math
Academic Year	2022 - 2023
Diagnostic	Final Diagnostic
Prior Diagnostic	Fall

Overall Placement

Students Assessed/Total: **5,167/6,161**



Placement by Domain



Switch Table View: Needs Analysis By Domain

Choose to Show Results By: Grade

Showing 9 of 9

Grade		Needs Analysis: % Students Below Grade Level				Students Assessed/Total
		NO	ALG	MS	GEO	
Grade K	Final Diagnostic	50%	39%	51%	36%	321/619
	Fall	95%	93%	96%	83%	
Grade 1	Final Diagnostic	50%	38%	54%	53%	575/670
	Fall	94%	88%	89%	87%	

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Diagnostic Results

School All Schools
Subject Math
Academic Year 2022 - 2023
Diagnostic Final Diagnostic
Prior Diagnostic Fall

Grade		Needs Analysis: % Students Below Grade Level				Students Assessed/Total
		NO	ALG	MS	GEO	
Grade 2	Final Diagnostic	52%	56%	58%	60%	596/687
	Fall	91%	88%	88%	89%	
Grade 3	Final Diagnostic	53%	51%	54%	69%	608/685
	Fall	88%	87%	82%	89%	
Grade 4	Final Diagnostic	46%	53%	58%	65%	644/710
	Fall	74%	74%	79%	86%	
Grade 5	Final Diagnostic	61%	67%	58%	67%	575/645
	Fall	84%	80%	76%	84%	
Grade 6	Final Diagnostic	56%	56%	50%	60%	647/711
	Fall	78%	78%	70%	77%	
Grade 7	Final Diagnostic	60%	64%	57%	64%	624/694
	Fall	75%	76%	62%	75%	
Grade 8	Final Diagnostic	71%	77%	69%	76%	577/740
	Fall	84%	85%	74%	84%	

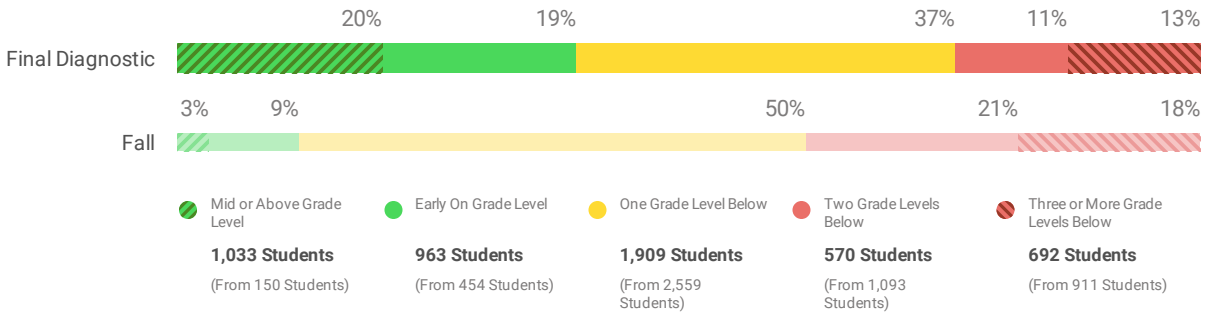
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Diagnostic Results

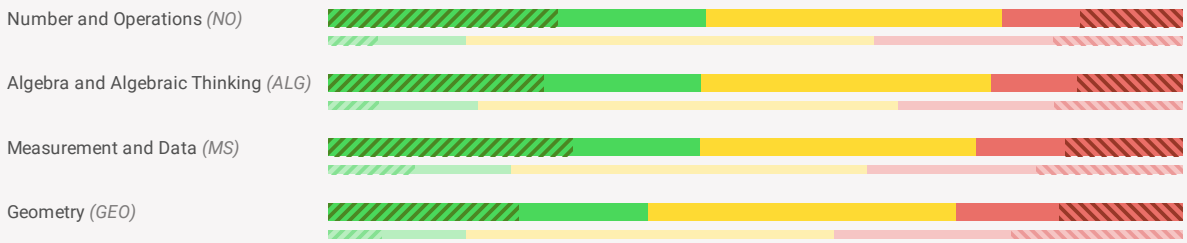
School	All Schools
Subject	Math
Academic Year	2022 - 2023
Diagnostic	Final Diagnostic
Prior Diagnostic	Fall

Overall Placement

Students Assessed/Total: **5,167/6,161**



Placement by Domain



Switch Table View: Placement Summary

Choose to Show Results By: Grade

Showing 9 of 9

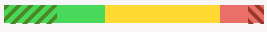
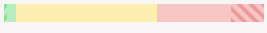
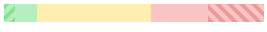
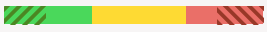
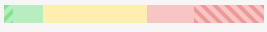
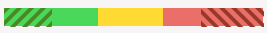
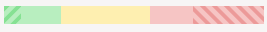
Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade K	Final Diagnostic		38%	20%	41%	0%	0%	321/619
	Fall		1%	1%	97%	0%	0%	
Grade 1	Final Diagnostic		29%	16%	52%	3%	0%	575/670
	Fall		2%	3%	74%	21%	0%	

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Diagnostic Results

School All Schools
Subject Math
Academic Year 2022 - 2023
Diagnostic Final Diagnostic
Prior Diagnostic Fall

Grade		Overall Grade-Level Placement						Students Assessed/Total
Grade 2	Final Diagnostic		17%	19%	49%	15%	0%	596/687
	Fall		1%	3%	56%	40%	0%	
Grade 3	Final Diagnostic		20%	19%	44%	11%	6%	608/685
	Fall		1%	4%	54%	28%	13%	
Grade 4	Final Diagnostic		20%	19%	35%	15%	10%	644/710
	Fall		4%	9%	43%	22%	21%	
Grade 5	Final Diagnostic		16%	18%	36%	12%	18%	575/645
	Fall		3%	12%	40%	18%	27%	
Grade 6	Final Diagnostic		19%	24%	27%	11%	19%	647/711
	Fall		3%	17%	39%	18%	23%	
Grade 7	Final Diagnostic		18%	18%	25%	15%	24%	624/694
	Fall		6%	16%	34%	17%	27%	
Grade 8	Final Diagnostic		10%	14%	26%	12%	38%	577/740
	Fall		3%	9%	32%	17%	39%	

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Lyon County School District
Board Memo

Date: October 24, 2023

To: Board of School Trustees

From: Tim Logan, Deputy Superintendent

Re: Silver Springs area schools' highlights and updates

Recommendation
That the LCSD Board of Trustees approve a report by the Silver Springs area school principals on the work of their respective schools.

