Agenda

Lyon County School District Board of Trustees

A Meeting of the Board of Trustees of Lyon County School District will be held on Tuesday, July 22, 2025, beginning at 5:00 pm Closed Session and 6:30 pm Open Meeting at the following location:

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

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

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

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA
5. APPROVAL OF MINUTES 5
6. BOARD MEMBER REPORTS
7. ATTITUDE OF GRATITUDE 11
8. SUPERINTENDENT REPORT
9. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.
   Comments submitted electronically will be included in the minutes of the meeting.
10. **CONSENT AGENDA (FOR POSSIBLE ACTION):** Per LCSD Board Policy BDD: Board Meeting Procedures, all matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without

discussion. During this meeting, any member of the Board may request that an item be removed from the consent agenda, discussed, and acted upon separately.

A. Trustee Questions & Answers: This information will be posted after 12:00 pm the day of the board meeting if questions are asked. See attached.	19
B. Request for Early Graduation/HSE (confidential)	
C. Personnel Reports	20
D. Quarterly Enrollment Report	25
E. School Performance Plans	29
F. Annual Renewal of Lyon Surfaces Bid #2023-1	440
G. Ratification of the 2025-2027 Lyon County Administrative Association Certified Bargaining Agreement	442
H. MOU Child Abuse Protection	472
I. MOU Special Olympics Nevada Inc.	475
J. Annual Sportsmanship Violations Report	484
K. Annual AB56 Physical & Mechanical Restraint Report	489
L. IT Department Report	493
M. Class Size Reduction Quarterly Report	495
N. Renewal of Warren Reed Insurance	498
O. Travel	500
P. District Financial Report Vouchers 1475, 1476, 1480, 1479, 1490, 1491, 1527 Total $4,966, 669.16	546

11. **(For Possible Action)** Discussion and possible action regarding the 10-Year Master Facilities Plan for LCSD. This item is being presented by Executive Director of Operations Harman Bains and representatives from Grace Orcutt/Winslow. **610**

12. **(For Possible Action)** Discussion and Possible action regarding LCSD Facility Projects planned for the summer of 2026. This item is being presented by Executive Director of Operations Harman Bains and Operations & Maintenance Supervisor Kirk McCallum. **660**

13. **(For Discussion Only)** Discussion and acknowledgment of an Open Meeting Law complaint, determination and conclusion issued by the Nevada Attorney General's Office on June 27, 2025. This item is being presented by LCSD Legal Counsel Don Lattin. **688**

14. **(For Possible Action)** Discussion and possible action for proposed Pearson Connexus curriculum adoption for LCSD LyOnline Distance Education for grades K-5. This item is being presented by Executive Director of Educational Services Jim Gianotti. **692**

15. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy JG: Student Discipline as a first reading. This item is being presented by Deputy Superintendent Stacey Griffin-Cooper. **733**

16. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy KL: Processing Complaints as a first reading. This item is being presented by Deputy Superintendent Stacey Griffin-Cooper. **767**

17. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GL: Staff Complaints as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **775**

18. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy JO: Student Records as a second and final reading. This item is being presented by Executive Director of Special Services Rachel Stewart. **789**

19. **(For Possible Action)** Discussion and possible action on agenda items for future board meetings and/or information item requests, including a summary by the superintendent. This item is being presented by Board President Hendrix and Superintendent Tim Logan.

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

21. ADJOURN:

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

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

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

MINUTES

Lyon County School District
Board of Trustees

A meeting of the Board of Trustees of Lyon County School District was held June 24, 2025, beginning at 6:30 PM at Professional Learning Center, PLC, located on the SSES Campus, 3800 W. Spruce St., Silver Springs, NV 89429.

1. CALL TO ORDER

   President Hendrix called the meeting to order at 6:30 pm.

2. PLEDGE OF ALLEGIANCE

   The Pledge of Allegiance was led by President Hendrix.

3. WELCOME OF GUESTS

   Trustees Dawn Carson, Darin Farr, and Bridget Peterson were not in attendance.

   Board Members in attendance:
   President Tom Hendrix
   Trustee Elmer Bull
   Trustee Sherry Parsons
   Trustee James Whisler

   Superintendent Tim Logan
   Deputy Superintendent Dawn Huckaby
   Executive Director of Human Resources BillieJo Hogan
   Executive Director of Special Services Rachel Stewart
   Executive Director of Educational Services James Gianotti
   Executive Director of Operations Harman Bains

   Chief Financial Officer Kyle Rodriguez, Safety and Benefits Risk Manager Blake Smith, Communications and Public Information Officer Skyler Tremaine, Legal Counsel Carolyn Renner, Margaret Heim, Stacey Cooper, Jed Marciniak, Monie Byers, Chrissy Haas, Stephanie Coplan, Amber Taylor, Deputy Mark Kosak, Deputy Melody Holland, Erin Korf, Alfredo Martinez.

4. APPROVAL OF AGENDA

   Trustee Bull made a motion to approve the agenda as presented.
   Trustee Whisler seconded.
   With no further discussion, the motion carried 4-0.

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5. APPROVAL OF May 27, 2025 MINUTES

Trustee Whisler made a motion to approve the minutes of the May 27, 2025 meeting.
Trustee Bull seconded.
With no further discussion, the motion carried 4-0.

Superintendent Logan noted that Trustees Carson, Farr and Peterson are not in attendance and confirmed there was a quorum.

6. APPROVAL OF June 4, 2025 Workshop MINUTES

Trustee Bull made a motion to approve the minutes of the June 4, 2025 workshop as presented.
Trustee Whisler seconded.
With no further discussion, the motion carried 4-0.

7. BOARD MEMBER REPORTS

Trustee Parsons attended Fernley graduations and appreciated the events for the students.
Trustee Bull was impressed by the number of students who started school in Yerington, not speaking English as their first language, but they spoke very well in their senior presentations. He attended the Yerington Intermediate (YIS) promotion and the Smith Valley School (SVS) promotion and graduation.
Trustee Whisler attended the Silver Stage High School (SSHS) graduation and praised the student who played the National Anthem on guitar. He attended the Fernley High School (FHS) ceremony as well and enjoyed handing the diplomas to the students and witnessing the people in the stands supporting the students and schools.
President Hendrix attended the Silver Stage Middle School (SSMS) and Silverland Middle School (SMS) promotions. He attended graduation ceremonies at SSHS and FHS and mentioned one student had 13 years of perfect attendance.

8. ATTITUDE OF GRATITUDE

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

9. SUPERINTENDENT REPORT

Superintendent Logan thanked the board for the workshop, and congratulated the students who graduated. He attended many graduation ceremonies. It was a busy time but rewarding to see students cross the stage.

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are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.
Comments submitted electronically will be included in the minutes of the meeting.
There were no public comments.

11. **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.

There was discussion regarding school drills, item 11. H. EOP. There is much forethought in ensuring that the emergency drills do not cause unnecessary stress or anxiety on staff or students. The process is structured and intentional. Administrators take part in an annual tabletop exercise, usually involving School Resource Officers (SROs) as well as the county SWAT emergency response team. During these exercises, administrators participate in a variety of scenarios, helping to build confidence and preparedness across the schools.
President Hendrix made a motion to approve the consent agenda as presented.
Trustee Bull seconded.
With no further discussion, the motion carried 4-0.

A. Trustee Questions & Answers: This information will be posted after 12:00 pm the day of the board meeting if questions are asked. No questions were asked.
B. Budget Transfers
C. Request for Early Graduation/HSE (confidential)
D. Personnel Reports
E. Travel
F. IT Department Reports
G. Fuel Bid
H. EOP (Confidential)
I. Renewal CCMSI
J. Renewal Warren Reed Property Liability Insurance
K. District Financial Report

Voucher #1430, 1429, 1440, 1439, 1444, 1445, 1447, 1446, 1467, 1466
Total $5,812,029.46

12. ACCEPTANCE OF DONATIONS

President Hendrix made a motion to accept the donation made to Dayton High School.
Trustee Parsons seconded.
With no further discussion, the motion carried 4-0.

13. **(For Possible Action)** Discussion and possible action regarding the LCSD Communications Plan. This item is being presented by Communications and Public Relations Officer Skyler Tremaine.

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The LCSD Communication Plan exists to serve as a foundational blueprint that will evolve as needed. The program includes consistent communication to stakeholders to support and promote district-wide engagement.
The board shared positive comments and liked the increased communication with staff and the community. They expressed appreciation for the positive stories uplifting messages highlighting student accomplishments.
Trustee Bull made a motion to approve the LCSD Communications Plan.
Trustee Whisler seconded.
With no further discussion, the motion carried 4-0.

14. **(For Possible Action)** Discussion and possible action regarding the 2026-2027 Master Calendar. This item is being presented by Executive Director of Human Resources BillieJo Hogan.

The 2026-27 Master Calendar was presented. It was confirmed that the Lyon County Certified, Classified and Administrators' unions were in favor, and the calendar complies with policy and NRS requirements.
Trustee Whisler made a motion to approve the 2026-27 LCSD Master Calendar.
Trustee Parsons seconded.
With no further discussion, the motion carried 4-0.

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

The annual, summative evaluation of Superintendent Logan was reviewed. The board acknowledged the short time that some have been in office, making it difficult to fully evaluate his performance. However, they expressed optimism and encouragement about the direction he is leading the district. They are looking forward to seeing results of the District Performance Plan that contains targeted goals and objectives.
Superintendent Logan was grateful for the feedback and credited staff for their efforts as well.
Trustee Whisler made a motion to approve the annual summative evaluation of Superintendent Logan.
President Hendrix seconded.
With no further discussion, the motion carried 4-0.

16. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy JO: Student Records as a first reading. This item is being presented by Executive Director of Special Services Rachel Stewart.

Revisions to Policy JO: Student Records were made to reflect the district's commitment to student privacy, parental rights, legal compliance, and to ensure record-keeping practices are as clear, efficient, and protective as possible across the district.
Trustee Bull made a motion to approve the revisions to LCSD Policy JO: Student Records as

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a first reading.
Trustee Wisler seconded.
With no further discussion, the motion carried 4-0.

17. **(For Possible Action)** Discussion and possible action regarding revisions to the following LCSD Policies as a second and final reading. No changes were made to the policies after the first reading. Any member of the Board may request that a policy be removed and discussed and acted upon separately.
A. Policy IK: Grading, Interventions, course Exemptions and Class Ranking
B. Policy GBBS: Protection of Employees from Blood-Borne Pathogens
C. Policy JA: Inflatable Play Equipment and other Rental Equipment

There was a discussion about the current policy, IK: Grading, Interventions, Course Exemptions, and Class Ranking, that reads that teachers must notify parents of assigning a failing grade. One argument is that parents and students should take responsibility and be informed, emphasizing that this is time-consuming for teachers. However, not all parents have the resources to access the online system, and this policy provides the assurance that they will be informed and an opportunity to engage families in the education of the student. Regarding the new policy JA: Inflatable Play Equipment, a list of reputable companies that meet the requirements will be developed, and will naturally change as companies change.
President Hendrix made a motion to approve LCSD policies IK, GBBS, and JA as second and final readings.
Trustee Whisler seconded.
With no further discussion, the motion carried 4-0.

18. **(For Possible Action)** Discussion and possible action on agenda items for future board meetings and/or information item requests, including a summary by the superintendent. This item is being presented by Board President Hendrix and Superintendent Tim Logan.
The next school board meeting will be held on July 22, 2025, at the PLC.
Sportsmanship report
Nutrition Services will distribute meals to families on Wednesdays. The board was invited to participate.
This was Deputy Superintendent Dawn Huckaby's last board meeting as she is retiring. They thanked her for her work and dedication.
Stacey Cooper was introduced as the new Deputy Superintendent.
President Hendrix recognized Dawn Huckaby's work in the district and welcomed Mrs. Cooper.

19. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President.

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Public comment

20. ADJOURN:
Adjourn: 7:42 pm

The notice for this meeting was posted on June 17, 2025 at Lyon County School District Administrative Office, Lyon County School District websites (http://lyoncsd.org) and the Nevada Public Notice Website (http://notice.nv.gov) in accordance with NRS 241.020 (3) (b).

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NIGHTHAWKS

Attitude of Gratitude

My name is Xander **and I am successful at my school, Silver Stage Elementary because of** mrs.owens.

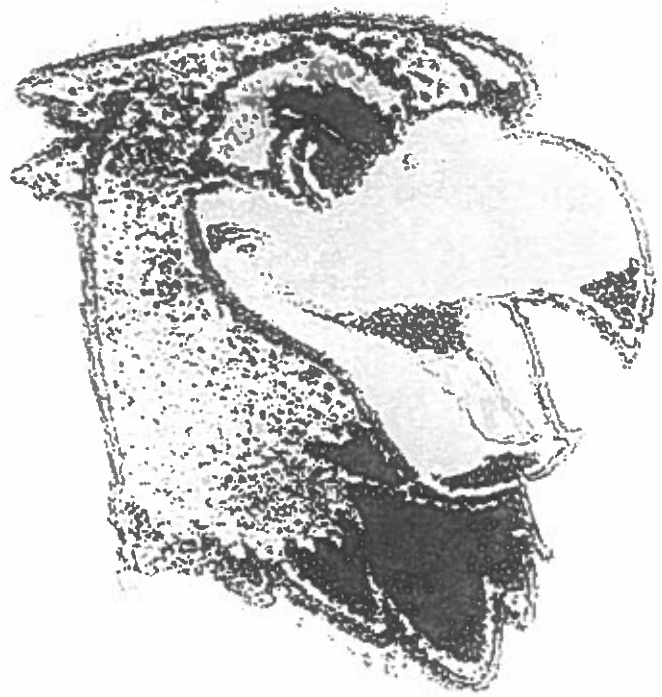
I want to thank him/her for

She help me learn moore adout math. I like math.

ATTITUDE OF GRATITUDE

My name is Logan Y and I am successful at Riverview Elementary School because of Mrs. Armstrong

I want to thank him/her for helping me with my math. And my reading. And she mackes me smile.



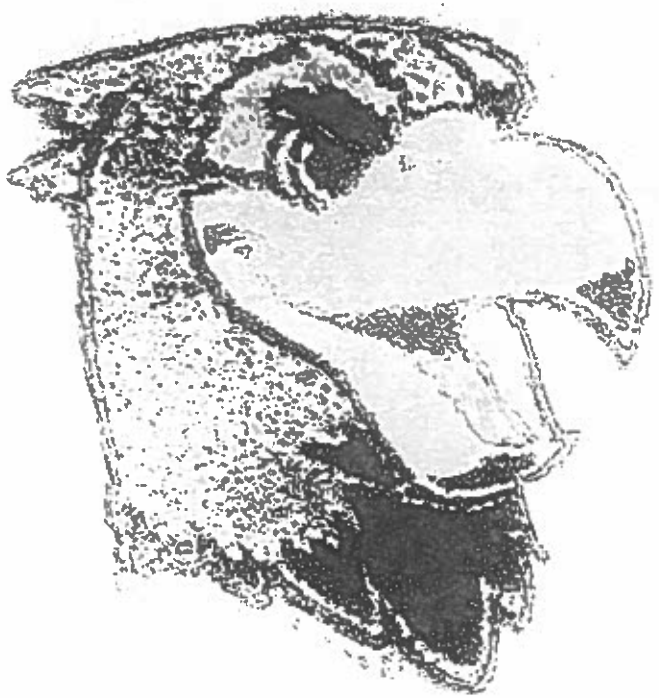
Signed: Logan Young

ATTITUDE OF GRATITUDE

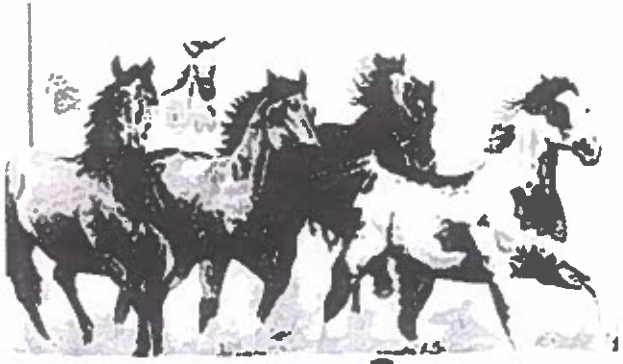
My name is Gerardo and I am successful at Riverview Elementary School because of Mrs Camou.

I want to thank him/her for helging get better and get good at my ABC and get good at my words and work and ✓ better at reading and helping me to remember to be nise.

Signed: Gerardo Codova



Sutro Elementary



Attitude of Gratitude

My name is Adriana Galvan and I am successful at Sutro Elementary School because of mis. Carrison.

I want to thank him/her for making me successful in Life and being so nice to me.

Attitude of Gratitude

My name is Nikki Jensen (student name) and I am successful at

Dayton intermediate (school name) because of Ms. Vadova (teacher/staff member's name).

I want to thank him/her for teaching me about music and making choir way more fun this year I love the songs we've done so far and I love how our concerts were way better and that you helped us work hard and try our hardest.

Signed: Nikki Jensen

Attitude of Gratitude

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

East Valley Elementary School because of mrs. Salo.

I want to thank him/her for

Teaching me to be kind smart respectful and responsable. She's my Most kind teacher.

Attitude of Gratitude

My name is Sylvia and I am successful at
student name

SSMS because of Donna Donna br.
school name teacher/staff member's name

I want to thank him/her for being an amazing parent and lunch lady.