Background Information
The principal of each school will provide a brief, three-minute presentation highlighting their achievements and reviewing their goals for the 2023-2024 school year. As a reminder, all LCSD schools collaboratively go through the Continuous Improvement Process (CIP) to develop their school performance plan (SPP) with goals, objectives and action steps. In the fall, they meet with their school improvement team and revise their plans, based on their previous year's student achievement and survey data. They will continue to meet regularly with their school improvement team to monitor their goals, objectives and action steps throughout the school year.

Budget Considerations
None

Discussed at Previous Meeting
Yes. Principals will update the LCSD Board of Trustees annually in the fall when the meetings are held in their attendance areas.

Attachment(s):
One page summary of Silver Stage Elementary School
One Page summary of Silver Stage Middle School
One page summary of Silver Stage High School

Respectfully Submitted,
Tim Logan, Deputy Superintendent

Silver Stage Elementary School Highlights

- ★ Diamond Level MTSS Implementation Award from Nevada APBS Network
- ★ PBIS Implementation at the Tier 1 Level is consistent and school wide
- ★ Future Smiles, Ronald McDonald Dental Van visits our campus yearly
- ★ Work with SSHS to support introductory teacher training classes and provide classrooms for students interested in teaching to complete observation hours and spend time with veteran teachers
- ★ Quarterly "I Am Proud Showcases" in lieu of assemblies allow each student to represent what they are proud of at school.
- ★ Collaboration among all staff members has increased tremendously, which is increasing student engagement. Enrichments (PE/Computers, STEAM, and, Library are creating cross curricular activities to support grade level standards in the classroom)
- ★ Serving on average 335 free breakfasts and 275 free lunches a day
- ★ Our counselor is working with small groups, individuals, and whole classes to develop social skills, executive functioning skills, and managing emotions.
- ★ SSES Continues to maintain a safe campus by keeping exterior doors locked, maintaining our single point entry, and weekly campus inspections. SSES is looking to install cameras in our cafeteria and directed at our turf area to cover a few blind spots in our current camera system.
- ★ Strong iReady Curriculum Implementation: Increase of 35% of students at or above grade level from Fall to Spring and a decrease of 11% of students 2 or more grade levels below.
- ★ CIP Goals
    - Increase student achievement from 35% of students at/above grade level to 50% at or above grade level using iReady
    - 100% of grade levels and SPED department staff will implement data driven PLC's
    - Increase parent involvement by 30% at events; going from average of 27 families to 35 families

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SSES Mission and Vision Statements

Vision: Students will leave SSES as passionate, resilient, problem solvers, with solid foundational skills . These citizens will be curious about the world around them and approach it with responsibility, respect, and perseverance.

Mission: Create a positive learning environment where students feel safe to excel at their own rates while making strides towards their ambitions with grit and determination.

Silver Stage Middle School

Nighthawks have H.E.A.R.T!

(High Expectations Are Reached Together)

Highlights:

- **Community Partners with Healthy Services Hub and BNG Club**
  - SRO & Social Worker ½ time
    - Food Backpacks
    - Immunization Clinics
    - SOS-Signs of Suicide
    - Home visits (attendance, transportation, other resources, etc.)
    - Student Support Groups
  - Boys' and Girls' Club
    - 21st Century Grant-Hawk Club
- **Family Engagement**
  - Facebook, website
  - Fall Festival, Halloween Parade, Family, Art in the Garden, Volunteer Breakfast Celebration, Student-Led Conferences
- **PBIS and Enrichment Opportunities**
  - MTSS Systems running smoothly and Career/College Readiness Interventionist (academic and behavior) are helping with the fidelity-currently in Tier 2.
  - Nevada State PBIS Diamond Award Winner
  - Glee Club, Sports (7th grade girls champions), Academic Club
  - Health, Computers, CTE Middle School Course-Digital Designers, Teeming to Adulting, Building Engineers I, and Business Innovators
  - Homecoming with SSHS, Respect Week, Veterans Day Celebration, 911 Remembrance, School Spirit Week
  - Green Team (garden, compost, upcycling, field trips)
  - PBIS Auctions-Reward points around Core Values
  - 8th Grade WEB leaders as mentors to our 5th graders

School Performance Plan Goals 2022-2023:

- **Student Success Goal: By the end of Spring MAPs Assessments, all students below benchmark will meet their typical growth goal plus 1/2 of goal, for a total of 1.5 year's growth (Fall to Spring). *Ex. If a student has a goal of 10 points, they will be expected to reach 15 points.***
  - 37% of students below benchmark met their goal plus ½ in ELA and 37.5% of students below benchmark met their goal plus ½ in Math.
- **Adult Learning Goal: By the end of the first semester, all teachers at SSMS will build their capacity in the area of differentiation and effectively conduct differentiation and intervention groups in their classrooms.**
  - 90% of teachers reported they feel more confident in the area of differentiation and are figuring out how to implement the differentiation resources in iReady.
- **Connectedness Goal: 100% of the students at SSMS will feel connected to at least two adults who work at SSMS, students will feel valued, safe, and celebrated for their strengths.**
  - 100% of our students reported that they feel connected to at least two adults at SSMS.

Safety Concerns and Enhancements:

- **Physical Building**
  - Locked classroom doors 100% of the time, daily inspections by maintenance and SRO to secure outside gates, and small safety issues being addressed immediately due to a new full time maintenance employee.
- **Student Safety**
  - Increased amount of mental health workers in our school to address mental health of our students, partnership with Pacific Behavioral Health (outside mental health workers in our school)
  - Quarterly Behavioral Expectations taught to reinforce safe behaviors
  - SRO being visible during non-instructional times such as lunch and passing periods
  - New Parent Pick-Up and Drop-Off area

Silver Stage High School

"Home of the Nighthawks"

Mr. Patrick Peters
Principal

3755 West Spruce Street
Silver Springs, NV 89429
Phone: (775) 575-5071 ~ Fax: (775) 577-5079
https://www.sshs.lyoncsd.org/

Mrs. Coplan
Assistant Principal

Mission Statement

Providing a safe learning environment to gain college, career and life skills for a successful future!

SCHOOL HIGHLIGHTS

- Over 94% of 2023 SSHS graduates were enrolled in Western Nevada College Courses
- Updated School Security System with Two Camera Servers and over 50 new high-resolution cameras with sound.
- Installed Vape Detectors in all restrooms in the main build and will be installing them in the Locker rooms from a donation by the SSHS Boosters
- Fifth year of SSHS College Academy
- Continued tremendous success with our failure prevention strategies 95% pass rate in core academic classes
- Using Success Criteria, SSHS instructional staff are refining the school-wide grading/assessment system by building Instructional Units across all disciplines to be shared in the school's professional learning community.
- Continued use of F-Clearing house - School staff worked together on 5 different days during the school year to reduce the number of F's of all the students
- SSHS Boosters 19th Annual SSHS Show-N-Shine
- 9th Annual Safe Street for all Silver Springs and Stagecoach students to Trick-or-Treat with Carnival & Haunted House
- Continue Senior Success Day in December – Resumé building with integrated job interviews, preparation for graduation and future successes
- Ten years of Student-Led Parent Conferences
- All teachers are teaching Close Reading Strategies using a common success criteria across all content areas

SCHOOL FOCUS

GOAL 1: By the end of the 2023-2024 school year, SSHS students' course pass rate will remain at the successful levels to have Pass Rates above 95% in all core academic areas.

GOAL 2: SSHS students will show growth in Informational Text by using close reading strategies across all content areas.

GOAL 3: Provide targeted support and services to our students' behavior through positive interactions among students-to-students and students-to-staff to improve the social and emotional well-being of our students.

Lyon County School District
Board Memo

Date: October 24, 2023

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Revisions to LCSD Policy GBBC – Employee Bullying Harassment Intimidation and Discrimination

.

Recommendation
That the Board of Trustees approve the revisions to LCSD Policy GBBC: Employee Bullying Harassment Intimidation and Discrimination as a second and final reading.

Background Information
Staff is recommending revisions to this policy to include a new definition of "bullying" to exclude acts, gestures and expressions which are engaged in as part of a mutual disagreement or conflict. This change reflects the revision to the definition of "bullying" pursuant to AB65 of the 2023 Nevada legislative session which revises NRS 388.122.

Budget Considerations
N/A

Discussed at Previous Meeting
August 25, 2020

September 26, 2023

Attachment(s)
LCSD Policy GBBC – Employee Bullying Harassment Intimidation and Discrimination

Respectfully Submitted,
Dawn Huckaby, Executive Director of Human Resources

PROHIBITED CONDUCT:
EMPLOYEE BULLYING, HARASSMENT, INTIMIDATION AND DISCRIMINATION

The District is committed to a safe and respectful learning and work environment free from bullying, cyber-bullying, harassment, intimidation and discrimination. This policy applies to all persons involved in the operation of the District and prohibits bullying, harassment, discrimination, and retaliation by any member of the Board of Trustees, any employee of the District, including supervisors and coworkers, volunteers, customers or clients of the District, and any vendor or other service provider with whom the District has a business relationship. The District will not tolerate instances of bullying, harassment, discrimination, or retaliation whether or not such behavior meets the threshold of prohibited conduct/behavior(s). While single incidents of alleged harassment, discrimination, or retaliation may not be sufficiently severe or pervasive to rise to the level of being a violation of the law, the District nevertheless prohibits such conduct/behavior(s) and may impose appropriate disciplinary action against any employee engaging in such.

If the alleged bullying, cyber-bullying or harassment could constitute sexual harassment under Title IX, the AB policy and administrative regulations apply rather than the GBBC policy and administrative regulations.[1] Because the school district must respond with specific steps whenever any employee has notice of sexual harassment under Title IX, all school employees are required to report possible incidents of sexual harassment directly to the District's Title IX Coordinator, **as soon as practicable, but not later than a time during the same day on which the employee became aware of an incident of sexual harassment, including allegations of sexual harassment. Reports by school district employees must be made by in person, by telephone, and/or by email** to the school district's Title IX Coordinator as follows:

Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800
dhuckaby@lyoncsd.org

The school district's Title IX Coordinator will assist the employee to determine whether the allegation could constitute sexual harassment under Title IX, in which case Board Policy AB will be followed rather than Board Policy GBBC.

It is the intent of this policy that all persons in the school district are entitled to maintain their own beliefs and to disagree respectfully without resorting to violence, bullying, cyber-bullying,

[1] Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:

a. A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo*); or
b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or
c. Sexual assault as defined in the federal Clery Act, or dating violence, domestic violence, or stalking as defined in the federal Violence Against Women Act.

harassment, intimidation and/or discrimination. This policy does not advocate nor require the acceptance of differing beliefs in a manner that would inhibit the freedom of expression, but does require that all persons with differing beliefs be free from bullying, harassment and abuse.

The superintendent and staff shall use all reasonable means to inform employees, volunteers and parents/guardians that the District will not tolerate bullying, cyber-bullying, harassment, discrimination, or intimidation. The superintendent will provide for the appropriate training of all personnel employed by this District, volunteers and parents/guardians.

The District prohibits retaliation against any employee or volunteer because he or she has made a report of prohibited conduct in accordance with this policy or because he or she has testified, assisted, or participated in the investigation of such a report. Such retaliation is a violation of this policy and the District will take disciplinary action when appropriate.

Legal Reference: NRS 200.571, NRS 388.122

Policy #GBBC

Revised ~~9/26/23~~
10/24/23

PROHIBITED CONDUCT: EMPLOYEE BULLYING, HARASSMENT, INTIMIDATION AND DISCRIMINATION – ADMINISTRATIVE REGULATIONS

1. Equal Employment Opportunity Officer Designated

   The primary responsibility for ensuring fair employment practices for the District are promoted and adhered to is assigned to the District's designated Equal Employment Opportunity (EEO) Officer. The District's designated EEO Officer will also serve as the Americans with Disabilities Act (ADA) Coordinator, unless otherwise noted, and as such, also has responsibility for coordinating the District's compliance with federal and state disability laws. The designated EEO Officer for District is the Director of Human Resources. The name and work telephone number of the individual designated will be posted on bulletin boards at District work sites.

2. Implementation of Policy

   The District will not tolerate instances of bullying, harassment, discrimination, or retaliation whether or not such behavior meets the threshold of prohibited conduct/behavior(s).

3. Definitions:

   Bullying: repeated mistreatment of one or more persons by one or more perpetrators that takes one of the following forms: Verbal abuse; Offensive conduct/behaviors (including nonverbal, physical, and cyber-bullying) which are threatening, humiliating, or intimidating, or work interferences, such as sabotage, which prevents work from getting done. The definition of "bullying" excludes acts, gestures and expressions which are engaged in as part of a mutual disagreement or conflict.