Signed: Sylvia
student signature

YERINGTON ELEMENTARY

Attitude of Gratitude

My name is Mark Maher **and I am successful at my school, Yerington Elementary because of** Ms. Kint.

I want to thank him/her for

teching my 2-3 math and riteing storys and rokit Math the end.

LYON COUNTY SCHOOL DISTRICT

Trustees' Questions and Answers for the
July 22, 2025
School Board Meeting Agenda

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

Agenda Item #: 10 E

Trustee Question: Who is tasked with reviewing the School Performance Plans to assure they align with the District Performance Plan?

District Staff Answer: Our Deputy Superintendent, Dr. Stacey Cooper, is tasked with monitoring the SPPs with each school principal. The district cabinet met early in July to review each SPP and provide feedback to each of the school leaders. Each SPP correlates to the DPP, but the action steps, timelines and/or tasks may vary from school site to school site. The SPP is a living document, so edits and adjustments will occur throughout the school year, based upon stakeholder feedback, data and student performance.

Agenda Item #: 10 J

Trustee Question: Are the numbers of violations included in this report consistent with past reports and what is the trigger point when disciplinary action is considered?

District Staff Answer: The number of violations between the year prior and this past year are consistent. All violations are reported to school administration and are handled accordingly between coach staff, students and school administration. It is noteworthy to recognize violations can span from simple uniform violations, back talking, inadvertent blocking, to intentional actions. A detailed spreadsheet is maintained and reviewed by the Deputy Superintendent and school administration. LCSD considers sports an extension of the classroom. We ensure consequences are upheld on the field as well as at the school site.

Agenda Item #: 10 K

Trustee Question: Does the District also collect and report data indicating the instances of physical assaults perpetrated against District staff members?

District Staff Answer: The district does collect and report data for what Nevada constitutes major disciplinary instances, which include staff assault. This report is finalized and submitted to the state in August of every year. The Deputy Superintendent will be presenting this data at the August board meeting.

LYON COUNTY SCHOOL DISTRICT
LICENSED

PERSONNEL REPORT LIC 0701 – July 22, 2025

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST	FUNDED BY and BOARD APPROVAL DATE {if new position}	EFF. DATE	NAME OF RECOMMENDED EMPLOYEE
Cottonwood Elementary	Teacher	X		New allocation	8/20/25	Cailynne Bixby
Dayton Elementary	Teacher		X	(K. Dutcher)	8/20/25	Diana Kimbrough
Dayton High	Teacher		X	(A.Lugo)	8/20/25	Shannon Anderson
Dayton Intermediate	Teacher		X	(R. Ellis)	8/20/25	Savannah Dyer
East Valley Elementary	Teacher		X	(R. Brooks)	8/20/25	Hannah Dutton
East Valley Elementary	Teacher		X	(E. Koch)	8/26/25	Eldawna Koch
Fernley High	Teacher		X	(I. Simons)	8/20/25	Nicole Bertrando
Fernley Intermediate	Teacher		X	(A.Morman)	8/26/25	Adine Morman
Sutro Elementary	Teacher		x	(R. Young)	8/20/25	Jane Read
Silverland Middle	Teacher		X	(A. Dimit)	8/20/25	Nicole Barona

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Fernley Elementary	Teacher	6/13/25	Carlie Fagundes

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL 0701– July 22, 2025

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
District Office	Business Bookkeeper		X	(D. McDonald)	7/14/25	Susan Davidson
Fernley Elementary	Custodian		X	(H. Bluhm)	6/30/25	Carol Staudt
Silver Stage Middle	Principal Secretary		X	(M. Schwartz)	6/27/25	Chelsea Allred

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Smith Valley Schools	Principal Secretary	7/31/25	Jamie DeChambeau
Yerington High	Paraprofessional	6/13/25	Daniela Cervantes

LYON COUNTY SCHOOL DISTRICT

Administrative

That the Board of Trustees approves the following recommendations:

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
District Wide	Chief Financial Officer	8/8/25	Kyle Rodriguez

	DAC	Description	Name
1	DAYTON INTERMEDIATE SCHOOL	Xduty - Track MS Head	MIKLICH, NICOLE
2	DAYTON INTERMEDIATE SCHOOL	Xduty - Track MS Assistant	RAND, JOSEPH
3	DAYTON INTERMEDIATE SCHOOL	Xduty - Track MS Assistant	WOODS, CHRISTINA M
4	SILVER STAGE MIDDLE SCHOOL	Xduty - Athletic Director MS	ADKINS, ERICA
5	SUTRO ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	HARDER, MELISSA K
6	SUTRO ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	TAYLOR, HEATHER
7	SUTRO ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assist	TAYLOR, HEATHER
8	DAYTON HIGH SCHOOL	Xduty - Academic Team Advisor HS	KRUEGER, SHANNA
9	DAYTON HIGH SCHOOL	Xduty - Activity Director HS	SANTOS, MAREN
10	DAYTON HIGH SCHOOL	Xduty - Class Advisor 10,11,12	FIFE, HANNAH N
11	DAYTON HIGH SCHOOL	Xduty - CTE Student Organization Advisor (CTSO)	BUMGARDNER, WILLIAM
12	DAYTON HIGH SCHOOL	Xduty - CTE Student Organization Advisor (CTSO)	CHILDERS, CAMERON N
13	DAYTON HIGH SCHOOL	Xduty - CTE Student Organization Advisor (CTSO)	EARY, ASHLYN
14	DAYTON HIGH SCHOOL	Xduty - Department Head	KRUEGER, SHANNA
15	DAYTON HIGH SCHOOL	Xduty - Department Head	MIKLICH, JARED
16	DAYTON HIGH SCHOOL	Xduty - Department Head	SANTOS, MAREN
17	DAYTON HIGH SCHOOL	Xduty - Department Head	STREY, HIEDI
18	DAYTON HIGH SCHOOL	Xduty - Department Head	STURM, STEVEN
19	DAYTON HIGH SCHOOL	Xduty - National Honor Society	KRUEGER, SHANNA
20	DAYTON HIGH SCHOOL	Xduty - Play Director HS Fall	SCHERER, JAMIE M
21	DAYTON HIGH SCHOOL	Xduty - Play Director HS Spring	SCHERER, JAMIE M
22	DAYTON HIGH SCHOOL	Xduty - Site Webmaster/School Tech Assist	BUMGARDNER, WILLIAM
23	DAYTON HIGH SCHOOL	Xduty - Yearbook Advisor HS .5 FTE	GELMSTEDT, ELIZABETH A
24	DAYTON HIGH SCHOOL	Xduty - Yearbook Advisor HS .5 FTE	MCCONNELL-CONSEUR, CAROLYN M
25	DAYTON HIGH SCHOOL	Xduty - Class Advisor 10,11,12 .5 FTE	SANTOS, MAREN
26	DAYTON HIGH SCHOOL	Xduty - Class Advisor 10,11,12 .5 FTE	STAUNTON-WILLIAMS, HEATHER
27	SILVER STAGE HIGH SCHOOL	Xduty - Site Webmaster/School	BRUEHER, ANNA
28	SILVER STAGE HIGH SCHOOL	Xduty - Department Head	CONNOLLY, DEE A
29	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 9	CONNOLLY, DEE A
30	SILVER STAGE HIGH SCHOOL	Xduty - Activity Director HS .5 FTE	CROSS, ASHLEE N
31	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 10,11,12	CROSS, ASHLEE N
32	SILVER STAGE HIGH SCHOOL	Xduty - National Honor Society	CROSS, ASHLEE N
33	SILVER STAGE HIGH SCHOOL	Xduty - Play Director HS Fall	PIATT, DALTON J
34	SILVER STAGE HIGH SCHOOL	Xduty - Play Director HS Spring	PIATT, DALTON J
35	SILVER STAGE HIGH SCHOOL	Xduty - Academic Team Advisor HS	PIATT, DALTON J
36	SILVER STAGE HIGH SCHOOL	Xduty - Department Head	PIATT, DALTON J
37	SILVER STAGE HIGH SCHOOL	Xduty - Athletic Director HS	VON LINSOWE, CODY
38	SILVER STAGE HIGH SCHOOL	Xduty - Shop Maintenance HS	VON LINSOWE, CODY
39	SILVER STAGE HIGH SCHOOL	Xduty - Department Head	VON LINSOWE, CODY
40	SILVER STAGE HIGH SCHOOL	Xduty - MTSS Program Facilitator	WALKER, PAIGE
41	SILVER STAGE HIGH SCHOOL	Xduty - Activity Director HS .5 FTE	WARD, GEORGIA M
42	SILVER STAGE HIGH SCHOOL	Xduty - Band Director HS	WARD, GEORGIA M
43	SILVER STAGE HIGH SCHOOL	Xduty - Choir Director HS	WARD, GEORGIA M
44	SILVER STAGE HIGH SCHOOL	Xduty - Volleyball HS Head	ADKINS, ERICA
45	SILVER STAGE HIGH SCHOOL	Xduty - Football Assistant	ORNELAS, LOGEN B
46	SILVER STAGE HIGH SCHOOL	Xduty - Cheerleader Fall Head	ALLRED, CHELSEA L
47	SILVER STAGE HIGH SCHOOL	Xduty - Cheerleader Winter Hea	ALLRED, CHELSEA L
48	SILVER STAGE HIGH SCHOOL	Xduty - Dance/Drill HS Fall	SHIVELY, ALEXIS S
49	SILVER STAGE HIGH SCHOOL	Xduty - Dance/Drill HS Winter	SHIVELY, ALEXIS S
50	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Boys HS Assistant	ORNELAS, LOGEN B
51	SILVER STAGE HIGH SCHOOL	Xduty - Basketball Boys HS Head	VON LINSOWE, CODY
52	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	MOORE, AARON A
53	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	MCCULLAR, JACOB
54	FERNLEY HIGH SCHOOL	Xduty - Volleyball HS Assist	FILLMORE, JILLIAN M
55	FERNLEY HIGH SCHOOL	Xduty - Soccer Boys Assistant	MUNIZ-PENA, ANGEL
56	FERNLEY HIGH SCHOOL	Xduty - Soccer Boys Head	VILLA, ALLEN
57	FERNLEY HIGH SCHOOL	Xduty - Soccer Girls Assistant	HERNANDEZ, REBECCA
58	FERNLEY HIGH SCHOOL	Xduty - Cheerleader Fall Head	VAWTER, AMANDA
59	FERNLEY HIGH SCHOOL	Xduty - Soccer Girls Head	VALENTINE, TAMMI
60	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	PAULSEN, BERTON W
61	FERNLEY HIGH SCHOOL	Xduty - Football Head	SLOAN, ANFERNEE
62	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	CHAPIN, THOMAS J
63	DAYTON HIGH SCHOOL	Xduty - Soccer Boys Head	MELGAREJO, VICTOR
64	DAYTON HIGH SCHOOL	Xduty - Football Assistant	ENGLE, KEEGAN G

	DAC	Description	Name
65	DAYTON HIGH SCHOOL	Xduty - Soccer Girls Head	TUTTLE, MICHAEL
66	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	PAULMAN, JOSHUA
67	FERNLEY HIGH SCHOOL	Xduty - Volleyball HS Head	CHAPIN, DIANE
68	FERNLEY HIGH SCHOOL	Xduty - Golf Girls	O'NEILL, BRIAN
69	FERNLEY HIGH SCHOOL	Xduty - Play Director HS Fall	FERGUSON, TARA
70	FERNLEY HIGH SCHOOL	Xduty - Play Director HS Spring	FERGUSON, TARA
71	FERNLEY HIGH SCHOOL	Xduty - Department Head	GRACE, JOHN
72	FERNLEY HIGH SCHOOL	Xduty - Department Head SPED	SAUL, CHRISTY
73	FERNLEY HIGH SCHOOL	Xduty - Department Head	ERICKSEN, JODY
74	FERNLEY HIGH SCHOOL	Xduty - Department Head	CHAPIN, DIANE
75	FERNLEY HIGH SCHOOL	Xduty - Department Head	SLOAN, ANFERNEE
76	FERNLEY HIGH SCHOOL	Xduty - Department Head	WHITEHEAD, PATRICK
77	FERNLEY HIGH SCHOOL	Xduty - Department Head	MCCALLUM, TERESA
78	FERNLEY HIGH SCHOOL	Xduty - Shop Maintenance HS	GRACE, JOHN
79	FERNLEY HIGH SCHOOL	Xduty - Shop Maintenance HS	KRZYSIAK, SHANE K
80	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12	KINGSTON, JACKIE
81	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12	KUNTZ, HEATHER
82	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 9	VARNER, KRISTINIA S
83	FERNLEY HIGH SCHOOL	Xduty - National Honor Society	WEISHAHN, AMY
84	FERNLEY HIGH SCHOOL	Xduty - FFA Advisor	BOTTS, SYDNEY M
85	FERNLEY HIGH SCHOOL	Xduty - Band Director HS	MYLER, STEPHEN
86	FERNLEY HIGH SCHOOL	Xduty - Band Director Marching Pep HS	MYLER, STEPHEN
87	FERNLEY HIGH SCHOOL	Xduty - Choir Director HS	MYLER, STEPHEN
88	FERNLEY HIGH SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	BOSCH-WHITNEY, AMY
89	FERNLEY HIGH SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	SCHNEIDERMAN, ERIN
90	FERNLEY HIGH SCHOOL	Xduty - Activity Director HS	KINGSTON, JACKIE
91	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12	WHITEHEAD, PATRICK
92	FERNLEY HIGH SCHOOL	Xduty - Yearbook Advisor HS	NAKASHIMA, NICOLE
93	FERNLEY HIGH SCHOOL	Xduty - Site Webmaster/School Tech Assist	SWAIN, DOWAIN III
94	FERNLEY HIGH SCHOOL	Xduty - CTE Student Organization Advisor (CTSO)	MAYER, REBECCA
95	FERNLEY HIGH SCHOOL	Xduty - VITA/TCE	MAYER, REBECCA
96	FERNLEY HIGH SCHOOL	Xduty - Band Assistant Marching Pep HS	BOTTS, SYDNEY M
97	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 10,11,12	CROSS, ASHLEE N
98	DAYTON INTERMEDIATE SCHOOL	Xduty - Activity Director MS	ETTER, LINDSAY
99	DAYTON INTERMEDIATE SCHOOL	Xduty - Play Director MS Class Fall	ETTER, LINDSAY
100	DAYTON INTERMEDIATE SCHOOL	Xduty - Play Director MS Class Spring	ETTER, LINDSAY
101	DAYTON INTERMEDIATE SCHOOL	Xduty - National Junior Honor Society	JERGESEN, ARVELLA
102	DAYTON INTERMEDIATE SCHOOL	Xduty - MTSS Program Facilitat	JORDAN, KIRBY
103	DAYTON INTERMEDIATE SCHOOL	Xduty - Athletic Director MS	JERGESEN, ARVELLA
104	DAYTON INTERMEDIATE SCHOOL	Xduty - Site Webmaster/School	GRIMM, COLLEEN L
105	DAYTON HIGH SCHOOL	Xduty - Football Assistant	BERNTSON, SKYLER
106	DAYTON HIGH SCHOOL	Xduty - Football Head	SPANN, TERRENCE

Lyon County School District July 22, 2025
Volunteer Report

	School Site	Volunteer Position	Name
1	Silver Stage High	Volleyball	Lauren Woodhams
2	Yerington High	Girls Golf	Deanna McCandless
3	Dayton High	Football	Paul Pullman
4	Fernley High	Football	Lynn Cleghorn
5	Fernley High	Football	David Sisneros
6	Fernley High	Band Booster	Mirandy Lewis
7	Fernley High	Dance	Teyana Peterson

Enrollment for Quarter Ending June 30, 2025

To : Board of School Trustees
From: Tim Logan, Superintendent
Date : July 22, 2025
Re: Enrollment Report

Requested By
Tim Logan, Superintendent

STATEMENT:
Attached is the enrollment report for the fourth quarter ending June 30, 2025. Currently, our weighted student enrollment used for the Pupil Centered Funding Plan has decreased by 48 students from the third quarter ending on March 31, 2025.