   Harassment: unwanted conduct/behavior(s) harasses, disrupts, or interferes with another's work performance or that creates an intimidating, offensive, or hostile environment based on that person's race, color, religion, age, gender, pregnancy, sexual orientation, national origin, ancestry, disability, veteran status, domestic partnership, genetic information, gender identity or expression, political affiliation, or membership in the Nevada National Guard, or any other class that becomes protected by federal and/or state law.

   Discrimination: Distinguishing treatment of an individual based on their actual or perceived membership in a certain group or category, in a way that explicitly or implicitly affects an individual's employment, prevents or denies equal access to programs or benefits; unreasonably interferes with an individual's work performance; or creates an intimidating, hostile or offensive educational or work environment.

4. Purpose

   The purpose of this policy is to communicate to all employees, including supervisors and managers, that the District will not tolerate any form of bullying, harassment, or discrimination, including any conduct/behavior(s) on the part of employees, volunteers, clients, customers, vendors, contractors, etc., that impairs an employee's ability to perform his/her duties. Employees found in violation of this policy may be subject to disciplinary action, up to and including termination.

5. Prohibited Conduct/ Behavior(s)

Examples of prohibited conduct/behavior(s) include, but are not limited to:

a. Verbal: Offensive verbal communication including slurs, jokes, epithets, derogatory comments, degrading or suggestive words or comments, unwanted sexual advances, invitations, slandering, ridiculing or maligning an employee or his/her family; persistent name calling which is hurtful, insulting, or humiliating; yelling, screaming, and cursing; chronic teasing; belittling opinions or constant criticism.

b. Physical: Unwanted physical contact including brushing up against someone in an offensive manner, unwanted touching, impeding or blocking normal movement, pushing, shoving, kicking, poking, tripping, assault or threat of physical assault, damage to an employee's work area or property.

c. Nonverbal: Offensive gestures, expressions, and graphics including leering, obscene hand, finger, or body gestures, offensive drawings, derogatory posters, photographs, or cartoons, displaying sexually suggestive objects or pictures, threatening gestures or glances which convey threatening messages; threatening actions; socially or physically excluding or disregarding a person in a work-related activity.

d. Online/Digital: Any unwanted digital communication that is offensive or threatening in manner, including repeatedly tormenting, threatening, harassing, humiliating, embarrassing, or otherwise targeting an employee using email, instant messaging, text messaging, social media, or any other type of digital technology.

e. Workplace Interference: Sabotaging which prevents work from getting done; deliberately tampering with a person's work area or property; unreasonably assigning menial tasks outside of a person's normal job duties.

f. Expectations, requests, demands, or pressure for sexual favors.

g. Harassment: Unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.

h. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. Anti-discrimination laws also prohibit harassment against individuals in retaliation for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or lawsuit under these laws; or opposing employment practices that they reasonably believe discriminate against individuals, in violation of these laws.

i. Petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of illegality. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to reasonable people.

j. Offensive conduct may include, but is not limited to, offensive jokes, slurs, epithets or name-calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance.

Harassment can occur in a variety of circumstances, including, but not limited to, the following:

1. The harasser can be the victim's supervisor, a supervisor in another area, an agent of the employer, a co-worker, or a non-employee.

2. The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct.
3. Unlawful harassment may occur without economic injury to, or discharge of, the victim.
4. Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of this conduct explicitly or implicitly affects an individual's ability to receive an education, unreasonably interferes with an individual's educational performance or creates an intimidating, hostile or offensive educational environment. The term sexual harassment includes sexual violence under Title IX.
5. Intimidation: Intentional behavior that would cause an ordinary person to fear harm or injury.

Other Definitions

Protected Classes: Race, color, national origin or ethnic group identification, marital status, ancestry, sex, sexual orientation, gender identity or expression, genetic information, religion, age, mental or physical disability, military or veteran's status.

"Disability" means, with respect to a person: 1) a physical or mental impairment that substantially limits one or more of the major life activities of the person, including, without limitation, the human immunodeficiency virus; 2) a record of such an impairment; or 3) being regarded as having such an impairment.

"Gender identity or expression" means a gender-related identity, appearance, expression or behavior of a person, regardless of the person's assigned sex at birth.

"Sexual orientation" means having or being perceived as having an orientation for heterosexuality, homosexuality or bisexuality.

An "adverse employment action" has been defined in the Ninth Circuit Court of Appeals as "any adverse treatment that is based on a retaliatory motive and is reasonably likely to deter the charging party [an employee] from engaging in protected activity." Ray v. Henderson, 217 F.3d 1234, 1242–43 (9th Cir. 2000) Examples of adverse employment actions include termination of employment, demotion evidenced by a decrease in wage or salary, a less distinguished title, a material loss of benefits or diminished responsibilities. Not every disagreeable workplace action constitutes retaliation; rather, retaliation must produce an injury or harm. Aki v. Univ. of California Lawrence Berkeley Nat'l Lab., 74 F. Supp. 3d 1163, 1181 (N.D. Cal. 2014) (citations and quotations omitted.)

Dealing with Allegations of Prohibited Conduct/Behavior(s)

Process (See Policy GL: Staff Complaints)

Employees or applicants who believe they are being subjected to any form of prohibited conduct/behavior(s) as described in this policy/regulation by another (e.g., employee, student, parent, volunteer, vendor, contractor of the District), as well as those who believe they have witnessed another employee, volunteer, customer, or member of the public being subjected to prohibited behavior have an affirmative duty to bring the situation to the attention of the administrator/supervisor. Employees covered by a collective bargaining agreement may opt to use the process described in this policy/regulation or in

an applicable grievance procedure delineated by their collective bargaining agreement, but may not use both.

SPECIAL NOTE REGARDING SEXUAL HARASSMENT UNDER TITLE IX:
If the alleged bullying, cyber-bullying, or harassment could constitute sexual harassment under Title IX, the AB policy and administrative regulations apply rather than the GBBC policy and administrative regulations.[2] Because the school district must respond with specific steps whenever any employee has notice of sexual harassment under Title IX, all school employees are required to report possible incidents of sexual harassment to the District's Title IX Coordinator, **as soon as practicable, but not later than a time during the same day on which the employee became aware of sexual harassment, including allegations of sexual harassment. Reports by school district employees must be made by in person, by telephone, and/or by email** to the school district's Title IX Coordinator as follows:

Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800
dhuckaby@lyoncsd.org

The school district's Title IX Coordinator will assist the employee to determine whether the allegation could constitute sexual harassment under Title IX, in which case Board Policy AB will be followed rather than Board Policy GBBC.