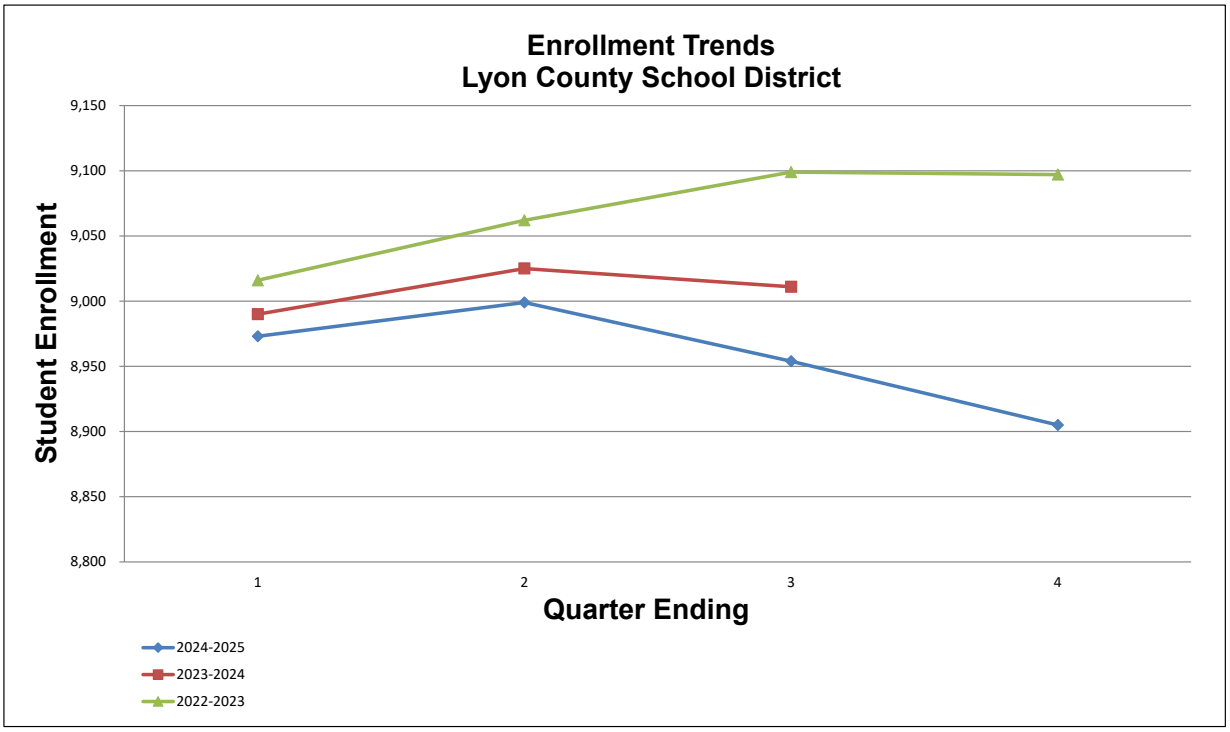
EDUCATIONAL CONSIDERATIONS:
Not applicable.

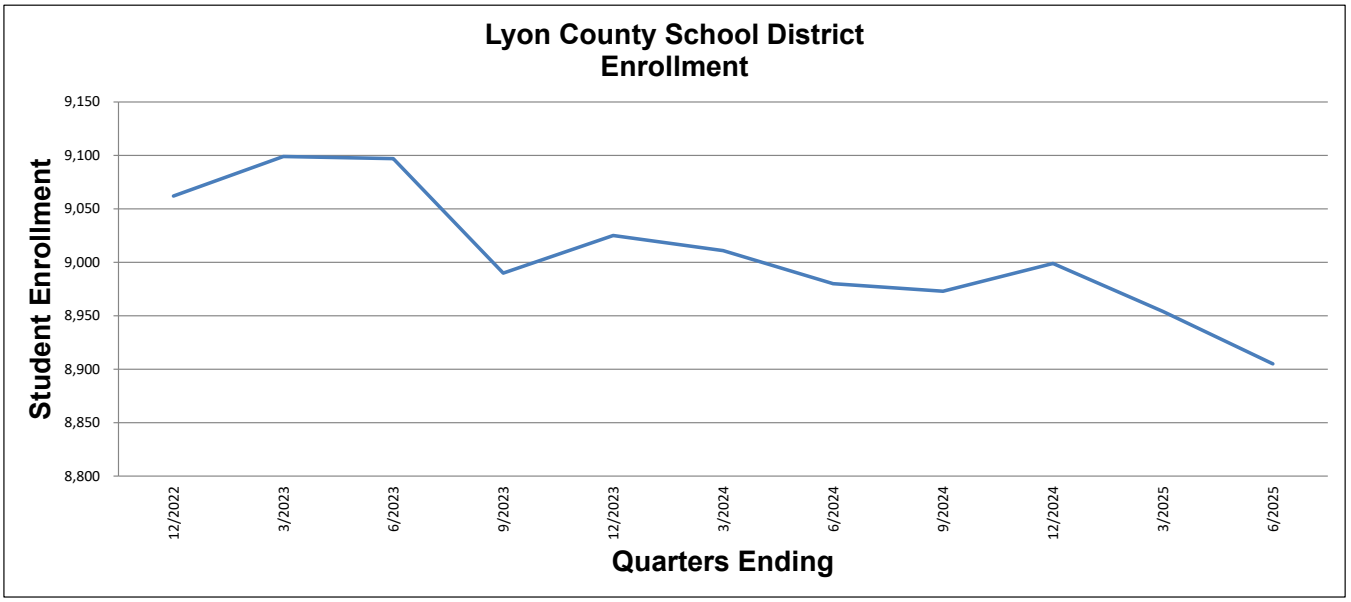
BUDGET CONSIDERATIONS:
Not applicable.

Respectfully submitted,
Tim Logan, Superintendent

Prepared by,
Cheryl Veil - Administrative Secretary

LYON COUNTY SCHOOL DISTRICT
Enrollment for Quarter Ending June 30, 2025





LYON COUNTY SCHOOL DISTRICT

Average Daily Enrollment for Quarter Ending June 30, 2025

	2021-2022				2022-2023				2023-2024				2024-2025				Validation Day Comparison		Current Year Comparison	
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	23-24 to 24-25		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	9/30	12/31	3/31	6/30	Change	%	Change	%
DES	430	440	449	448	433	440	447	449	452	461	462	459	431	433	435	433	(21)	-4.3%	2	0.5%
SES	392	405	412	411	403	401	402	410	411	404	410	415	405	420	435	434	(6)	-1.7%	29	7.8%
RES	434	438	422	421	409	419	423	424	431	438	452	450	434	441	444	455	3	0.7%	21	5.3%
DIS	377	379	376	373	376	379	375	375	364	368	366	362	349	353	352	343	(15)	-3.8%	(6)	-1.4%
DHS	714	717	714	708	742	744	733	723	753	753	736	730	747	744	728	718	(6)	-0.9%	(29)	-4.2%
Dayton	**2,347**	**2,379**	**2,373**	**2,362**	**2,363**	**2,383**	**2,381**	**2,382**	**2,412**	**2,424**	**2,426**	**2,417**	**2,366**	**2,391**	**2,394**	**2,383**	**(46)**	**-1.9%**	**17**	**0.7%**
FES	438	480	469	480	423	425	440	436	415	420	433	443	426	432	429	431	11	2.4%	5	1.2%
CES	576	598	588	598	579	586	606	617	570	580	575	567	557	562	569	572	(13)	-2.1%	15	2.7%
EVES	504	516	511	516	556	555	552	550	498	499	514	522	502	503	518	521	4	0.7%	19	3.9%
FIS	620	625	627	625	634	643	657	652	665	661	653	654	656	654	648	643	(9)	-1.4%	(13)	-2.1%
SMS	649	665	660	665	643	641	641	640	635	642	639	637	672	674	670	665	37	5.5%	(7)	-1.1%
FHS	1,236	1,198	1,221	1,198	1,301	1,298	1,282	1,270	1,309	1,317	1,303	1,283	1,313	1,318	1,287	1,261	4	0.3%	(52)	-4.3%
Fernley	**4,023**	**4,082**	**4,078**	**4,082**	**4,136**	**4,148**	**4,179**	**4,166**	**4,093**	**4,119**	**4,118**	**4,107**	**4,126**	**4,144**	**4,122**	**4,094**	**33**	**0.8%**	**(32)**	**-0.8%**
SSES	349	351	356	352	365	370	369	378	353	358	355	360	362	364	362	363	9	2.4%	1	0.4%
SSMS	337	341	344	343	330	326	328	331	321	323	323	321	326	319	308	301	5	1.4%	(25)	-7.9%
SSHS	324	321	312	305	337	334	329	325	341	336	328	325	346	346	337	333	5	1.6%	(13)	-4.0%
Silver Spg	**1,010**	**1,012**	**1,012**	**1,000**	**1,032**	**1,030**	**1,026**	**1,034**	**1,016**	**1,017**	**1,006**	**1,005**	**1,034**	**1,029**	**1,008**	**998**	**18**	**1.8%**	**(36)**	**-3.8%**
SVES	97	100	100	102	106	105	104	102	91	91	91	90	88	86	87	89	(3)	-3.2%	1	1.5%
SVHS	105	104	100	98	102	100	99	99	98	99	100	101	90	90	91	92	(8)	-7.4%	2	1.7%
Smith Val	**202**	**204**	**200**	**200**	**208**	**205**	**203**	**201**	**189**	**190**	**191**	**191**	**178**	**176**	**177**	**182**	**(11)**	**-5.5%**	**4**	**1.6%**
YES	451	446	451	464	474	490	499	505	463	462	462	464	449	443	448	452	(14)	-2.7%	3	0.7%
YIS	410	411	407	408	401	406	408	408	400	397	394	393	401	398	393	393	1	0.3%	(8)	-2.0%
YHS	399	399	392	382	392	393	394	392	408	407	404	394	411	411	403	395	3	0.7%	(16)	-4.1%
Yerington	**1,259**	**1,256**	**1,250**	**1,254**	**1,267**	**1,289**	**1,301**	**1,306**	**1,272**	**1,266**	**1,259**	**1,251**	**1,261**	**1,252**	**1,243**	**1,240**	**(11)**	**-0.8%**	**(21)**	**-1.6%**
ERHS	7	8	7	8	10	7	9	9	9	9	11	9	8	7	8	9	(1)	-9.1%	1	9.1%
TOTAL	**8,848**	**8,940**	**8,919**	**8,906**	**9,016**	**9,062**	**9,099**	**9,097**	**8,990**	**9,025**	**9,011**	**8,980**	**8,973**	**8,999**	**8,954**	**8,905**	**(17)**	**-0.2%**	**(68)**	**-0.8%**
Change fro	81	92	(21)	(13)	110	46	37	(3)	(107)	35	(14)	(31)	(7)	26	(45)	(48)				

LYON COUNTY SCHOOL DISTRICT
Enrollment for June 30, 2025

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	4	25	25			28	22	19				22	-				22				167
K	40	52	52			72	116	84				61	-		14		65				556
1	67	53	46			95	90	96				57	-		1		74				580
2	59	53	68			81	122	98				67	-		14		91				653
3	65	62	61			79	103	114				73	-		16		102				675
4	73	67	69			76	119	111				83	-		17		98				714
5	70	67	66						297				71		12			103			685
6	55	54	69	-					347				76		15			91			706
7				163						324			68			12		97		0	665
8				180						341			86			16		102		1	726
9					178						305			80		13			112	3	691
10					176						319			91		11			97	2	696
11					175						325			85		21			99	2	707
12					185						302			76		19			84	-	667
Ungraded					5						9			1					3	-	18
Enrolled School	433	434	455	343	718	431	572	521	643	665	1,261	363	301	333	89	92	452	393	395	9	8,905
Area					2,383						4,094			998		182			1,240	9	8,905

Lyon County School District

Cottonwood Elementary School

2025-2026 School Improvement Plan



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Mission Statement

At Cottonwood Elementary, we are committed to nurturing the whole child by fostering a supportive and inclusive learning environment where every student is empowered to grow into a resilient, creative, and compassionate individual. Through collaboration with families and the community, we aim to inspire lifelong learners who are prepared to think critically, communicate effectively, and act responsibly as global citizens. Guided by the Lyon County School District's Portrait of a Learner, we focus on equipping our students with the skills, character, and curiosity needed to thrive in an ever-changing world.

Vision

Our vision at Cottonwood Elementary is to cultivate a dynamic and nurturing school community where every child feels valued, empowered, and inspired to achieve their full potential. We envision a future where students develop the confidence to face challenges, the curiosity to explore new ideas, and the compassion to make a positive impact on the world.

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Demographics & Performance Information

Nevada Report Card

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

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Inquiry Area 3: Connectedness 17

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students in Kinder and 1st who have received rigorous foundational instruction from HMH are achieving in the 52d percentile. This success rate is expected to roll up grade levels as students continue to engage with new curriculum.

Multiple initiatives in place to monitor student success and track paths to improvement, including a recently revamped MTSS school wide process and routinely SIP data tracker.

Strong success indicators from strategic placement of at risk students through structured intervention with CCRI's and United Readers.

Student Success Areas for Growth

Commitment to data tracking and goal setting in regard to SBAC performance and success.

Strengthening support for students with IEPs and and EL students.

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Strengthening career exploration through multiple learning opportunities and pathways.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success
Foster/Homeless	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success

Student Group	Challenge	Solution
Free and Reduced Lunch	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success
Racial/Ethnic Minorities	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success
Students with IEPs	Commitment to data tracking and goal setting in regard to proficiency data. Ensuring equitable access and participation in WBL activities and experiences.	Build partnerships with community employers for inclusive WBL access. Focused case management (CCRI) for at risk students to stay on track for success

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners.
Critical Root Cause: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

Problem Statement 2 (Prioritized): While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success.
Critical Root Cause: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Problem Statement 3 (Prioritized): Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance.
Critical Root Cause: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Cottonwood Elementary School currently utilizes Professional Learning Communities where grade level teams collaborate and develop next steps for student success based on data driven decision making. Professional support has been provided by Solution Tree to improve the efficacy of data teams and ensure that teachers are given the tools needed to best support the growth of students.

Cottonwood Elementary School also utilizes Teacher Leaders for coaching opportunities for both new and tenured teachers. Teacher Leaders offer support for a wide range of instructional areas including classroom management, technology support, and curriculum support.

Adult Learning Culture Areas for Growth

Inconsistent implementation of curriculum and inconsistent Tier I Instruction school wide indicates the need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide. This requires targeted adult instruction and professional development to better align equitable, high-impact strategies to improve student growth outcomes for all student subgroups.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal test prep.	Provide test prep materials in multiple languages and or with scaffolded supports. Offer language-focused tutoring and extended learning time. Professional development in inclusive instructional practices in tier one instruction. Provided targeted tier 2 and 3 interventions and scaffolds.
Foster/Homeless	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal test prep.	Ensure consistent access to academic support and mentorship. Provide transportation and technology for online ACT prep resources. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.

Student Group	Challenge	Solution
Free and Reduced Lunch	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal prep.	Offer evening/weekend prep courses with meals provided. Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.
Migrant/Title1-C Eligible	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal test prep.	Mobile tutoring support and digital access to SBAC prep content. Coordination with families for attendance and participation. Professional development in inclusive instructional practices in Tier 1 instruction. Provide t argeted Tier 2 and 3 interventions and scaffolds.
Racial/Ethnic Minorities	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal test prep.	Partner with culturally relevant mentors and tutors. Use data to identify and close opportunity gaps.Professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and 3 interventions and scaffolds.
Students with IEPs	Need for differentiated support strategies in tier one instruction in ELA and Math. The need for tighter alignment of core curriculum to SBAC and iReady standards, especially in Math, as well as access to formal test prep.	Formal test prep/ resources with accommodations mirroring actual test-day supports. Differentiated instruction and support aligned with IEP goals. Professional development in inclusive instructional practices in Tier 1 instruction. Provide t argeted Tier 2 and 3 interventions and scaffolds.

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Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic

benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success.
Critical Root Cause: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Problem Statement 2 (Prioritized): Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners.
Critical Root Cause: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

Problem Statement 3 (Prioritized): Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance.
Critical Root Cause: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Connectedness

Connectedness Areas of Strength

CES recognizes that regular student attendance is a driver of success and has made significant changes to both monitor and incentivize student attendance.

Connectedness Areas for Growth

- Addressing root causes of absenteeism in vulnerable populations, and identifying most at-risk students.
- Increasing student engagement, SEL support, and sense of belonging.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources
Foster/Homeless	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources
Free and Reduced Lunch	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources
Migrant/Title1-C Eligible	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources
Students with IEPs	Addressing root causes of absenteeism, in vulnerable populations. increasing student engagement, SEL supports, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social Emotional Learning and trauma informed practices. Expanded access to mental health resources

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance.
Critical Root Cause: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Priority Problem Statements

Problem Statement 1: Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners.

Critical Root Cause 1: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

Problem Statement 1 Areas: Student Success - Adult Learning Culture

Problem Statement 2: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success.

Critical Root Cause 2: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Problem Statement 2 Areas: Student Success - Adult Learning Culture

Problem Statement 3: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance.

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Critical Root Cause 3: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Problem Statement 3 Areas: Student Success - Adult Learning Culture - Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- College and career readiness data
- Curriculum Based Measures
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Evaluation(s) of professional development implementation and impact
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Study of best practices
- Walk-through data

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Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- PBIS/MTSS data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: CES will increase the total number of K-4 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Year over year comparisons of initiatives such as Nevada Day, STEAM Festival participation, guest speakers etc.

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Increasing awareness and engagement of all stakeholders by expanding industry partnerships, and increasing opportunities for WBL through field trips.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="3">No review</td><td rowspan="3">No review</td><td rowspan="3">41</td></tr>
<tr><td>1</td><td>Industry partnership meetings</td><td>Virginia Richardson</td><td>Throughout the school year.</td></tr>
<tr><td>2</td><td>Professional development for teachers around WBL opportunities</td><td>Virginia Richardson / Teacher Leaders</td><td>Throughout the school year</td></tr>
<tr><td colspan="4">Position Responsible: Virginia Richarson
Resources Needed: School Links
Industry Partnerships

Evidence Level
Level 2: Moderate: Work Based Learning
Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 1</td><td></td><td></td><td></td></tr>
</table>

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 2: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Adult Learning Culture

Problem Statement 1: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: CES will improve the effectiveness of PLC's by utilzing strategies presented by Creative Leadership Solutions in order to improve instructional practices In grades K-4 which will be demonstrated by students achieving 58% of their typical growth goals in Math and ELA from Fall to Spring as measured by iReady growth assessments during the 2025-26 school year.