Employee Responsibilities

Employees who believe they personally are being or have been subjected to prohibited conduct/behavior(s) and/or are the target of any form of prohibited conduct/behavior(s), or have witnessed any other employee being subjected to these behaviors should immediately:

1) Identify the offensive behavior to the alleged offender and request that the behavior cease.

[2] Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:

a. A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo*); or
b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or
c. Sexual assault as defined in the federal Clery Act, or dating violence, domestic violence, or stalking as defined in the federal Violence Against Women Act.

Note: An employee is NOT required to talk directly to the alleged offender or to the employee's supervisor. It is critical, however, that the employee contact one of the individuals listed in sections 2 or 3 below if s/he believes s/he is being targeted or has witnessed what the employee believes to be prohibited conduct/behavior(s) directed to or committed by another employee(s), client(s), customer(s), vendor(s), volunteer(s), contractor(s), etc.

2) If the employee feels uncomfortable in speaking directly to the alleged offender or if the employee requested the prohibited conduct/behavior(s) to cease, but the request did not produce the results desired, the employee should report the prohibited conduct/behavior(s) as soon as possible to any administrator or manager/supervisor, District's designated EEO Officer, or to the HR Representative.

3) Employees who believe the EEO Officer has engaged in prohibited conduct/behavior(s) should bring such concerns to the attention of the Superintendent or designee. The Superintendent will designate an objective person to conduct an investigation of such allegations.

4) An employee who witnesses or obtains information regarding prohibited conduct/behavior(s) by his/her immediate supervisor is required to report the incident to the administrator, EEO Officer, or HR Representative.

5) Applicants who have concern regarding violations of this policy are encouraged to contact the designated EEO Officer or the alternate.

Administrator/Supervisor Responsibilities

Regardless of whether the employee involved is in the administrator's or manager's/supervisor's department and regardless of how s/he became aware of the alleged prohibited conduct/behavior(s), all administrators or managers/supervisors must immediately report all allegations, complaints or observations of such prohibited conduct/behavior(s) to the EEO Officer. The information reported must include:

1) The persons(s) involved, including all witnesses.
2) A written record of specific conversations held with the accused and any witnesses.
3) All pertinent facts, including date(s), time(s), and locations(s).

An administrator's or manager's/supervisor's failure to immediately report such activities, complaints, or allegations will result in discipline, up to and an administrator/supervisor is required to report this information to the District's EEO Officer, or the Director of Human Resources immediately including possible termination.

Investigation

Upon being made aware of allegations or complaints of prohibited conduct/behavior(s), the District will ensure that such allegations or complaints are investigated within three (3) days. The District treats all allegations or complaints seriously and requires all employees to be candid and truthful during the investigation process.

The District will make efforts to ensure that all investigations are kept as confidential as reasonably possible. Employees will be requested to refrain from discussing the subject content with others, particularly while the investigation is in progress. Employees shall be required, upon request, to provide information to regulatory agencies. The District will release information obtained only to those

individuals involved in the investigation and the administration of the complaint with a business need-to-know, or as required by law.

The District will communicate to the individual who made the initial complaint, as well as the individual against whom the complaint was made, that the investigation is completed and appropriate action, if any, has been taken.

If evidence arises that a participant in the investigation made intentionally false statements, that employee will be disciplined, up to and including possible termination.

If it is determined that a violation of this policy/regulation has occurred, the District will take corrective action against the violator commensurate with the severity of the offense. Such corrective action may include, but is not limited to, counseling, verbal warning, written reprimand, pay reduction, transfer, demotion, suspension without pay, or termination. The District will also initiate action to deter any future prohibited conduct/behavior(s) from occurring.

With regard to disability-related complaints, the EEO Officer shall propose a resolution to the complaint based upon the findings of such investigation. Such resolution will include reasonable accommodation when the District determines that such a reasonable accommodation can be provided.

Upon being made aware of allegations or complaints of bullying, the District will ensure that such allegations or complaints are investigated where deemed necessary.

The District will make efforts to ensure that all investigations are kept as confidential as reasonably possible. The District will release information obtained only to those individuals with need-to-know business or involved in the investigation and the administration of the complaint, or as required by law.

The individual who made the initial complaint, as well as the individual against whom the complaint was made, will be made aware that the investigation is completed and appropriate action, if any, has been taken.

If it is determined that bullying, harassment, intimidation or discrimination has occurred, the District will take appropriate action. The District will also initiate action to deter any future prohibited conduct/ behavior(s) from occurring.

Training

The District will provide training to all employees on the prevention of discrimination and prohibited conduct/behavior(s) in the workplace. The District will provide new employees a copy of this policy/regulation upon hire and discuss the contents during the new hire orientation process. New employees will participate in training on the prevention of discrimination and prohibited conduct/behavior(s). A copy of this policy/regulation will be made available to applicants upon request.

Prohibition Against Retaliation

Retaliation is an adverse employment action against the employee based upon a protected activity, i.e. Filing a complaint or being a witness in an investigation. The District will not tolerate any retaliation by management or by any other employee against an employee who exercises his/her rights under this policy. The District will not tolerate any retaliation by administrators/supervisors or coworkers against an employee who exercises his/her rights under this policy. Any employee who believes s/he has been retaliated or discriminated against in any manner whatsoever as a result of having filed a complaint, assisted another employee in filing a complaint, or participated in an investigative process should notify the EEO Officer or the

Director of Human Resources immediately. The District will promptly investigate and deal appropriately with any allegation of retaliation.

Lyon County School District
Board Memo

Date: October 24, 2023

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Revisions to LCSD Policy GCBA – Performance Evaluations for Classified Personnel

.

Recommendation
That the Board of Trustees approve the revisions to LCSD Policy GCBA – Performance Evaluations for Classified Personnel as a second and final reading.

Background Information
This policy governs how classified employees in the Lyon County School District are evaluated on job performance. Staff is recommending a change to this policy to reflect the changes in the LCCSEA negotiated agreement which states that the probationary (introductory) period for a classified employee is 9 months. Prior to this change, the probationary period for classified employees was 12 months.

Budget Considerations
N/A

Discussed at Previous Meeting
September 26, 2023

Attachment(s)
LCSD Policy GCBA – Performance Evaluations for Classified Personnel

Respectfully Submitted,
Dawn Huckaby, Executive Director of Human Resources

PERFORMANCE EVALUATIONS FOR CLASSIFIED PERSONNEL

It is the intent of the District and the Nevada legislature that a uniform system be developed for objective evaluation of classified personnel. This policy must set forth a means according to which an employee's overall performance may be determined to be satisfactory or unsatisfactory. The policy may include an evaluation by the teacher, pupils, administrators or other classified staff or any combination thereof. A copy of the policy adopted by the board must be filed with the department. The primary purpose of an evaluation is to provide a format for constructive assistance. Evaluations, while not the sole criterion, must be used in the dismissal process.