Formative Measures: District usage reports, iReady

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction, regularly analyzing data to identify students strengths and weaknesses to help teachers tailor instruction to address students individual needs

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	ELA and Math iReady data analysis	Admin, Teachers, Teacher Leaders, CCRI	Fall Winter Spring
2	weekly PLC grade level meetings, Bi-Weekly data chats,	Admin, Teachers, Teacher Leaders, CCRI	Bi-weekly
3	School wide and District wide data digs	Admin, Teacher Leaders, Teachers, CCRI	Fall Winter Spring

Position Responsible: Administrator

Resources Needed: iReady data, dedicated time frames for data digs, PLC meetings (data teams) -

Evidence Level
Level 2: Moderate: early intervention, Tier 2 support

Problem Statements/Critical Root Cause: Student Success 1, 2, 3 - Adult Learning Culture 1, 2, 3 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	43

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Despite improvements in lower elementary achievement, achievement success in upper elementary levels is stagnant, or decreasing. Increasing success for all grade levels requires targeted foundational support and inclusive opportunities for all learners. **Critical Root Cause**: Prior lack of rigorous foundational instruction has caused a distortion of success rates across grade levels.

Student Success

Problem Statement 2: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

Problem Statement 3: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Adult Learning Culture

Problem Statement 1: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While many students demonstrate aptitude in grades K-4 according to formal assessments such as iReady and SBAC, a significant number--especially from underrepresented and high-needs populations--do not meet the state benchmark score for proficiency. Contributing factors include uneven access to preparation resources, inconsistent instructional alignment, and limited equity-focused interventions. Without the skill to apply targeted support, these gaps may persist, impacting student growth and long-term student success. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier I Instruction. The need for more rigorous alignment of core curriculum to state standards and curriculum taught with fidelity school wide.

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Connectedness

Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Inquiry Area 3: Connectedness

SMART Goal 1: Cottonwood Elementary School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance Reports (IC)
Early warning system
MTSS / Counselor for attendance
Home visits
Intervention logs

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilizing data, CES will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction will be used to improve attendance with chronically absent students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop Attendance / Intervention template	Administrators	Fall 2025
2	PK-4 Attendance Data	Administrators	Monthly
3	Family Engagement Participation Data	Administrators / Counselor / PTA	Monthly
4	Curriculum Implementation Walk -through Data	Administrators / Teacher Leaders	Monthly

Position Responsible: Principal

Resources Needed: CCRI's
Infinite Campus access
MTSS teams
Expanded in person and telehealth Mental Health Resources in schools

Evidence Level
Level 1: Strong: Early Intervention

Problem Statements/Critical Root Cause: Student Success 3 - Adult Learning Culture 3 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	45

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 3: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.
Adult Learning Culture
Problem Statement 3: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.
Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. CES must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Lyon County School District

Dayton Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School



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Mission Statement

Our mission is to provide relevant learning opportunities that cultivate adaptable, persistent, and self-directed learners. We aim to empower students with the creativity, collaboration, communication, and critical thinking skills needed to navigate and overcome complex challenges.

Vision

At DES, we cultivate a passion and love for learning by nurturing curiosity and inspiring students to explore and understand the world around them. We strive to create a welcoming, student and family-friendly environment where every child feels valued. Bu building strong partnerships with families and the broader community, we foster a sense of belonging and grow together as one united educational family.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/dayton_elementary_school/2024/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

iReady Math:

Beginning of the Year:	End of the Year:
4% above grade level	**23%** above grade level
5% on grade level	**22%** on grade level
59% one grade level below	**39%** one grade level below
20% two grade levels below	**9%** two grade levels below
12% two or more grade levels below	**7%** two or more grade levels below

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Student Success Areas for Growth

iReady Math: Compared to last year, the number of students scoring on of above grade level decreased from 51% to 45%.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.
Foster/Homeless	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.
Free and Reduced Lunch	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.
Migrant/Title1-C Eligible	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.
Racial/Ethnic Minorities	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.
Students with IEPs	Need for tier 1 differentiated strategies within math instruction.	PD for staff on tier 1 instruction supports within curriculum.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): While students made improvements on iReady Math Assessment, only 45% were at or above grade level on year end assessment.
Critical Root Cause: Teachers are gaining understanding of iReady tier 1 instruction, however, not aware of intervention supports within the platform.

Adult Learning Culture

Adult Learning Culture Areas of Strength

The staff of DES continue to grow in their knowledge and implementation of newly adopted curriculum entering year 4 or iReady Math and year 3 of HMH Reading. Though team meetings and co-planning, teachers have continued to grow in their knowledge of the curricula and the imbedded tools to improve their tier 1 instruction. Teachers have received PD and have implemented HMH reading interventions with students across all grade levels.

Adult Learning Culture Areas for Growth

Staff at DES can improve in analyzing the data and using it to make informed decisions about Tier 1, 2, and 3 instruction. Grade level teams meet more regularly, but creating time for teachers to work with interventionalists and support services could also strengthen our instruction.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to date tracking and goal setting in regards to Tier 1 ELA and Math instruction	Collaboration and data analysis between grade level teams and between gen. ed. and support services like EL, resource, interventionists.
Foster/Homeless	Commitment to date tracking and goal setting in regards to Tier 1 ELA and Math instruction	Collaboration and data analysis between grade level teams and between gen. ed. and support services like EL, resource, interventionists.
Free and Reduced Lunch	Commitment to date tracking and goal setting in regards to Tier 1 ELA and Math instruction	Collaboration and data analysis between grade level teams and between gen. ed. and support services like EL, resource, interventionists.
Migrant/Title1-C Eligible	Commitment to date tracking and goal setting in regards to Tier 1 ELA and Math instruction	Collaboration and data analysis between grade level teams and between gen. ed. and support services like EL, resource, interventionists.
Racial/Ethnic Minorities	Commitment to date tracking and goal setting in regards to Tier 1 ELA and Math instruction	Collaboration and data analysis between grade level teams and between gen. ed. and support services like EL, resource, interventionists.

Student Group	Challenge	Solution
Students with IEPs	Commitment to date tracking and goal setting in regards to Tier 1 ELA and Math instruction	Collaboration and data analysis between grade level teams and between gen. ed. and support services like EL, resource, interventionists.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Tier 1 interventions and supports need to be embedded into classroom lessons daily.
Critical Root Cause: Teachers need professional development on scaffolding and interventions within curriculum.

Connectedness

Connectedness Areas of Strength

Dayton Elementary prides itself in the relationships that are created between students, staff, and our families.

- On the Nevada School Climate/Social Emotional Learning Survey, DES scored in the excellence rating on Engagement: Relationships and Physical Safety.
- DES Decreased Chronic Absenteeism from 24% to 17%

Connectedness Areas for Growth

While DES lowered chronic absenteeism, 17% of students are still chronically absent.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Work with families to identify challenges/causes for absenteeism to connect them with resources. Increase student engagement, SEL Support, and a sense of belonging.	Educating parents and providing resources to make informed decisions about student attendance. Increase trauma-informed practices. Continue to connect families to mental health resources.
Foster/Homeless	Work with families to identify challenges/causes for absenteeism to connect them with resources. Increase student engagement, SEL Support, and a sense of belonging.	Educating parents and providing resources to make informed decisions about student attendance. Increase trauma-informed practices. Continue to connect families to mental health resources.
Free and Reduced Lunch	Work with families to identify challenges/causes for absenteeism to connect them with resources. Increase student engagement, SEL Support, and a sense of belonging.	Educating parents and providing resources to make informed decisions about student attendance. Increase trauma-informed practices. Continue to connect families to mental health resources.
Migrant/Title1-C Eligible	Work with families to identify challenges/causes for absenteeism to connect them with resources. Increase student engagement, SEL Support, and a sense of belonging.	Educating parents and providing resources to make informed decisions about student attendance. Increase trauma-informed practices. Continue to connect families to mental health resources.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Work with families to identify challenges/causes for absenteeism to connect them with resources. Increase student engagement, SEL Support, and a sense of belonging.	Educating parents and providing resources to make informed decisions about student attendance. Increase trauma-informed practices. Continue to connect families to mental health resources.
Students with IEPs	Work with families to identify challenges/causes for absenteeism to connect them with resources. Increase student engagement, SEL Support, and a sense of belonging.	Educating parents and providing resources to make informed decisions about student attendance. Increase trauma-informed practices. Continue to connect families to mental health resources.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): If students aren't at school, they are missing out on the opportunity to learn. Chronic Absenteeism impacts the students at DES and we must improve supports to make learning relevant and build strong relationships to address chronic absenteeism.
Critical Root Cause: In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

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Priority Problem Statements

Problem Statement 1: If students aren't at school, they are missing out on the opportunity to learn. Chronic Absenteeism impacts the students at DES and we must improve supports to make learning relevant and build strong relationships to address chronic absenteeism.

Critical Root Cause 1: In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Tier 1 interventions and supports need to be embedded into classroom lessons daily.

Critical Root Cause 2: Teachers need professional development on scaffolding and interventions within curriculum.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: While students made improvements on iReady Math Assessment, only 45% were at or above grade level on year end assessment.

Critical Root Cause 3: Teachers are gaining understanding of iReady tier 1 instruction, however, not aware of intervention supports within the platform.

Problem Statement 3 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Course Offerings
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
    - iReady

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Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Gifted and talented data
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 58% of students at DES will meet or exceed their personal typical growth and 15% will meet their stretch growth goals in math and reading from the Fall to Spring as measured by the iReady Diagnostic Assessment

Formative Measures: iReady Diagnostic
End of Module Assessments

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Through data teams, student data will be analyzed to identify students' strengths and weaknesses so teachers can adjust instruction to meet their students needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Analyze iReady, ELA & Math Data	DDI Team	Fall, Winter, Spring
2	Grade level data team metings	Teachers/Admin	biweekly
3	School-wide data dives	Teacehrs/Admin	Fall, Winter, Spring

Resources Needed: Meeting Time
Data Collection Sheets
Interventions

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	59

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: To improve student growth in ELA and Math, students will complete 30-45 minutes of my path weekly.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Classroom time for MyPath	Teachers	weekly
2	PLC time to look at student data.	Teachers, Admin	biweekly
3	Share personalized instruction reports with teachers.	Admin	weekly

Position Responsible: teachers, admin

Resources Needed: Chromebook, access to iReady

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: While students made improvements on iReady Math Assessment, only 45% were at or above grade level on year end assessment. **Critical Root Cause**: Teachers are gaining understanding of iReady tier 1 instruction, however, not aware of intervention supports within the platform.
Adult Learning Culture
Problem Statement 1: Tier 1 interventions and supports need to be embedded into classroom lessons daily. **Critical Root Cause**: Teachers need professional development on scaffolding and interventions within curriculum.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: Teachers at DES will have biweekly PLC meetings during the 2025-2026 school year.

Formative Measures: Meeting notes
Classroom grouping notes
iReady Data

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: The DDI Team with guide and focus PLC time. Teams will meet biweekly to identify student needs, group kiddos, and monitor student progress.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="4">No review</td><td rowspan="4">No review</td><td rowspan="4">61</td></tr>
<tr><td>1</td><td>PLC Time (during student specials time)</td><td>Admin, Teachers</td><td>biweekly</td></tr>
<tr><td>2</td><td>Meeting notes/minutes, student grouping sheets</td><td>Teachers, Admin</td><td>biweekly</td></tr>
<tr><td colspan="4">Position Responsible: Admin, DDI Team
Resources Needed: PLC Time

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Problem Statements/Critical Root Cause: Adult Learning Culture 1</td></tr>
</table>

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Tier 1 interventions and supports need to be embedded into classroom lessons daily. **Critical Root Cause**: Teachers need professional development on scaffolding and interventions within curriculum.

Inquiry Area 3: Connectedness

SMART Goal 1: Dayton Elementary will decrease chronic absenteeism by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: IC Attendance Rate
Nevada School Rating

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Communicate with families that were chronically absent during the 2024/2025 school year to increase understanding of the importance of school and to connect to provided resources.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	2024/2025 attendance reports and parent contact	Admin	Fall
2	Celebrate success of students with perfect attendance monthly at assemblies	Admin	monthly
3	Attendance letters to communicate where students are to parens	Admin	monthly
4	Attendance contracts	Admin	as needed

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6, 4.2
Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	62

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: If students aren't at school, they are missing out on the opportunity to learn. Chronic Absenteeism impacts the students at DES and we must improve supports to make learning relevant and build strong relationships to address chronic absenteeism. **Critical Root Cause**: In equitable access to high quality instruction, learning that feels irrelevant, and emotional and mental health challenges.

Inquiry Area 3: Connectedness

SMART Goal 2: DES will increase the number of work based learning opportunities from 6 events to 12 events during the 2025/2026 schoolyear.

Formative Measures: work-based learning reports (SchooLink)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Provide staff and students training in SchooLinks and the opportunities for students to access online career exploration

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Professional development for staff	Admin	Fall
2	Student trainings	teachers	Fall
3	Continue to arrange guest speakers, field trips, career fairs	Teachers/Admin/Counselor	throughout the year

Resources Needed: Bus, SchooLink PD time, classroom time

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6, 4.2
Evidence Level

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	63

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The CIP planning committee began meeting in April and consisted of administrators, teachers (resource, ELL, and classroom), paraprofessionals, college and career readiness interventionalist, teacher leaders, MTSS coordinator and a parent.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Our Team consists of of various staff, a parent, and administration. We will continue to meet to review the plan and make revisions as needed. We will communicate the plan through our newsletter, mass notification, and during school events.

2.2: Regular monitoring and revision

We will continue to meet monthly to discuss goals, track progress, and make adjustments if needed.

2.3: Available to parents and community in an understandable format and language

Our plan will be posted to our school website at www.des.lyoncsd.org as well as to our district app.

2.4: Opportunities for all children to meet State standards

At DES, we have use our Title I funds to improve the technology teachers use to create engaging tier 1 instruction. In addition, we have used Title funds to support our Positive Behavioral Interventions and Supports by incentivizing the positive behaviors, attendance included.

2.5: Increased learning time and well-rounded education

Paired with District and Site funds, we are using Title I funds to offer additional resources for our families like online tutoring through Paper, connecting our families to behavioral health supports through Care Solace, and restorative justice resources through Navigate 360.

2.6: Address needs of all students, particularly at-risk

Paired with District and Site funds, we are using Title I funds to offer additional resources for our families like online tutoring through Paper, connecting our families to behavioral health supports through Care Solace, and restorative justice resources through Navigate 360.

3.1: Annually evaluate the schoolwide plan

As the year progresses, we will continually assess the strengths and weaknesses of our plan and make adjustments to match.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

This is developed and communicated with families through newsletters, mass notifications, and copies with students.

4.2: Offer flexible number of parent involvement meetings

We have opportunities for parents that included events during the day as well as before and after school offerings. We also look for outside partnerships to help provide engaging parent involvement activities.

5.1: Determine which students will be served by following local policy

The plan includes all of the students served by DES.

Lyon County School District

Dayton High School

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I



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Mission Statement

Prepare Responsible Individuals through Diverse Educational opportunities (PRIDE)

Vision

Meet students where they are at and inspire them to succeed.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/dayton_high_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Dayton HS currently exceeds the Nevada State graduation rate by 10.5% with a graduation rate of 91.9 percent while the state's current rate is 81.4%

Dayton HS offers a wide variety of paths for students to graduate College and Career Ready (CTE Programs, JumpStart, AP classes, etc.)

Dayton HS has hired a College and Career Readiness Interventionalist (CCRI) to help with at risk students.

Dayton HS was the pilot school for LCSD for the ACT WorkKeys in the 2024/2025 school year.

Student Success Areas for Growth

Dayton HS went through the Cognia school accreditation process during the 2024/2025 school year and the following growth areas were identified:

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- Assign professional staff regular opportunities to review student data, identify common problems, and implement solutions for learners.
- Engage learners in monitoring their progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Attendance is a concern for this sub group.	Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control.

Student Group	Challenge	Solution
Foster/Homeless	Attendance is a concern for this sub group.	Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control.
Free and Reduced Lunch	Attendance is a concern for this sub group.	Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control.
Migrant/Title1-C Eligible	Attendance is a concern for this sub group.	Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control.
Racial/Ethnic Minorities	Attendance is a concern for this sub group.	Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control.
Students with IEPs	Attendance is a concern for this sub group.	Work with CCRI and MTSS Tier 2 and 3 team to identify attendance barriers and put resources in place to support students and parents understand the importance of consistent school attendance and remove barriers that are within our control.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success.
Critical Root Cause: * 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.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Dayton HS has improved its state rating in academic achievement, English language proficiency, graduation rates, and college and career readiness indicators.

LCSD invested in Assessment and Learning in Knowledge Spaces (ALEKS) to provide an adaptive learning platform that creates a personalized learning path for each student.

Teacher interviews and surveys confirm that over 75% of staff have time to build relationships with students and colleagues through advisory periods and collaboration meetings.

Adult Learning Culture Areas for Growth

Dayton HS went through the Cognia school accreditation process during the 2024/2025 school year. The following improvement areas were identified:

Only 55% of teachers feel confident in basing their improvement efforts on learners' needs. Fifty-four percent of surveyed teachers express confidence in providing an instructional environment where all learners can thrive. This data suggests that teachers need more time with colleagues to plan and strategize on behalf of students. The ALEKS and MAPS programs are designed to identify learning gaps and provide targeted lessons for student development. As a result, the team suggests developing a professional learning community plan that details the use of this data to inform instructional changes and maximize instruction through ability grouping.

Adult Learning Culture Equity Resource Supports

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Student Group	Challenge	Solution
English Learners	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.
Foster/Homeless	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.
Free and Reduced Lunch	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.
Racial/Ethnic Minorities	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.
Students with IEPs	Need for differentiated support strategies in Tier 1 instruction in all content areas.	Provide professional development in inclusive instructional practices in Tier 1 instruction. Provide targeted Tier 2 and Tier 3 interventions and scaffolds.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members.
Critical Root Cause: *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.

Problem Statement 2 (Prioritized): The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success.
Critical Root Cause: * 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.

Connectedness

Connectedness Areas of Strength

- Dayton HS recognizes that regular school attendance is a driver of success.
- Many students report having at least one trusted adult in the building.
- Recent efforts, such as Community Night, have increased family engagement among underrepresented groups.
- Our College and Career Readiness Interventionalist tracks at-risk students and works with our counselors and PBIS/MTSS.
- Career-connected learning has improved student engagement in the CTE programs.

Connectedness Areas for Growth

- Many students express feeling disconnected from academic relevance.
- A significant number of students miss school for non-medical reasons.
- Addressing root causes of absenteeism in vulnerable populations.
- Incresaing student engagement, SEL support, and sense of belonging

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Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Addresing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

Student Group	Challenge	Solution
Foster/Homeless	Addresing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Free and Reduced Lunch	Addresing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Migrant/Title1-C Eligible	Addresing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Racial/Ethnic Minorities	Addresing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Students with IEPs	Addresing root causes of absenteeism in vulnerable population. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance.
Critical Root Cause: Students claim that curriculum feels irrelevant, they don't feel connected to school, and have emotional and mental health challenges.

Problem Statement 2 (Prioritized): The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success.
Critical Root Cause: * 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.

Priority Problem Statements

Problem Statement 1: There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members.

Critical Root Cause 1: *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success.

Critical Root Cause 2: * 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.

Problem Statement 2 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 3: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance.

Critical Root Cause 3: Students claim that curriculum feels irrelevant, they don't feel connected to school, and have emotional and mental health challenges. 75

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Accelerated/Advanced Coursework Enrollment
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ASVAB
- CCR Participation data
- College and career readiness data
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- CTE
- Grades
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- WIDA ACCESS for ELLs

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Coaching Logs
- Communications data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Annual dropout rate data
- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Dual credit College Prep
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-26 school year, Dayton High School will increase its graduation rate by 2% as measured by state reporting data.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review early warning system/CCRI Data	CCRI and MTSS Team	Monthly
2	Review failure rates	CCRI and Department Chairs	Monthly
3	Review credit sufficiency rates	Administration and Counselors	End of each semester

Resources Needed: Graduation/Academic Plans
Credit Sufficiency Checks
College and Career Readiness Interventionists

Evidence Level
Level 1: Strong: Academic Supports and Interventions

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	78

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Adult Learning Culture

Problem Statement 2: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Connectedness

Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Students claim that curriculum feels irrelevant, they don't feel connected to school, and have emotional and mental health challenges.

Problem Statement 2: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Inquiry Area 1: Student Success

SMART Goal 2: Dayton High School will implement the ACT Work Keys for all tenth grade students by the end of the 2025/2026 school year. This will serve as a baseline for students earning the bronze, silver, gold, and platinum certificates.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implementation of ACT's Work Keys Curriculum and the National Career Readiness Certificate (NCRC) Assessments at Dayton HS.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Work Keys Curriculum Implementation for 9th and 10th graders.	David Palmer and Advisory Teachers	Entire School Year
2	Work Keys Assessments at end of 10th grade year	David Palmer and Advisory Teachers	Spring of 10th grade year

Resources Needed: Work Keys Curriculum
NCRC Assessments

Evidence Level
Level 1: Strong: ACT Work Keys

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	80

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 1: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Adult Learning Culture

Problem Statement 2: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Connectedness

Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Students claim that curriculum feels irrelevant, they don't feel connected to school, and have emotional and mental health challenges.

Problem Statement 2: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Inquiry Area 1: Student Success

SMART Goal 3: In grades 9-10, at least 55% of student at Dayton High School will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address a student's individual needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review ELA and Map Data for grades 9 and 10.	All staff	Fall, Winter, and Spring
2	Professional development to help teachers set individual growth goals for each student.	Administration, ELA, Math, SPED, and ELL Teachers	Fall
3	Set individual growth goals for each student	ELA, Math, SPED, ELL Teachers, and Admin	After Fall test administration.

Resources Needed: MAPS data
ALEKS
Study Sync

Evidence Level
Level 2: Moderate: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1, 2 - Connectedness 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	82

SMART Goal 3 Problem Statements:

Student Success

Problem Statement 1: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Adult Learning Culture

Problem Statement 1: There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members. **Critical Root Cause**: *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.

Problem Statement 2: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Connectedness

Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Students claim that curriculum feels irrelevant, they don't feel connected to school, and have emotional and mental health challenges.

Problem Statement 2: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Inquiry Area 1: Student Success

SMART Goal 4: The percentage of college bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024/2025 school year to the 2025/2026 school year.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: DHS will focus on rigorouse coursework, data driven assessment and goal setting with progress monitoring.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	ACT Prep Coursework will be completed in junior advisory classes.	Junior Advisory Teachers, Site Administration	Throughout the school year
2	ACT WorkKeys Prep Coursework will be completed in freshman and sophomore advisory classes	Freshman and Sophomore Advisory Teachers, Site Administration	Throughout the school year
3	ACT Data Analysis	Site Administration	Fall-Baseline Data Spring

Resources Needed: Data Digs
ALEKS
Study Sync
Work Keys

Evidence Level
Level 1: Strong: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	84

SMART Goal 4 Problem Statements:

Student Success

Problem Statement 1: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Adult Learning Culture
Problem Statement 2: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.
Connectedness
Problem Statement 2: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-26 school year, Dayton High School staff will have completed their book study on "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations" by Mark C. Perna.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: All of the Dayton HS staff will engage in a book study on "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations" by Mark C. Perna.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Define the purpose and goals of the book study and hand out copies of the book.	Julie Bumgardner	August 2025
2	Provide reading timelines and guides for the school year.	Julie Bumgardner/Teacher Leaders	August 2025
3	Lead small group discussions on the reading assignments.	Teacher Leaders/Department Chairs	Monthly

Resources Needed: Copies of the book "Answering Why: Unleashing Passion, Purpose, and Performance in Younger Generations" by Mark C. Perna.

Discussion Guide that parallels the book.

Evidence Level
Level 1: Strong: Professional Development

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1, 2 - Connectedness 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	86

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Adult Learning Culture

Problem Statement 1: There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members. **Critical Root Cause**: *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.

Problem Statement 2: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Connectedness

Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Students claim that curriculum feels irrelevant, they don't feel connected to school, and have emotional and mental health challenges.

Problem Statement 2: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: By the end of the 2025/2026 school year, all Dayton HS teachers will be engaged in a formal Professional Learning Community (PLC).

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Dayton HS teachers will begin the process of implementing the formal PLC process during the 2025/2026 school year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Clearly define the purpose of PLCs and why we are engaging in this process. Organize staff into their PLC teams.	Julie Bumgardner	September 2025
2	Offer initial training on the PLC process (Dufour model) and SMART goals, common assessments, and data protocols	Julie Bumgardner	October 2025
3	Develop PLC Norms and Roles	Department Chairs/ Teacher Leaders	October 2025
4	Set SMART goals and identify focus areas	Department Chairs/ Teacher Leaders	November 2025
5	Implement Collaborative Cycles	Department Chairs/ Teacher Leaders	Bi-Weekly starting in December 2025
6	Monitor and support PLCS	Administration	Weekly

Resources Needed: PLC Agenda & Notes Templates

SMART Goal Worksheet

Data Discussion Protocols

Common Assessment Planning Templates

Observation/Feedback Rubric for PLC Quality

Evidence Level
Level 1: Strong: PLC

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	88

SMART Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 1: There is a need for professional development to increase student engagement in the classroom as well as fostering positive collaborative relationships among staff members. **Critical Root Cause**: *. Dayton HS does not have enough PD opportunities to address collaboration and student engagement. *. Inconsistent expectations for PD. *. Dayton HS has not had a formal PLC process in place.

Inquiry Area 3: Connectedness

SMART Goal 1: Dayton High School will reduce the chronic absenteeism rate by 5% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Infinite Campus attendance data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilizing data, Dayton HS will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monitor school attendance data closely to identify at-risk students early.	Administration and Attendance secretary	Weekly
2	Communicate with parents promptly when students are absent from school.	Administration and Attendance secretary	6 and 9 day letters sent out weekly.
3	Communicate the importance of regular school attendance to both students and parents. Create a document that can be shared on social media and other outreach methods.	Administration, CIP Team, Advisory Teachers	End of September 2025
4	Offer mental health and counseling supports for students struggling emotionally or socially.	Administration, Counselors, Social Worker, MTSS	Daily

Resources Needed: Infinite Campus
School Resource Officer
MTSS Team

Evidence Level
Level 1: Strong: Early Intervention

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1, 2 - Connectedness 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	90

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

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Connectedness

Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Dayton HS must enhance supports that build strong connections and address barriers to daily attendance. **Critical Root Cause**: Students claim that curriculum feels irrelevant, they don't feel connected to school, and have emotional and mental health challenges.

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Inquiry Area 3: Connectedness

SMART Goal 2: Dayton High School will increase the total number of students participating in 9-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="4">No review</td><td rowspan="4">No review</td><td rowspan="4">92</td></tr>
<tr><td>1</td><td>School Links Professional Development</td><td>Site Administration</td><td>August 2025</td></tr>
<tr><td>2</td><td>Implement School Links Scope and Sequence</td><td>Site Administration/Advisory Teachers</td><td>Throughout the school year</td></tr>
<tr><td>3</td><td>School Links Data Analysis</td><td>Site Adminsitration</td><td>Spring 2026</td></tr>
<tr><td colspan="4">Resources Needed: Pathful
School Links
PAES Labs
Industry Partnerships

Evidence Level
Level 2: Moderate: Work Based Learning
Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 1, 2</td></tr>
</table>

SMART Goal 2 Problem Statements:

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Problem Statement 1: The 2023-24 school year had 38.9% chronic absenteeism compared to the state average of 29.3%. Regular school attendance is a critical component of school success. **Critical Root Cause**: * 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.

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Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

During the 2024-2025 school year, Dayton High School went through the Cognia school accreditation process. All students, staff, and parents were provided opportunities to participate in the process. The accreditation engagement review that we received was used to guide our comprehensive needs assessment.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

Our site based committee includes, students, parents, and staff members. Additional stakeholder feedback is gathered through surveys and our parent advisory committee.

2.2: Regular monitoring and revision

Our site team meets monthly to review progress towards our plan. The committee chairperson monitors each strategy and updates our progress in Plan4Learning.

2.3: Available to parents and community in an understandable format and language

Our plan is posted on our website and is also sent out as an email to all families in English and Spanish at the start of the school year.

2.4: Opportunities for all children to meet State standards

Our Title 1 funds are used to fund staff books and professional development on developing and implementing success criteria.

2.5: Increased learning time and well-rounded education

Our title 1 funds are used to fund our PBIS initiatives which encourages students to demonstrate the desired outcomes on our school PBIS matrix. Our PBIS matrix has 5 key values that we want to instill in our students. These values are productivity, responsibility, integrity, determination, and empathy.

2.6: Address needs of all students, particularly at-risk

Our Title 1 funds are used to hire and additional College and Career Readiness coach. This position works with our most at risk students and supports them to graduate high school.

3.1: Annually evaluate the schoolwide plan

Our schoolwide plan is evaluated monthly in our meetings. We also conduct a new comprehensive needs assessment each year.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvemnt and Family Engagement Policy is developed by our Parent Advisory Council each year in the fall. It is then distributed to all families through emails in

English and Spanish.

4.2: Offer flexible number of parent involvement meetings

We have our Parent Advisory Council Meetings in the evenings monthly, Our school booster club also meets montly on a different evening. Our school improvement meetings are open to parents and those are held in the afternoon after school.

Lyon County School District

Dayton Intermediate School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I

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Mission Statement

The Dayton Intermediate Community will empower all students to develop academic skills, character, and problem-solving abilities to achieve their highest potential and be college and career ready.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/dayton_intermediate_school/2024/nspf/

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Students at Dayton Intermediate School have demonstrated measurable progress in Mathematics and English Language Arts, as evidenced by iReady Diagnostic and MAP Growth Reading assessments. Additionally, DIS has expanded Career and Technical Education (CTE) opportunities, providing students with access to real-world, lifelong learning experiences. School climate data also indicates that students feel safe on campus and believe that their teachers genuinely care about their well-being and success

Student Success Areas for Growth

- **Data-Driven Instruction:** Strengthen the tracking and analysis of iReady Diagnostic growth data and expand the use of iReady tools to provide targeted support that meets students at their individual levels.
- **Work-Based Learning:** Increase both the availability of and student participation in work-based learning opportunities to enhance real-world skill development and career readiness.
- **Targeted Student Support:** More effectively utilize our College and Career Readiness Coaches to provide early and consistent intervention for struggling students, ensuring they remain on track for promotion to high school.

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Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Data tracking and analysis of iReady diagnostic growth and utilizing the tools to assist students at their level. Increasing the opportunities and participation of work based learning opportunities for all students.	Increase WBL classroom opportunities through electives as well as content area classrooms. Allowing for field trip opportunities to area businesses and career fairs. Utilization of the PAES lab and CCRI's for our at risk of promoting students to stay on track for High School.

Student Group	Challenge	Solution
Foster/Homeless	Data tracking and analysis of iReady diagnostic growth and utilizing the tools to assist students at their level. Increasing the opportunities and participation of work based learning opportunities for all students.	Increase WBL classroom opportunities through electives as well as content area classrooms. Allowing for field trip opportunities to area businesses and career fairs. Utilization of the PAES lab and CCRI's for our at risk of promoting students to stay on track for High School.
Free and Reduced Lunch	Data tracking and analysis of iReady diagnostic growth and utilizing the tools to assist students at their level. Increasing the opportunities and participation of work based learning opportunities for all students.	Increase WBL classroom opportunities through electives as well as content area classrooms. Allowing for field trip opportunities to area businesses and career fairs. Utilization of the PAES lab and CCRI's for our at risk of promoting students to stay on track for High School.
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Racial/Ethnic Minorities	Data tracking and analysis of iReady diagnostic growth and utilizing the tools to assist students at their level. Increasing the opportunities and participation of work based learning opportunities for all students.	Increase WBL classroom opportunities through electives as well as content area classrooms. Allowing for field trip opportunities to area businesses and career fairs. Utilization of the PAES lab and CCRI's for our at risk of promoting students to stay on track for High School.
Students with IEPs	Data tracking and analysis of iReady diagnostic growth and utilizing the tools to assist students at their level. Increasing the opportunities and participation of work based learning opportunities for all students.	Increase WBL classroom opportunities through electives as well as content area classrooms. Allowing for field trip opportunities to area businesses and career fairs. Utilization of the PAES lab and CCRI's for our at risk of promoting students to stay on track for High School.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a

level that we would like to see.
Critical Root Cause: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Problem Statement 2 (Prioritized): Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement.
Critical Root Cause: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Problem Statement 3 (Prioritized): Parent involvement drops off significantly from elementary to middle school.
Critical Root Cause: Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

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Adult Learning Culture

Adult Learning Culture Areas of Strength

Our school benefits from a highly collaborative staff committed to student success. Educators consistently seek opportunities to enhance their instructional effectiveness and frequently engage in self-initiated planning and collaboration to support high levels of student achievement.

Adult Learning Culture Areas for Growth

Although our staff is highly collaborative and reflective, we currently lack a structured and consistent time dedicated to Professional Learning Community (PLC) meetings. This gap limits our ability to fully leverage data-driven practices and collective expertise to more effectively support and accelerate student learning

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
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Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers are not meeting or collaborating on a regular basis through PLCs or dept meetings on a regular basis.
Critical Root Cause: Since losing our grant funded instructional coach and with scheduling changes not always allowing for common preps it has been difficult to find consistent time to meet as depts or PLCs

Problem Statement 2 (Prioritized): Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see.
Critical Root Cause: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Problem Statement 3 (Prioritized): Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement.
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Problem Statement 4 (Prioritized): Parent involvement drops off significantly from elementary to middle school.
Critical Root Cause: Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Connectedness

Connectedness Areas of Strength

The staff at Dayton Intermediate School is deeply committed to fostering positive, personal relationships with all students. To support this, an additional advisory/homeroom period has been added, allowing students to start and end their week with the same teacher. Furthermore, students remain with their advisory teacher from 7th through 8th grade, promoting continuity, trust, and stronger connections. Students are also empowered to pursue their interests through elective course choices and a wide range of extracurricular activities, further enhancing their engagement and sense of belonging.

Connectedness Areas for Growth

Chronic absenteeism continues to significantly impact student connectedness and academic success at Dayton Intermediate School. The percentage of students missing 18 or more school days increased from 24.6% in the 2022–2023 school year to 34.6% in 2023–2024. Inconsistent attendance disrupts learning and limits opportunities for students to build meaningful relationships with staff and peers. To address this, we have implemented a school-wide Positive Behavioral Interventions and Supports (PBIS) system, where students earn Sundevil Dollars for demonstrating behaviors aligned with our PBIS matrix. Additionally, our advisory program includes the full implementation of the Character Strong SEL curriculum, which supports goal setting and the development of positive behavior and emotional regulation. While we strive to maintain a welcoming and safe learning environment for all stakeholders, increasing parent engagement and involvement remains a key area for continued focus and improvement.