Timeline for Evaluations – Introductory Classified Personnel

A conference and a written evaluation for an introductory classified employee must be conducted quarterly for the first ~~12~~9 months of employment (calculated from the employee's start date).

The evaluation of an introductory employee must, if necessary, include recommendations for improvements in their performance. A reasonable effort must be made to assist the employee to correct any deficiencies noted in the evaluation. The employee must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the employee's response, if any, must be permanently attached to the master personnel file for that employee.

Timeline for Evaluations – Post-Introductory Classified Personnel

Each classified employee who has completed their introductory period must be evaluated at least once per year.

The evaluation of a post introductory employee must, if necessary, include recommendations for improvements in their performance. A reasonable effort must be made to assist the employee to correct any deficiencies noted in the evaluation. The employee must receive a copy of each evaluation not later than 15 days after the evaluation. A copy of the evaluation and the employee's response, if any, must be permanently attached to the master personnel file for that employee.

Policy #GCBA
~~Adopted 10/12/10~~ Revised 10/24/23

Lyon County School District
Board Memo

Date: October 24, 2023

To: Board of School Trustees

From: Wayne Workman, Superintendent

Re: Revisions to LCSD Policy GL – Staff Complaints

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Recommendation
That the Board of Trustees approve the revisions to LCSD Policy GL – Staff Complaints as a second and final reading.

Background Information
Staff is recommending revisions to this policy to include a new definition of "bullying" to exclude acts, gestures and expressions which are engaged in as part of a mutual disagreement or conflict. This change reflects the revision to the definition of "bullying" pursuant to AB65 of the 2023 Nevada legislative session which revises NRS 388.122.

Budget Considerations
N/A

Discussed at Previous Meeting
August 25, 2020
September 26, 2023

Attachment(s)
LCSD Policy GL – Staff Complaints

Respectfully Submitted,
Dawn Huckaby, Executive Director of Human Resources

STAFF COMPLAINTS: DEALING WITH ALLEGATIONS OF PROHIBITED CONDUCT/BEHAVIOR(S)

The Lyon County School District is committed to providing a safe and respectful learning and working environment that is free from bullying, cyber-bullying, harassment, sexual harassment intimidation and discrimination for all staff. Through the District's staff complaint resolution process detailed in the following policy, employees shall have a method to resolve concerns and complaints.

Below are the governing documents related to the process for LCSD staff to file a complaint:

- GBBC: Employee Bullying
- GBB: Fair Employment Practices
- GBBJ: Code of Ethical Standards
- AA: Equal Educational Opportunity; Equal Employment Opportunity; Nondiscrimination
- AB: Nondiscrimination on the Basis of Sex under Title IX
- Applicable negotiated agreements

This policy for complaints does not prohibit the processing of grievances by an employee bargaining representative and/or a member of a bargaining unit pursuant to grievance procedures established at the District level by an applicable collective bargaining agreement ("CBA").

Policy #GL
Revised ~~9/26/23~~10/24/23

ADMINISTRATIVE REGULATION - COMPLAINT PROCESS

This procedure outlines the process for the prompt and equitable response to complaints from staff regarding allegations of prohibited conduct/behavior(s) including, but not limited to, bullying, harassment, sexual harassment, intimidation, discrimination and/or retaliation against a staff member in the Lyon County School District.

1. Employee Responsibilities

Employees who believe they personally are being or have been subjected to prohibited conduct/behavior(s) and/or are the target of any form of prohibited conduct/behavior(s), or have witnessed any other employee being subjected to these behaviors should immediately:

Identify the offensive behavior to the alleged offender and request that the behavior cease.

Note: An employee is NOT required to talk directly to the alleged offender or to the employee's supervisor. It is critical, however, that the employee contact one of the individuals listed in sections 2 or 3 below if s/he believes s/he is being targeted or has witnessed what the employee believes to be prohibited conduct/behavior(s) directed to or committed by another employee(s), client(s), customer(s), vendor(s), volunteer(s), contractor(s), etc.

If the employee feels uncomfortable in speaking directly to the alleged offender or if the employee requested the prohibited conduct/behavior(s) to cease, but the request did not produce the results desired, the employee should report the prohibited conduct/behavior(s) as soon as possible to any administrator or manager/supervisor or District's designated EEO Officer

An employee who witnesses or obtains information regarding prohibited conduct/behavior(s) by his/her immediate supervisor is required to report the incident to the administrator, EEO Officer. Applicants who have concern regarding violations of this policy are encouraged to contact the designated EEO Officer or the alternate.

Definitions for Bullying, Harassment, Intimidation and Discrimination are found in Policy GBBC – Employee Harassment, Intimidation and Discrimination. Per NRS 388.122, the definition of "bullying" excludes acts, gestures and expressions which are engaged in as part of a mutual disagreement or conflict.

SPECIAL NOTE REGARDING SEXUAL HARASSMENT UNDER TITLE IX:

If the alleged bullying or harassment or sexual harassment could constitute sexual harassment under Title IX, the AB policy and administrative regulations apply rather than the GL policy and administrative regulations.[1] Because the school

[1] Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:

a. A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo*); or

district must respond with specific steps whenever any employee has notice of sexual harassment under Title IX, all school employees are required to report possible incidents of sexual harassment involving students directly to the District's Title IX Coordinator, **as soon as practicable, but not later than a time during the same day on which the employee became aware of sexual harassment, including allegations of sexual harassment. Reports by school district employees must be made by in person, by telephone, and/or by email** to the school district's Title IX Coordinator as follows:

Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800
dhuckaby@lyoncsd.org

The school district's Title IX Coordinator will assist the employee to determine whether the allegation could constitute sexual harassment under Title IX, in which case Board Policy AB will be followed rather than Board Policy GL.

2. Administrator/Supervisor Responsibilities

Regardless of whether the employee involved is in the administrator's or manager's/supervisor's department and regardless of how s/he became aware of the alleged prohibited conduct/behavior(s), all administrators or managers/supervisors must immediately report all allegations, complaints or observations of such prohibited conduct/behavior(s) to the EEO Officer. The information reported must include:

1) The persons(s) involved, including all witnesses.
2) A written record of specific conversations held with the accused and any witnesses.
3) All pertinent facts, including date(s), time(s), and locations(s).