Connectedness Equity Resource Supports

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Student Group	Challenge	Solution
English Learners	Addressing the root causes for chronic absenteeism while increasing student engagement opportunities as well as creating an environment that allow students the desire to come to school. Continue to work to increase parent engagement and involvement in their students' education.	Utilize Positive Behavior Supports and incentives for students as they can earn Sundevil dollars for behaving in line with our PBIS matrix. We have fully implemented our SEL curriculum Character Strong during advisory to help students goal set as well as understand appropriate behaviors and responses. We strive to create a welcoming and safe learning environment for all stakeholders.

Student Group	Challenge	Solution
Foster/Homeless	Addressing the root causes for chronic absenteeism while increasing student engagement opportunities as well as creating an environment that allow students the desire to come to school. Continue to work to increase parent engagement and involvement in their students' education.	Utilize Positive Behavior Supports and incentives for students as they can earn Sundevil dollars for behaving in line with our PBIS matrix. We have fully implemented our SEL curriculum Character Strong during advisory to help students goal set as well as understand appropriate behaviors and responses. We strive to create a welcoming and safe learning environment for all stakeholders.
Free and Reduced Lunch	Addressing the root causes for chronic absenteeism while increasing student engagement opportunities as well as creating an environment that allow students the desire to come to school. Continue to work to increase parent engagement and involvement in their students' education.	Utilize Positive Behavior Supports and incentives for students as they can earn Sundevil dollars for behaving in line with our PBIS matrix. We have fully implemented our SEL curriculum Character Strong during advisory to help students goal set as well as understand appropriate behaviors and responses. We strive to create a welcoming and safe learning environment for all stakeholders.
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Racial/Ethnic Minorities	Addressing the root causes for chronic absenteeism while increasing student engagement opportunities as well as creating an environment that allow students the desire to come to school. Continue to work to increase parent engagement and involvement in their students' education.	Utilize Positive Behavior Supports and incentives for students as they can earn Sundevil dollars for behaving in line with our PBIS matrix. We have fully implemented our SEL curriculum Character Strong during advisory to help students goal set as well as understand appropriate behaviors and responses. We strive to create a welcoming and safe learning environment for all stakeholders.

Student Group	Challenge	Solution
Students with IEPs	Addressing the root causes for chronic absenteeism while increasing student engagement opportunities as well as creating an environment that allow students the desire to come to school. Continue to work to increase parent engagement and involvement in their students' education.	Utilize Positive Behavior Supports and incentives for students as they can earn Sundevil dollars for behaving in line with our PBIS matrix. We have fully implemented our SEL curriculum Character Strong during advisory to help students goal set as well as understand appropriate behaviors and responses. We strive to create a welcoming and safe learning environment for all stakeholders.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see.
Critical Root Cause: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Problem Statement 2 (Prioritized): Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement.

Critical Root Cause: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Problem Statement 3 (Prioritized): Parent involvement drops off significantly from elementary to middle school.
Critical Root Cause: Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Priority Problem Statements

Problem Statement 1: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement.

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Problem Statement 1 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 2: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see.

Critical Root Cause 2: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Problem Statement 2 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 3: Parent involvement drops off significantly from elementary to middle school.

Critical Root Cause 3: Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Problem Statement 3 Areas: Student Success - Adult Learning Culture - Connectedness

Problem Statement 4: Teachers are not meeting or collaborating on a regular basis through PLCs or dept meetings on a regular basis.

Critical Root Cause 4: Since losing our grant funded instructional coach and with scheduling changes not always allowing for common preps it has been difficult to find consistent time to meet as depts or PLCs

Problem Statement 4 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Accelerated/Advanced Coursework Enrollment
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- National Assessment of Educational Progress (NAEP)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener

Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Student Climate Survey
- Teacher evaluation
- Teacher retention

- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Enrollment
- Enrollment trends
- Gifted and talented data
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: During the 2025-2026 school year, 58% of our students will meet their Typical Growth goals, and 15% will meet their Stretch Growth goals on the i-Ready Math Diagnostic assessments from Fall to Spring.

Formative Measures: iReady Diagnostic Exam to be taken in the Fall of 2025, Winter 2026 and again during the Spring of 2026.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: To support student growth in mathematics, all students will engage in 30 minutes of targeted instruction using the i-Ready My Path program every Monday during advisory classes. Additionally, Tier 2 level tutoring support will be provided outside of regular school hours to address learning gaps and mitigate learning loss, with a focus on closing the achievement gap.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Dedicated time set aside weekly for whole school to practice and work on iReady math path.	Advisory teachers, Administration	Weekly on Mondays throughout the year.
2	Discussing the iready results and common assessments during dedicated PLC time to make data driven decisions.	Teachers	Throughout the School Year
3	The number of i-Ready lessons completed and mastered by students will be tracked weekly. At the end of each month, the advisory class with the highest number of mastered lessons will be recognized and awarded a monthly incentive to promote engagement, accountability, and academic growth.	Advisory Teachers and Administration	Monthly

Position Responsible: Advisory teachers, Administration

Resources Needed: Chromebooks and access to iReady

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	110

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause**: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.
Adult Learning Culture
Problem Statement 2: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause**: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.
Connectedness
Problem Statement 1: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause**: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Inquiry Area 1: Student Success

SMART Goal 2: We will have 58% of our students meet their Typical growth goals and 15% of our students meet their Stretch growth goal on the Reading iReady Diagnostic assessments from Fall to Spring during the 2025-2026 school year.

Formative Measures: iReady Diagnostic Exam to be taken in the Fall of 2025, Winter 2026 and again during the Spring of 2026.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: During the 2025-2026 school year, 58% of our students will meet their Typical Growth goals, and 15% will meet their Stretch Growth goals on the i-Ready Reading Diagnostic assessments from Fall to Spring.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Dedicated time set aside weekly for whole school to practice and work on iReady Reading path.	Advisory teachers, Administration	Weekly on Wednesdays throughout the year.
2	Discussing the iready results and common assessments during dedicated PLC time to make data driven decisions.	Teachers	Throughout the School Year
3	The number of i-Ready lessons completed and mastered by students will be tracked weekly. At the end of each month, the advisory class with the highest number of mastered lessons will be recognized and awarded a monthly incentive to promote engagement, accountability, and academic growth.	Advisory Teachers and Administration	Monthly

Position Responsible: Advisory teachers, Administration

Resources Needed: Chromebooks and access to iReady

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 2 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	112

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause**: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.
Adult Learning Culture
Problem Statement 2: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause**: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.
Connectedness
Problem Statement 1: Although DIS is showing improvement in both Math and ELA as measured by iReady and MAPs testing our students still are not achieving at a level that we would like to see. **Critical Root Cause**: Chronic Absenteeism and student apathy towards tests is hindering our overall achievement scores. In addition, DIS has not met the states required 95% of students being tested due parents opting their students out of the SBAC exam. Lastly, we have recently, in the past 4 years, implemented 3 new curriculums in Math, ELA and Social Studies.

Inquiry Area 1: Student Success

SMART Goal 3: Increase the total number of work based learning opportunities provided to all students at Dayton Intermediate School from 10 total WBL opportunities to 20 WBL opportunities during the 2024/2025 school year as measured by tracking through the work based learning participation report. DIS work based learning opportunities include, but are not limited to: CTE Work Experience, Work Based Learning Activities, Job Shadows, field trips and Career Exploration.

Formative Measures: CTE Class opportunities
Classroom work based learning opportunities
Field Trips
Career fair(s)
CCRI data and job shadow information

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increase work based learning opportunities in general education classrooms.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Maintain records of WBL activities, student participation, and alignment to curriculum standards	Teachers and Administration	Throughout the School Year
2	Provide guest speakers, job shadowing, virtual tours, or project-based learning opportunities aligned to classroom content.	Teachers	Throughout the School Year
3	Professional Development on School Links	Administration	Throughout the School Year

Evidence Level

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	114

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: We will have a minimum of two dedicated PLC times per month during the 2025-2026 school year.

Formative Measures: Tracking meeting minutes
data digs
meeting times (2 per month)
iReady data
WBL data

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="3">Improvement Strategy 1: The Continuous Improvement Plan (CIP) Team will determine the focus and purpose of Professional Learning Community (PLC) discussions. PLCs will meet twice per month during early-out Fridays to collaborate on instructional strategies, analyze student data, monitor progress toward school goals, and support effective teaching practices.

<table>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>Schedule out and maintain mandatory PLC time on Collaboration Fridays.</td><td>Administration and CIP Team</td><td>2025-2026</td></tr>
<tr><td>2</td><td>Electronic department folders will be created and maintained for each content area to house PLC artifacts, including meeting agendas, minutes, data analysis, and time-on-task documentation. A standardized Google Form will be completed at the conclusion of each PLC meeting to document progress, monitor student data, and track instructional adjustments over time.</td><td>Administration and CIP Team</td><td>2025-2026</td></tr>
</table>
Position Responsible: Administration and CIP team

Evidence Level

Problem Statements/Critical Root Cause: Student Success 3 - Adult Learning Culture 1, 4 - Connectedness 3</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>115</td></tr>
</table>

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 3: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause**: Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Adult Learning Culture
Problem Statement 1: Teachers are not meeting or collaborating on a regular basis through PLCs or dept meetings on a regular basis. **Critical Root Cause**: Since losing our grant funded instructional coach and with scheduling changes not always allowing for common preps it has been difficult to find consistent time to meet as depts or PLCs
Problem Statement 4: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause**: Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.
Connectedness
Problem Statement 3: Parent involvement drops off significantly from elementary to middle school. **Critical Root Cause**: Parents are often apathetic and do not take on the same interest in their students education as they do in elementary. This has been seen in the overall attendance rate in Parent/Teacher conferences, parent university night opportunities and in our own Parent Faculty Club.

Inquiry Area 3: Connectedness

SMART Goal 1: During the 2025-2026 school year, we will decrease the percentage of students identified as chronically absent (students absent 18 or more days) by 10 percentage points, from 27% to 17%.

Formative Measures: Tracking student attendance on a weekly basis.
Sending attendance letters home to notify and communicate with parents the importance of being at school as well as the number of days their student has been absent. (3 day letters, 6 day letters, 8 day letters).
Monitoring attendance reasons
Counseling Groups with School Counselor and Social Work Counselor.
Home visits
Phone calls home
Educating parents an stakeholders on the importance of attendance through mass communications and social media.
Attendance Contracts
Attendance Awards and Incentives
Increase WBL opporunities

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Monitor and track student daily attendance weekly and increase communication with families as needed.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Set up a weekly digital attendance tracking system	Administration Teacher Leaders Counselors College and Career Readiness Coaches	Throughout the 2025-2026 School year
2	Review the attendance report weekly during designated team meetings	PLC teams MTSS Administration	Throughout the 2025-2026 School year
3	Use multiple communication methods to ensure families receive messages (phone, email, texts, home visits).	Administration	Throughout the 2025-2026 School year

Position Responsible: Administration Teacher Leaders Counselors College and Career Readiness Coaches

Evidence Level

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: The PBIS committee will track student attendance each quarter and provide positive incentives to students who maintain good attendance and are not chronically absent.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Positive Incentives	Teacher Leaders Counselors College and Career Readiness Coaches	Throughout the 2025-2026 School year

Position Responsible: PBIS Committee

Resources Needed: Title I funds

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2 - Adult Learning Culture 3 - Connectedness 2

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 2: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause**: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

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Adult Learning Culture

Problem Statement 3: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause**: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Connectedness

Problem Statement 2: Chronic Absenteeism, students missing 18 or more school days, at DIS has decreased from 34.6% during the 2023-2024 to 27% during the 2024-2025 school year. While this was an improvement, lack of consistent instruction affects the overall success rate of student achievement. **Critical Root Cause**: A lack of consistency in families requiring their students to come to school as well as some individual family dynamics have negatively impacted student attendance. In addition, Student mental health and anxiety have led to students missing school. Lastly, a lack of engaging electives that increase student interest have not existed prior to this year.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The CIP planning committee began meeting in April and consisted of administrators, teachers, teacher leaders, MTSS coordinator and a parent.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The CIP committee has met weekly since May 12, 2025 to review test scores, analysis data and to make an appropriate determination of where to focus our efforts to help the students at Dayton Intermediate School be successful.

2.2: Regular monitoring and revision

We will continue to meet monthly to discuss our goals, implementation and complete a needs assessment throughout the school year.

2.3: Available to parents and community in an understandable format and language

Our plan will be posted to our school website at www.lyoncsd.org as well as to our district app.

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2.4: Opportunities for all children to meet State standards

We have utilized Title funds to purchase additional technology for teachers to assist with instructing students in all content areas. We are utilizing funds to create incentives for students to not only recognize and encourage their practice but also for testing incentives to motivate them to do their best. In addition, we have a focus on increasing communication with all stakeholders as well as creating more Career and Technical Education and Work Based Learning Opportunities. One tool that will assist us in this endeavor is a poster maker that will be used to highlight upcoming events, celebrate student success and CTE/WBL opportunities, recruit students to different opportunities, etc.

2.5: Increased learning time and well-rounded education

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. We have a larger focus on CTE and WBL opportunities. We have added two CTE classes this year that consist of a total of 4 sections. In addition, we have a school wide push to increase those opportunities across all content areas.

2.6: Address needs of all students, particularly at-risk

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. We have a larger focus on CTE and WBL opportunities. We have added two CTE classes this year that consist of a total of 4 sections. In addition, we have a school wide push to increase those opportunities across all content areas.

3.1: Annually evaluate the schoolwide plan

We meet at the end of the year to review our plan, our successes as well as our shortcomings and start the conversation of what the focus needs to be for the following year.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Administration sends home this information at the beginning of every school year both electronically and through paper copies with students.

4.2: Offer flexible number of parent involvement meetings

We continue to find ways to invite parents into school to celebrate their students accomplishments, inform them on school information and data as well as outside influences through specific Parent Universities.

5.1: Determine which students will be served by following local policy

This plan serves the needs of all students at the school.

Lyon County School District

East Valley Elementary School

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I

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Mission Statement

The foundations of EVES school culture is based on the belief that a safe, positive, and creative environment developed by dedicated adults will lead to successful relationships and an appreciation for lifelong learning.

Vision

Graduate all students to be college, career, and life successful.

Demographics & Performance Information

Nevada Report Card

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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

East Valley Elementary School continues to show student growth in Math from fall to spring assessments. The school is at or above the district average in the percentage of students making their typical growth. The school had 56% of the students met or exceeded their expected yearly growth on the i-Ready diagnostic assessments.

East Valley Elementary School continues to have the median percentile of the school at or above 50th percentile over the past five years in Reading based on the MAP's assessments. The school's average for the 2024-25 school year was at the 53rd percentile. The school had 61% of the students were above the 40th percentile in Reading.

Student Success Areas for Growth

East Valley Elementary School is committed to making continues growth in both math and reading from year to year. The school does have a good success rate in the percent of students meeting their typical growth in math but the data shows a slight decline in the percentage of students from the previous school year. The school will need to make growth by specifically identifying area of needs for specific populations of student groups.

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East Valley Elementary School focused on improving our student's success in reading. The school showed above average in reading during the 2024-25 school year. The school did see a decline in the percentage of students who are above the 40th percentile from the previous year.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Proper identification of EL students early in the school year has been difficult with staff turnover in this area.	Create specific procedures and timelines to identify students and provide research based instructional supports early in the school year.
Foster/Homeless	Identification of this group has made it difficult to make sure proper supports are in place.	Create specific procedures and timelines to identify students and provide research based instructional supports early in the school year.

Student Group	Challenge	Solution
Free and Reduced Lunch	Commitment to data tracking and goal setting with each student is essential for ensuring equitable access to differentiated support strategies in Tier 1 instruction in both ELA and Math.	PLC weekly meetings with classroom teachers and administration to monitor progress on students who qualify for FRL.
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting with each student is essential for ensuring equitable access to differentiated support strategies in Tier 1 instruction in both ELA and Math.	PLC weekly meetings with classroom teachers and administration to monitor progress on students who are Migrant/Title 1-C eligible.
Racial/Ethnic Minorities	Commitment to data tracking and goal setting with each student is essential for ensuring equitable access to differentiated support strategies in Tier 1 instruction in both ELA and Math.	PLC weekly meetings with classroom teachers and administration to monitor progress on students.
Students with IEPs	Commitment to data tracking and goal setting with each student is essential for ensuring equitable access to differentiated support strategies in Tier 1 instruction in both ELA and Math.	PLC weekly meetings with Special Education teachers, classroom teachers and administration to monitor progress on students with IEPs.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Achievement gaps in grades K-4 in ELA and Mathematics.
Critical Root Cause: Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

Adult Learning Culture

Adult Learning Culture Areas of Strength

East Valley Elementary School has provided teachers who are new to the teaching profession or who have fewer than five years of teach experience with instructional coaches in the area of math and reading. The school has been able to monitor the implementation of the HMH ELA curriculum with support. The i-Ready math curriculum has been fully implemented in each classroom.