An administrator's or manager's/supervisor's failure to immediately report such activities, complaints, or allegations will result in discipline, up to and including possible termination.

3. Investigation

Upon being made aware of allegations or complaints of prohibited conduct/behavior(s), the District will ensure that such an investigation of the allegations or complaints will be investigated within three (3) days. The District treats all allegations or complaints seriously and requires all employees to be candid and truthful during the investigation process.

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b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or
c. Sexual assault as defined in the federal Clery Act, or dating violence, domestic violence, or stalking as defined in the federal Violence Against Women Act.

The District will make efforts to ensure that all investigations are kept as confidential as reasonably possible. Employees will be requested to refrain from discussing the subject content with others, particularly while the investigation is in progress. Employees shall be required, upon request, to provide information to regulatory agencies. The District will release information obtained only to those individuals involved in the investigation and the administration of the complaint with a business need-to-know, or as required by law.

The District will communicate to the individual who made the initial complaint, as well as the individual against whom the complaint was made, that the investigation is completed and appropriate action, if any, has been taken.

If evidence arises that a participant in the investigation made intentionally false statements, that employee will be disciplined, up to and including possible termination.

If it is determined that a violation of this policy/regulation has occurred, the District will take corrective action against the violator commensurate with the severity of the offense. Such corrective action may include, but is not limited to, counseling, verbal warning, written reprimand, pay reduction, transfer, demotion, suspension without pay, or termination. The District will also initiate action to deter any future prohibited conduct/behavior(s) from occurring.

With regard to disability-related complaints, the EEO Officer shall propose a resolution to the complaint based upon the findings of such investigation. Such resolution will include reasonable accommodation when the District determines that such a reasonable accommodation can be provided.

The Department of Human Resources oversees the complaint process for staff bullying, harassment and discrimination matters falling under Board Policy GBBC: Employee Bullying, Board Policy GBB: Fair Employment Practices and state and federal laws and regulations including Title II of the Americans with Disabilities Act of 1990, Title VI of the Civil Rights Act of 1963, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the Age Discrimination Act of 1975. The Director of Human Resources is the Title IX Coordinator for the District.

Filing a Complaint

Complaints should be filed with the lowest level administrator/supervisor who is not involved in the alleged bullying, harassment and/or discrimination and has the authority to remedy the alleged issues or filed with the Department of Human Resources.

If an administrator/supervisor is aware or made aware of actions that may amount to bullying, harassment and/or discrimination, the administrator may request a written complaint from the alleged victim or proceed with an investigation without a written complaint. If there is no written complaint, the administrator will file a report, which will serve as the complaint for purposes of the investigation.

If the complaint is not filed with the appropriate administrator, the person receiving the complaint shall note the date and time the complaint form was received and immediately forward the complaint form to the Director of Human Resources. The Director of Human Resources will then be responsible for forwarding the complaint to the appropriate administrator as soon as possible, as practical.

Formal complaints should be submitted on the Staff Complaint form. When reporting an incident, it is helpful to provide as much information as possible, including the following:

1. A description of the event(s)
2. The number of occurrences, with dates and places
3. The names of any witnesses
4. Any documents or other exhibits, if appropriate
5. Relief Requested

Once a complaint is received by the appropriate first level administrator, a confidential investigation shall begin promptly once received by the appropriate administrator, unless unusual circumstance prevent the investigation from being started. Administrators/supervisors shall coordinate and timely report investigative findings to the Director of Human Resources. Additionally, the district may report individuals in violation of this policy to law enforcement officials. Licensed staff may be reported to the Nevada Department of Education.

Retaliation

It is a violation of the Policy to retaliate against any individual filing a complaint. Any staff member who believes they are experiencing retaliation because they filed a complaint should file a separate complaint regarding the alleged retaliation.

Complaint Review

Upon receiving a complaint of alleged bullying, harassment and/or discrimination, the administrator shall take any immediate necessary action to ensure the safety and well-being of the complainant(s) or other employee(s) that have alleged harm.

Investigation Process

The District will endeavor to complete an investigation into bullying, harassment or discrimination as quickly as possible after the administrator receives the complaint. During the investigation, interviews will be conducted and statements shall be taken from the involved individuals, to include any witnesses. Written statements are preferred, when possible. The parties will have an opportunity to submit evidence and a list of witnesses. A written report of the findings and conclusions of the investigation shall be completed that includes a summary of the facts and the evidence considered. Investigation notes are considered work product and are kept confidential as permitted by law.

Appeals

Any complainant who is not satisfied with the resolution of a complaint may appeal that decision in writing within 10 business days of notification of the resolution addressed to Human Resources based on one or more of the following grounds:

1. Procedural error that significantly impacted the outcome of the investigation.
2. To consider new evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction. The appeal must include a summary of new evidence, why it was unavailable at the time of the investigation and its potential impact.

An appeal will be assigned to a District administrator ("Appeal Review Officer") who did not conduct the underlying investigation. The Appeal Review Officer assignment will be made by the Director of Human Resources, depending on the nature of the complaint.

Acknowledgement of receipt of appeal will be sent to the appealing party. Before considering the appeal, the Appeal Review Officer will determine whether the appeal is timely and raises one or more of the permissible grounds for appeal listed above. If the written appeal is not timely or does not raise one or more of the permissible grounds for appeal, the Appeal Review Officer will notify the appealing party in writing that the appeal is denied and the basis for the denial.

A decision on an appeal will be based on the following:
Unless there is a request to consider new evidence as grounds for an appeal, the Appeal Review Officer will limit his or her review to the investigation record and process.

- The Appeal Review Officer will decide whether to grant or deny the appeal based on the specific grounds for appeal.
- The Appeal Review Officer may also remand the matter back to the original investigator to consider new evidence.
- The Appeal Review Officer will respond to the appealing party with a written decision of the appeal.

Confidentiality
An investigation will be kept in strictest confidence, where practical, for the protection of all parties involved. The District's obligation to investigate, provide a safe environment and take corrective action may supersede an individual's right of privacy.
Pending the completion of the investigation, however, the District may take any action necessary to protect the safety and well-being of its students, employees and property.

Sanctions
Consistent with the requirements of applicable state law, District policies and administrative regulations and/or collective bargaining agreements, the District may take such action as deemed necessary and appropriate after the completion of the investigation. The complainant(s) will be notified in writing of the investigation findings. However, if the individual(s) who were found to be engaged in prohibited behavior are disciplined, the complainant(s) will only be advised that the District is taking appropriate steps to ensure that the prohibited behaviors will not re-occur.