Adult Learning Culture Areas for Growth

East Valley Elementary School has identified through the Nevada Educator Performance Framework (NEPF) evaluation system that standard 4 has received the lowest rating over the past years. The school has seen standard 4 indicator 1 and 2 as the area needed for growth.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.
Foster/Homeless	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.
Free and Reduced Lunch	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.
Migrant/Title1-C Eligible	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.
Students with IEPs	Lack of data tracking in the area of standard 4 and implementation of metacognition strategies has not allowed equitable access to this area during the lesson activities.	Creation of a school wide goal specific to standard 4 to implement student metacognition will give increase engagement and create life long learning.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): EVES staff performs lower on average on the NEPF standard 4 indicators 1 and 2.
Critical Root Cause: Inconsistent use of instructional strategies in the classroom during daily lessons.

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Connectedness

Connectedness Areas of Strength

East Valley Elementary School has been slightly lower in its chronic absenteeism rate than the district's rate of 34.6%. We are lower than the state's average. The school creates school wide recognition for students who attend regularly and focus on communication with parents about the importance of daily attendance.

Connectedness Areas for Growth

East Valley Elementary School has seen an increase in the chronic absenteeism rate since 2020. The school has seen improvements in lowering our absenteeism rate since 2020. The school is still above the 2018-19 rate of 18.8%

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents. 127
Foster/Homeless	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents.
Free and Reduced Lunch	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents.
Migrant/Title1-C Eligible	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents.
Racial/Ethnic Minorities	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents.

Student Group	Challenge	Solution
Students with IEPs	Identifying the root cause of absenteeism in the vulnerable populations and increasing student engagement.	Increase the family engagement activities and communication with our parents.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism limits our students access to high quality instruction.
Critical Root Cause: Identifying the barriers that students and their families face.

Priority Problem Statements

Problem Statement 1: Achievement gaps in grades K-4 in ELA and Mathematics.
Critical Root Cause 1: Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.
Problem Statement 1 Areas: Student Success

Problem Statement 2: EVES staff performs lower on average on the NEPF standard 4 indicators 1 and 2.
Critical Root Cause 2: Inconsistent use of instructional strategies in the classroom during daily lessons.
Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism limits our students access to high quality instruction.
Critical Root Cause 3: Identifying the barriers that students and their families face.
Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- CCR Participation data
- Criterion-Referenced Test in Mathematics
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

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Adult Learning Culture

- Class size averages by grade and subject
- Coaching Logs
- Communications data
- Lesson Plans
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-4, at least 62% of students at East Valley Elementary School will meet or exceed their personal typical growth in math and 58% will meet it in reading from the beginning of year (BOY) assessment to the end of year (EOY) iReady assessment during the 2025-26 school year.

Formative Measures: i-Ready diagnostic assessment for the 2025-26 school year.

Aligns with District Goal

<table>
<tr><th colspan="2">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="2" rowspan="3">Improvement Strategy 1: Create a comprehensive and data-driven approach that empowers students, teachers, and families.
<table>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>Conduct deep dive into the diagnostic data twice per month during grade level data meetings (PLCs) that analyze i-Ready reports, discuss student progress, and collectively plan differentiated instruction, small group interventions, and individualized learning paths.</td><td>Teachers</td><td>Twice per month during the 2025-26 school year.</td></tr>
</table>
Position Responsible: Administration
Resources Needed: Scheduled time

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Problem Statements/Critical Root Cause: Student Success 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>132</td></tr>
</table>

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection

Improvement Strategy 2: Set school wide, classroom and student incentives in both reading and math in their i-Ready personalized learning paths.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Set specific, measurable, achievable, relevant, and time-bound (SMART) growth goals for individual students, classes, and grade levels based on diagnostic data.	Teachers, Administration	2025-26 school year
2	Utilize i-Ready personalized learning paths as a core component of weekly intervention by meeting the 45 minutes per week in both math and reading to ensure students are consistently engaging with their assigned lessons.	Teacher	Weekly during the 2025-26 school year

Position Responsible: Administration

Resources Needed: Intervention block during the school day.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Problem Statements/Critical Root Cause: Student Success 1

Nov	Jan	May
No review	No review	133

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps in grades K-4 in ELA and Mathematics. **Critical Root Cause**: Early literacy and numeracy gaps, socioeconomic barriers and above average absenteeism rates cause students to not receive high quality instruction daily.

Inquiry Area 1: Student Success

SMART Goal 2: East Valley Elementary School will increase the total number of K - 12 work based learning opportunities provided to all students by 10% from the
2024-25 school year to the 2025-26 school year.

Formative Measures: School Links online student program

Aligns with District Goal

<table>
<tr><th colspan="2">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="2" rowspan="3">Improvement Strategy 1: Increasing the opportunity of East Valley Elementary School students to explore WBL opportunities by developing career awareness through the School Links online platform.

<table>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>Students will participate in School Links activities once a month during the school day.</td><td>Staff
Administration</td><td>End of the 2025-26 school year.</td></tr>
</table>
Position Responsible: Counselor
Resources Needed: School Links online program

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level
Level 2: Moderate: Work Based Learning</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>134</td></tr>
</table>

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, all EVES students will have achieved mastery (Performance Level 4) of the NEPF instructional practice standard 4 indicator 1, as evidenced by students being able to fully explain student learning goals/targets. Specifically: "What am I learning? Why am I learning it? How will I know I have learned it?"

Formative Measures: Nevada Educator Performance Framework instructional practice standard 4 indicator 1 performance level results

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Consistent student engagement by ensuring a common understanding and consistent application of learning goal articulation across all classrooms.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide professional learning focused on effective metacognitive strategies specifically designed to gauge students' comprehension of learning goals. Examples: Exit tickets asking "What was our learning target today?", partner discussions, quick writes, thumbs-up/down.	Administration, Teacher Leaders	2025-26 school year
2	Administration and instructional coaches will conduct targeted once a week per classroom walkthroughs specifically looking for evidence of learning goals and success criteria being displayed, explicitly taught, and students being able to answer questions.	Administration, Teacher Leaders	2025-26

Position Responsible: Principal, Teacher Leader

Resources Needed: Administration or teacher leaders to facilitate PD and provide ongoing support.

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	135

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: EVES staff performs lower on average on the NEPF standard 4 indicators 1 and 2. **Critical Root Cause**: Inconsistent use of instructional strategies in the classroom during daily lessons.

Inquiry Area 3: Connectedness

SMART Goal 1: SMART Goal 1: EVES will reduce the chronic absenteeism rate by 10% from the 2024-25 school year rate to the 2025-26 school year rate.

Formative Measures: Infinite Campus Attendance Reports

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilize data-driven identification and monitoring, create positive school climate and engagement, and increase family engagement and communication.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Establish bi-weekly meetings with a core team (Administrator, School Counselor, MTSS members) to review attendance data, identify students of concern, discuss root causes, and strategize interventions.	Administration, MTSS Team, Counselor	2025-26 school year
2	Implement campaigns (posters, morning announcements, newsletters) emphasizing the importance of daily attendance, celebrating good attendance through incentives for perfect attendance, improved attendance, and classes with high attendance rates (e.g., certificates, small prizes, extra recess, classroom celebrations), and educating families about the impact of missed school days.	Administration, School Counselor, Teachers	September 2025 (kick-off), ongoing monthly themes and monthly recognition.
3	Implement a clear communication protocol for absences, starting with automated calls/texts for unverified absences, followed by personal phone calls from designated staff (e.g., secretary, counselor, administration) after a certain number of absences.	School Secretary, Administration, Attendance Clerk, Counselor, Administration	Daily/Weekly

Position Responsible: Administration

Resources Needed: Incentive awards

Schoolwide and Targeted Assistance Title I Elements:
2.4, 4.2

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	136

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism limits our students access to high quality instruction. **Critical Root Cause**: Identifying the barriers that students and their families face.

Lyon County School District

Fernley Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, ATSI



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Mission Statement

Fernley Elementary School fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

Vision

Fernley Elementary School will facilitate and implement the tools and strategies necessary to prepare all students to graduate college, career and life successful.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/fernley_elementary_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Fernley Elementary saw a significant drop in behavior referrals during the 2024/2025 school year, down 15% from the 2023/2024 school year. This is the second consecutive year that FES reduced the number of negative behavior incidents/referrals.

54% of Fernley Elementary's students met or exceeded their individual growth goals in reading as measured by the Fall to Spring MAP Reading assessment results.

45% of Fernley Elementary's students met or exceeded their individual growth goals in math as measured by the Fall to Spring I-Ready math assessment results. 74% of Fernley Elementary's students demonstrated growth with improved placement as measured by the I-Ready Fall to Spring math diagnostic assessment. FES students scoring at or above grade level grew from 6% to 43%. FES students scoring one grade level below standard dropped from 65% to 43%. FES students scoring two or more grade levels below standard dropped from 28% to 13%.

Student Success Areas for Growth

Fernley Elementary has not yet provided intentional and purposeful work-based learning opportunities for students. We will begin the purposeful process of providing and documenting more opportunities through the use of the Schoolinks platform. 141

Fernley Elementary students show areas for growth as evidenced by 46% of students not meeting individual growth goals on the MAP reading assessment and 55% of students not meeting individual growth goals on the I-Ready math assessment.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Achievement gaps in reading and math	Targeted Tier 1 instruction, early intervention, ELL supports, provide information and resources for community supports, provide education/information through family engagement events, build connectedness through positive school initiatives.

Student Group	Challenge	Solution
Foster/Homeless	Chronic absenteeism, achievement gaps in reading and math	Targeted Tier 1 instruction, early intervention, provide information and resources for community supports, provide education/information through family engagement events, build connectedness through positive school initiatives.
Free and Reduced Lunch	Chronic absenteeism, Achievement gaps in reading and math	Targeted Tier 1 instruction, early intervention, provide information and resources for community supports, provide education/information through family engagement events, build connectedness through positive school initiatives.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Chronic absenteeism, achievement gaps in reading and math	Targeted Tier 1 instruction, early intervention, provide information and resources for community supports, provide education/information through family engagement events, build connectedness through positive school initiatives 142
Students with IEPs	Chronic absenteeism, achievement gaps in reading and math	Targeted Tier 1 instruction, early intervention, provide information and resources for community supports, provide education/information through family engagement events, build connectedness through positive school initiatives

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring MAP reading assessments and 55% not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring I-Ready math diagnostic.
Critical Root Cause: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Adult Learning Culture

Adult Learning Culture Areas of Strength

100% of grade level and department staff met for data team meetings twice-monthly with Administration. Meeting topics alternated between ELA, Math, and SPED data analyzation. Meeting agendas focused on data-based strategic interventions, strategic grouping, curriculum, and goal setting.

100% of instructional and support staff (certified and classified) met monthly for various professional development sessions focused on curriculum, schoolwide data, instructional methods, Tier 1 interventions, PBIS, online learning platforms, District and school initiatives, and other relevant and meaningful topics.

Adult Learning Culture Areas for Growth

Schoolwide professional development areas for growth are evidenced by the need for more meaningful collaboration around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution 143
English Learners	student achievement gaps in reading and math	Professional development around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.
Foster/Homeless	student achievement gaps in reading and math	Professional development around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.
Free and Reduced Lunch	student achievement gaps in reading and math	Professional development around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	student achievement gaps in reading and math	Professional development around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.
Students with IEPs	student achievement gaps in reading and math	Professional development around collectively effective, highly impactful instructional strategies targeted toward the implementation of Tier 1 curriculum and instruction and Tier 2 interventions.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. 144
Critical Root Cause: Schoolwide professional development and grade level collaboration infrequently focused on collectively effective, highly impactful instructional strategies targeted toward Tier 1 curriculum and instruction implementation and Tier 2 interventions.

Connectedness

Connectedness Areas of Strength

Staff Needs Assessment: 93% of staff responded by survey in Spring 2025. 100% of those responding indicated FES is a student-first environment, leadership is connected and responsive to needs, and school culture/climate is positive.

Fernley Elementary continued to demonstrate declining behavior incidents in the 2024/2025 school year. 325 referrals were submitted to the PBIS Rewards and Referrals app. This number is down 15% from the 2023/2024 school year.

Students and staff participated in the Portrait of a Learner and PBIS Focus of the week. Each week, students and staff were nominated for their outstanding efforts toward the weekly focus.

Chronic absenteeism declined slightly from the previous year. Students improved their positive attendance from 46% chronically absent in 23/24 to 37% (40% with PreK included) in the 24/25 year.

Connectedness Areas for Growth

Areas for growth in connectedness are evidenced by:

Staff needs assessment: 93% of staff responded by survey in Spring 2025. An area for improvement was indicated by responses requesting more support with PBIS expectations and systems.

A continuing trend of chronic absenteeism: rate of 37%. This contributes to inadequate exposure and connections to quality Tier 1 ELA and math curriculum and instruction, progress monitoring, assessments, and Tier 2 interventions.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	achievement gaps in reading and math	Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year. FES will improve the schoolwide PBIS system through staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.

Student Group	Challenge	Solution
Foster/Homeless	Chronic absenteeism, achievement gaps in reading and math	Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year. FES will improve the schoolwide PBIS system through staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.
Free and Reduced Lunch	Chronic absenteeism, achievement gaps in reading and math	Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year. FES will improve the schoolwide PBIS system through staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences. 146
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	Chronic absenteeism, achievement gaps in reading and math	Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year. FES will improve the schoolwide PBIS system through staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.

Student Group	Challenge	Solution
Students with IEPs	Chronic absenteeism, achievement gaps in reading and math	Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year. FES will improve the schoolwide PBIS system through staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic.
Critical Root Cause: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure and connections to highly impactful instructional strategies focused around the Tier 1 ELA and math curriculum including: progress monitoring, individualized programming, targeted interventions and formative assessments.

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Priority Problem Statements

Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring MAP reading assessments and 55% not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring I-Ready math diagnostic.

Critical Root Cause 1: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic.

Critical Root Cause 2: Schoolwide professional development and grade level collaboration infrequently focused on collectively effective, highly impactful instructional strategies targeted toward Tier 1 curriculum and instruction implementation and Tier 2 interventions.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic.

Critical Root Cause 3: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure and connections to highly impactful instructional strategies focused around the Tier 1 ELA and math curriculum including: progress monitoring, individualized programming, targeted interventions and formative assessments. 148

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- College and career readiness data
- Curriculum Based Measures
- Early reading assessment results
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

Adult Learning Culture

- Administrator evaluation
- Communications data
- Evaluation(s) of professional development implementation and impact
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Teacher evaluation
- Teacher retention
- Walk-through data

Connectedness

- Attendance
- Behavior
- Demographic data
- PBIS/MTSS data
- Perception/survey data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: At least 58% of FES students will meet or exceed their individual typical growth goals as measured by BOY (fall) to EOY (spring) I-ready math and reading assessments.

Formative Measures: I-Ready Diagnostic assessment (fall, winter, spring) (math and reading)
Monthly Data Team meetings/collaborative team meetings
Weekly independent usage reports

Aligns with District Goal

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Improvement Strategy 1 Details				Reviews		
				Status Check		EOY Reflection
				Nov	Jan	May
Improvement Strategy 1: Tier 1 instruction using the HMH/Structured Literacy and I-Ready curriculums with fidelity at all grade levels.						
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**			
1	90-minute reading and math blocks dedicated to the Tier 1 curriculum.	Classroom teachers Admin	2025-2026 school year	No review	No review	
2	Early intervention: schoolwide intervention block targeting RAP students and students scoring in bottom quartile on diagnostic assessments.	Classroom teachers College and Career Readiness Interventionist Admin	2025-2026 school year (following scheduled diagnostics)			
3	Weekly student use (20-50 minutes) of I-Ready Independent practice for reading and math.	Classroom teachers Admin	2025-2026 school year (following scheduled diagnostics)			
4	Monthly grade level I-Ready Challenges.	Classroom teachers Admin	2025-2026 school year			
Resources Needed: HMH and I-Ready professional development Lexia Core 5 literacy intervention Corrective Reading UFLY Heggerty I-Ready Independent Practice Path (reading and math) NWEA Reading Fluency/Coach **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Evidence Level** **Problem Statements/Critical Root Cause:** Student Success 1						151

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring MAP reading assessments and 55% not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring I-Ready math diagnostic. **Critical Root Cause**: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Inquiry Area 1: Student Success

SMART Goal 2: Fernley Elementary School will increase the total number of opportunities for PreK-4th grade students to participate in work-based learning activities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links
Field Trips
Guest Speakers
Work-based activities (lunch helpers, community service, school garden)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: All K-4 students will engage with the School Links platform.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Student use of School Links	Classroom teachers School Counselor College and Career Readiness Interventionist	2025-2026 school year

Resources Needed: School Links online platform
Student Chromebooks

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	152

Improvement Strategy 2 Details				Reviews		
Improvement Strategy 2: Purposeful, schoolwide work-based opportunities provided to students.				Status Check		EOY Reflection
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
1	Provide opportunities for field trips, guest speakers, student workers/leaders, community service, project-based learning	Classroom teachers Admin	2025-2026 school year	No review	No review	

Resources Needed: Funding for field trips
Invitations and time for guest speakers
materials for project-based learning (ex: school garden)
Parent Teacher Association (PTA) involvement

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring MAP reading assessments and 55% not meeting or exceeding their individual growth goals as measured by the 2024/2025 fall to spring I-Ready math diagnostic. **Critical Root Cause**: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure to quality Tier 1 curriculum and instruction including progress monitoring, individualized programming, targeted interventions and formative assessments.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Fernley Elementary's K-4th instructional staff will participate in monthly I-Ready, HMH, Lexia Core 5, Reading Fluency, PBIS, and School Links professional development.