Nothing in this procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of bullying, harassment or intimidation herein, but which are or may be prohibited by other District rules.

A substantiated charge against an employee of the District may subject the employee to disciplinary action in accordance with any the requirements of applicable state law, District policies and administrative regulations and/or collective bargaining agreements.

False Accusations
Persons knowingly bringing false accusations will be held responsible for their actions, and may be subject to disciplinary action in accordance with the requirements of applicable state law, District policies and administrative regulations and/or collective bargaining agreements.

Remediation
Individuals found to be subjected to harassment or discrimination will be provided support services available from the District to help deal with the effects.

Where To Go for Help
Employees may contact any of the following individuals or offices for guidance, information, or resolution of a sexual harassment issue:

- Supervisor, principal, or director
- Department of Human Resources

Other Sources of Assistance

Additional avenues available to staff members for filing a complaint include:

U.S. Equal Employment Opportunity Commission ("EEOC") and/or Nevada Equal Rights Commission ("NERC").

- A staff member is required to exhaust the administrative process with the District, prior to filing a complaint with the EEOC or NERC.

The Nevada State Department of Education

U.S. Department of Education Office for Civil Rights, Regional Office

Any court of competent jurisdiction

STAFF COMPLAINT FORM
REGARDING WORKPLACE BULLYING, HARASSMENT OR DISCRIMINATION

Lyon County School District ("District" or "LCSD" has developed this Complaint Form and Staff Complaint Process for the prompt and equitable response to complaints from District staff regarding allegations that the District or other staff member bullied, harassed or discriminated against any person with respect to the person's compensation, terms, conditions, or privileges of employment because of the person's age, disability, equal pay, genetic information, gender identity or expression, national origin, pregnancy, race, religion, retaliation, sex, sexual harassment or sexual orientation in compliance with LCSD Board Policies GBBC: Employee Bullying, GBB: Fair Employment Practices, GBBJ: Code of Ethical Standards, AB: Non-Discrimination Title IX, and applicable negotiated agreements. The complaint process shall remain confidential to the fullest extent allowed by law.

Complainant Information

Name:			
Address:	City	State	ZIP
Home/Cell Phone:	Work Phone:	Email:	
School or Work Location/Department:		Occupation:	

This complaint alleges Bullying____; or
Harassment/Discrimination on the basis of (check all that apply):

___Age ___Disability ___Genetic Information ___Gender Identity or Expression ___Equal Pay
___National Origin _ Pregnancy ___Race ___Religion ___Retaliation ___Sex
___Sexual Harassment ___Sexual Orientation

Subject of Complaint:

Name:
Occupation (if known):
School or Work Location/Department (if known):

Complaint:

Incident(s) occurred or began on or about (date):	Time of Occurrence (approximate is acceptable):
Place of Occurrence (description of area or address. Example: "Room N-99, Anytown High School):	
Time and Place that you addressed complaint with supervisor, or reason for not addressing complaint with supervisor:	
Description of Incident (Please attach additional information as necessary.):	

Relief Requested or Proposed Resolution:

Please attach any and all related documents you believe are material and relevant to support your complaint allegations.

Possible Witnesses:

Name:	Contact Information (if known):
School or Work Location/Department (if known):	Occupation (if known):
Information witness may have:	

Name:	Contact Information (if known):
School or Work Location/Department (if known):	Occupation (if known):
Information witness may have:	

Name:	Contact Information (if known):
School or Work Location/Department (if known):	Occupation (if known):
Information witness may have:	

Name:	Contact Information (if known):
School or Work Location/Department (if known):	Occupation (if known):
Information witness may have:	

_____ _____

Signature of Complainant Date

To Be Completed by Human Resources

Date Received:_____ Assigned To: _____

Lyon County School District
Board Memo

Date: October 24, 2023

To: Board of School Trustees

From: Tim Logan, Deputy Superintendent
James Gianotti, Executive Director of Educational Services

Re: Attendance Policy JED as a second and final reading

Recommendation
That the LCSD Board of Trustees approve revisions to LCSD Policy JED: Attendance as a second and final reading.

Background Information
As a result of the 82nd Session of the Nevada Legislature, revisions were made to NRS 392.130 regarding student attendance. One of the revisions is regarding religious holidays. In accordance with Assembly Bill (AB) 264, if a parent or guardian of a student submits a notice, in writing, to the principal of the school at least 3 days before the pupil will be absent from school due to a religious holiday, it will be considered an excused absence. Additionally, this absence cannot count against a student for the purposes of being recognized for perfect attendance. No more than 5 absences within 1 school year may be approved.

Additionally, Senate Bill (SB) 80 modifies NRS 385, allowing a "pupil who has sustained or is suspected of sustaining an injury to the head to receive reasonable accommodations that are based on peer-reviewed evidence until the pupil is mentally and physically ready to return to full participation in his or her coursework. 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."

These adjustments have been reflected in the proposed changes to LCSD Policy JED: Attendance.

Budget Considerations
N/A

Discussed at Previous Meeting
September 26, 2023

Attachment(s)
Policy JED Attendance

Respectfully Submitted,
Tim Logan, Deputy Superintendent
James Gianotti, Executive Director of Educational Services

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

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 (90%) on a 181 day 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 school administrator and/or school attendance committee exempting the student from retention or credit denial.
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. The student is at, or above the RIT cut score for his/her grade level on the MAP test and in the "Meet" score on all Smarter Balanced Assessment Consortiums (SBAC) assessments, or
c. 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.

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 to assure improved attendance in writing; and the student adheres to the requirements set forth in the plan.
   b. The student earns credit in the courses he/she is enrolled in.
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.

LEGAL REFERENCE: NRS Chapter 392.040-220.

Policy #JED

Revised ~~4/23/19~~

10/24/2023

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY_____JED

ATTENDANCE – ADMINISTRATIVE REGULATIONS

Lyon County School District staff believes 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 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.

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY_____JED

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. 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).

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

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).

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 truancy experiences 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 truancy from occurring.

b. Students who have 3 truancy experiences will be referred to the LCSO as a "habitual truant." A truancy packet will be submitted to the LCSO 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 the student is required to appear in court 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.

PROCESS FOR DETERMINING LOSS OF CREDIT OR NON-PROMOTION TO NEXT HIGHER GRADE

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 to determine if the student meets the level of performance specified in LCSD Policy JED numbers 6 and/or 7. If so, no further action is required under the attendance policy. However, the

administrator must meeting 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 numbers 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.

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 decision of the Student Attendance Advisory Committee is final and binding.

5. 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 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