Formative Measures: PD Calendar
Kickup registrations

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Professional development will align with SPP, student intervention, and progress monitoring goals.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School PD calendar developed prior to start of school year.	Admin Teacher Leaders	August-September 2025.
2	PD will align with current progress monitoring data.	Admin Teacher Leaders	2025-2026 school year (Monthly)
3	Staff surveys to ensure buy-in around Professional Development topics.	Admin Teacher Leaders	2025-2026 school year (monthly/ quarterly)

Resources Needed: Time: early out Fridays
PD facilitator
Current data

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	154

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. **Critical Root Cause**: Schoolwide professional development and grade level collaboration infrequently focused on collectively effective, highly impactful instructional strategies targeted toward Tier 1 curriculum and instruction implementation and Tier 2 interventions.

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: 100% of Fernley Elementary's K-4th instructional and departmental staff will participate in monthly data team/PLC meetings.

Formative Measures: Meeting agendas/notes
Kickup registrations/attendance

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Grade level PLC meetings and Data Team meetings will align with SPP, student intervention, and progress monitoring goals.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop PLC/Data Team meeting schedule prior to start of school year.	Admin	August 2025-September 2025
2	Develop and maintain agendas for all meetings	Admin Teacher Leaders/Meeting facilitators	2025-2026 school year
3	Staff surveys to drive PLC agenda topics and goals	Admin Teachers Teacher Leaders/ Meeting facilitators	2025-2026 school year

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	155

SMART Goal 2 Problem Statements:

Adult Learning Culture

Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. **Critical Root Cause**: Schoolwide professional development and grade level collaboration infrequently focused on collectively effective, highly impactful instructional strategies targeted toward Tier 1 curriculum and instruction implementation and Tier 2 interventions.

Inquiry Area 3: Connectedness

SMART Goal 1: Fernley Elementary will reduce their chronic absenteeism rate by 10% from 40% (37% without PreK included) in the 2024/2025 school year as measured by the Federal Chronic Absenteeism report.

Formative Measures: Attendance reports
Early Warning System
MTSS for Attendance
Home Visits and Family Engagement

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Early intervention: personal contact with families of students who have prior chronic absenteeism, discussing an improvement plan for the current year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Phone calls, letters, and/or home visits	Admin School Counselor School Resource Officer	2025-2026 school year
2	Attendance reports	Admin MTSS Team	Monthly 2025-2026 school year
3	Family/Community engagement events-education for families around attendance, PBIS, assessments, progress monitoring	Admin SPP Team Teacher Leaders FES staff PBIS/MTSS team Fernley Community (business/city stakeholders)	Quarterly 2025-2026 school year

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level
Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	156

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. **Critical Root Cause**: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure and connections to highly impactful instructional strategies focused around the Tier 1 ELA and math curriculum including: progress monitoring, individualized programming, targeted interventions and formative assessments.

Inquiry Area 3: Connectedness

SMART Goal 2: Fernley Elementary students and staff will demonstrate a commitment to the LCSD Portrait of a Learner by exemplifying their abilities to take ownership in learning, be lifelong learners, discovery learners, and connected learners as measured by the number of purposeful positive referrals and experiences provided to the students and staff.

Formative Measures: PBIS reports
Spirit Stick Nominations
Attendance reports
Staff recognition program

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: FES will reduce the number of behavior referrals by 10% (321 during the 24/25 school year) through the implementation of a stronger PBIS system that includes staff PD, restorative discipline, positive reinforcement, recognition, and reward experiences.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Current week's PBIS referrals drive the focus for improvement in the following week.	Admin MTSS facilitator	(Weekly) 2025-2026 school year
2	Community circles in classrooms discuss weekly PBIS/POL focus.	Admin Classroom teachers	(Daily/Weekly) 2025-2026 school year
3	Recognition of students for following school expectations and modeling positive behaviors.	Admin MTSS Team/Facilitator Classroom Teachers FES Staff	(Daily/Weekly) 2025-2026 school year
4	Provide group experiences for students who earned points by following school expectations.	Admin MTSS Team/Facilitator Classroom Teachers FES Staff	(Monthly) 2025-2026 school year
5	Provide parent engagement events and staff PD around PBIS.	Admin MTSS Team/Facilitator SPP Team FES Staff	2025-2026 school year

Resources Needed: PBIS budget, staffing for PBIS store/experiences

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	158

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: FES will increase the opportunities for staff to participate and be recognized through the PBIS teacher rewards program.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Implement the PBIS staff recognition program for staff points. "Spotlight a Colleague" and staff raffles.	FES Staff	2025-2026 school year
2	Weekly positive staff recognition through Spirit Stick nominations.	FES Staff	2025-2026 school year
3	Staff surveys to gather preferences for morale boosters/recognition rewards	Admin MTSS Team/ Facilitator FES Staff	2025-2026 school year

Resources Needed: PBIS budget, staffing for rewards/experiences, PTA support

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 2 Problem Statements:

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Connectedness
Problem Statement 1: Achievement gaps are present as evidenced by 46% of students at FES not meeting or exceeding their individual growth goals as measured by the 2025 spring MAP assessment and 55% not meeting or exceeding their individual growth goals as measured by the 2025 spring I-Ready math diagnostic. **Critical Root Cause**: FES has a schoolwide chronic absenteeism rate of 37% resulting in inadequate exposure and connections to highly impactful instructional strategies focused around the Tier 1 ELA and math curriculum including: progress monitoring, individualized programming, targeted interventions and formative assessments.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The FES SPP and MTSS teams meet monthly to analyze schoolwide academic and behavior data to drive our instruction and intervention processes.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The SPP and MTSS teams include staff and parents when meeting monthly to review academic and behavioral data. Feedback is solicited from grade level/department representatives and surveys.

2.2: Regular monitoring and revision

Our teams meet monthly to analyze data and conduct progress monitoring. Status checks and plan revisions are completed quarterly. Each grade level and department meets twice-monthly to analyze progress monitoring strategies and groups.

2.3: Available to parents and community in an understandable format and language

The plan is posted on our school website in English and Spanish, sent to families via district messaging platforms, and available in the front office.

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2.4: Opportunities for all children to meet State standards

All classrooms are updated with most current interactive technology such as Promethean Boards, Chromebooks and Elmos. All students have access to Tier 1 reading and math curriculum and online learning and intervention platforms such as Lexia Core5, Corrective Reading, School Links, Reading Fluency, Mystery Science, and Learning A-Z. All staff have access to PBIS Rewards and Referrals and Navigate 360 which are used to collect data and provide restorative behavior interventions. PBIS rewards and incentives are offered to all students and staff to promote positive behavior initiatives and build connections.

2.5: Increased learning time and well-rounded education

A schoolwide intervention/acceleration block is implemented for all students each week. All classrooms are updated with most current interactive technology such as Promethean Boards, Chromebooks and Elmos. All students have access to Tier 1 reading and math curriculum and online learning and intervention platforms such as Lexia Core5, Corrective Reading, School Links, Reading Fluency, Mystery Science, and Learning A-Z. All staff have access to PBIS Rewards and Referrals and Navigate 360 which are used to collect data and provide restorative behavior interventions. PBIS rewards and incentives are offered to all students and staff to promote positive behavior initiatives and build connections.

2.6: Address needs of all students, particularly at-risk

A schoolwide intervention/acceleration block is implemented for all students each week. Family engagement nights are facilitated to inform families of initiatives developed to assist students at-risk. All classrooms are updated with most current interactive technology such as Promethean Boards, Chromebooks and Elmos. All students have access to Tier 1 reading and math curriculum and online learning and intervention platforms such as Lexia Core5, Corrective Reading, School Links, Reading Fluency, Mystery Science, and Learning A-Z. All staff have access to PBIS Rewards and Referrals and Navigate 360 which are used to collect data and provide restorative behavior interventions. PBIS rewards and incentives are

offered to all students and staff to promote positive behavior initiatives and build connections.

3.1: Annually evaluate the schoolwide plan

Students are assessed 3 times per year in Reading and Math. Students identified as at-risk in reading are placed on a RAP plan and/or placed in a literacy intervention group with our College and Career Readiness interventionist. Grade level and department teams meet twice-monthly to analyze their data collected through progress monitoring and that data is used to evaluate the SPP. The SPP plan is analyzed and evaluated at monthly SPP Team meetings.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The Parent Involvement and Family Engagement policy is dictated by Title 1 and distributed to families within the first month of school.

4.2: Offer flexible number of parent involvement meetings

FES invites families to participate in various activities both during the school day and outside school hours. Family involvement events are planned quarterly at minimum.

Lyon County School District

Fernley High School

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I



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Mission Statement

Belong. Grow. Thrive. Innovation Begins with Your Determination

Vision

To create an inclusive and dynamic learning community where students feel valued and a strong sense of belonging, empowering them through perseverance and purpose to grow confidently, embrace challenges, and achieve academic excellence, preparing them to lead and innovate in an ever-evolving world with a commitment to lifelong learning and positive impact.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/fernley_high_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Equity of Learning Strengths

The **STAR report** and **MAPS** data for 2021-2024 highlight significant academic growth and achievement at Fernley High School (FHS). The four-year graduation rate improved by **4.27%** from 2022 to 2023, while English Language proficiency rose by **15.3%** between 2022 and 2024.

Additionally, **College and Career Readiness**, measured by program completion, increased by **12.8%** over the same period. In math proficiency growth from Fall 2023 to Spring 2024, 9th-grade students demonstrated notable progress, with Black students showing a **27.78%** increase and American Indian/Alaska Native students achieving a **6.35%** increase. Among 10th graders, American Indian/Alaska Native students led with a **28.57%** improvement, followed by Native Hawai'ian/Pacific Islander students with **22.41%** and Asian students with **21.95%**. The total population of 10th graders saw a **2.08%** increase.

ELA proficiency growth also showed promising trends. Among 9th graders, Native Hawai'ian/Pacific Islander students achieved an extraordinary **184.62%** increase, while American Indian/Alaska Native students improved by **21.74%**. In 10th grade, the total population saw a **10.42%** increase, with Hispanic/Latino students achieving a **12.77%** gain and Asian students a **30.56%** improvement.

Student Success Areas for Growth

Finding #1: Academic Growth and Graduation Success

From 2021 to 2024, FHS demonstrated notable academic growth across several key indicators. The four-year graduation rate increased by **4.27%**, English Language proficiency grew by **15.3%**, and College and Career Readiness program completion rose by **12.8%** during this period. These improvements reflect FHS's commitment to enhancing student outcomes through focused academic initiatives and support systems.

Finding #2: Subgroup Math and ELA Proficiency Gains

FHS saw substantial improvements in proficiency among several student subgroups between Fall 2023 and Spring 2024. Notably, Black 9th-grade students achieved a **27.78%** increase in math proficiency, and Native Hawai'ian/Pacific Islander 9th graders experienced an impressive **184.62%** rise in ELA proficiency. Among 10th graders, American Indian/Alaska Native students saw a **28.57%** increase in math proficiency, while Asian students led ELA gains with a **30.56%** increase.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Communicating with families regarding the services and interventions available to ELL students.	Make sure we have effective and efficient translation services for materials going home; Create a student-based multicultural club led by a bi-lingual para professional.
Foster/Homeless	Communication issues due to families frequently changing their contact information.	Focus case management (CCRIs) to stay on track for graduation.
Free and Reduced Lunch	Qualifying families tend to be the families that struggle with providing necessary learning materials and technology for students. This creates a challenge to our school to ensure equitable access to these resources.	Monitor students within this category using our CCRIs in order to focus on case management.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	A big challenge is matching instructional models with cultural and racial differences within these groups of students. Examples include misunderstood communication styles, lack of personal connections, and implicit bias towards cultural traits.	Focus case management (CCRIs) to stay on track for graduation. Mentorship opportunities for minorities as well as connection to our Work Based Learning (WBL) program.
Students with IEPs	The biggest challenge is that we see a historic trend of lower proficiency rates in our IEP students than our non-IEP students.	Frequent case management updates and case-manager to teacher connections.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): College and career readiness at FHS is declining, with an 18.42% drop in participation rates and a 13.46% decrease in students earning a College and Career Readiness advanced diploma.
Critical Root Cause: We have a lack of career discovery earlier in student's high school education. The majority of students are not being assessed on college and career interests until their 11th or 12th grade year.

Problem Statement 2: Chronic absenteeism at FHS rose by 17%, leading to declines in academic performance and graduation readiness. Proficiency in mathematics and English Language Arts (ELA) decreased among various student subgroups, with notable declines in 9th and 10th graders, particularly among Hispanic/Latino, Black, Asian, Multi-Race, and Native Hawaiian/Pacific Islander students.
Critical Root Cause: Chronic absenteeism at FHS is driven by student disengagement, health challenges, limited family support, changes to state regulations regarding denial of credit due to absenteeism, and economic factors. These issues lead to frequent absences, impacting academic performance and graduation readiness. Addressing these causes is crucial

for improving student attendance and success.

Problem Statement 3: Fernley High School has experienced a decline in ACT performance (2022-2024) with overall composite scores dropping 3.36% (16.5 to 15.9) with decline most evident in math (6.63% decline).
Critical Root Cause: Failure to establish a math/ELA intervention plan for general education students that were below grade level.

Problem Statement 4: Academic performance in mathematics has seen a 40.16% drop in math proficiency scores (STAR Report), dropping from 12.2% proficient in 2022-2023 to 7.3% in 2023-2024.
Critical Root Cause: Failure to establish a math/ELA intervention plan for general education students that were below grade level.

Adult Learning Culture

Adult Learning Culture Areas of Strength

FHS excels in creating a supportive and equitable learning environment, fostering strong teacher-student relationships and peer support. This positive atmosphere enhances student engagement, confidence, and motivation. However, demographic disparities between staff and students, along with high absenteeism, challenge the fidelity of lessons and projects. The reliance on pacing guides and required standards often limits real-world learning opportunities, impacting the development of higher-order thinking and self-direction skills. Based on ELEOT (Effective Learning Environments Observation Tool) observations, FHS has several key strengths in their adult learning culture. First, FHS features a highly supportive learning environment, fostering a strong sense of community, increasing student engagement and creating a purposeful learning environment. Students feel supported by both teachers and peers, contributing to a positive classroom atmosphere. Strong teacher-student relationships (3.21) enhance engagement, confidence, and motivation, as students feel comfortable asking questions and seeking help. Peer support further strengthens this sense of belonging, making learning a shared experience. Equitable learning, with a high score of 3.30, ensures fairness in access to discussions, activities, and resources, supporting academic success and a positive classroom culture. Fair and consistent treatment of learners (3.19) builds trust and a sense of safety, encouraging active engagement and ownership of learning. These accomplishments highlight the importance of a supportive, equitable, and community-focused learning environment at FHS.

Adult Learning Culture Areas for Growth

For Fernley High School to continuously elevate its educational impact, three key areas stand out as vital for ongoing growth among teachers and staff.

Firstly, working more closely with each other and our stakeholders to support learners presents a significant growth opportunity. While collaboration may exist, deepening these partnerships—both internally among departments and externally with families and the Fernley community—can unlock richer, more diverse support systems for students. Growth here means proactively seeking out collaborative opportunities, fostering transparent communication, and building stronger, more reciprocal relationships that truly integrate external resources into the student support framework. It’s about moving beyond informal interactions to intentional, structured partnerships.

Secondly, refining our ability to follow a process to determine the support that learners need is an area ripe for development. This entails moving towards more consistent, data-driven, and systematic approaches. Growth in this area involves strengthening our diagnostic tools, improving our collective understanding of student data, and consistently applying tiered intervention strategies. It requires ongoing professional learning to enhance our skills in identifying diverse learning needs—academic, social-emotional, and behavioral—and then precisely tailoring effective interventions, ensuring no student's need goes unnoticed or unaddressed.

Finally, while we may aim to uphold high expectations for learning, ensuring these expectations are equitable, understood, and consistently translated into effective instructional practices is an ongoing growth journey. This means continually examining our biases, adapting our teaching methods to reach all learners, and providing the necessary scaffolds for every student to meet rigorous standards. Growth here is about refining our pedagogical approaches to empower all students, regardless of background, to achieve their full potential, ensuring high expectations lead to high achievement for everyone.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	While ELL population continues to grow, specific strategies for addressing this sub-group has not been a strategic focus at FHS.	Increase specific strategies teachers can use to meet the needs of our growth ELL population. This may include professional development and department-level strategies to focus on this area of students.
Foster/Homeless	Students in this sub-group often have a higher-than-normal transiency rate and are less connected to school because their basic needs are not being met.	We need to increase the availability of resources (state, district, and local) to meet the various needs of this sub-group. We need to continue to track and connect these students to the resources.
Free and Reduced Lunch	Lyon County itself has a national poverty index rating of about 10% and has seen an average of 5-8% growth in this rate over the past 5 years. Since Fernley is the largest city in Lyon County (and FHS the largest high school) we inevitably have on average 10+% of our students (150-175) within this category.	Rural high schools can address student poverty through four strategies. Adopting a Community Schools Model offers comprehensive on-campus services like health and food assistance. Leveraging Federal and State Grants, such as the RLIS program, provides crucial funding for parental involvement and college readiness. **I**mplementing Targeted Interventions delivers individualized academic and socio-emotional support. Finally, Strengthening College and Career Readiness with a local focus, including dual enrollment and vocational training, empowers students for post-secondary success and local employment.
Migrant/Title1-C Eligible	N/A	N/A
Racial/Ethnic Minorities	As of the 2023-24 academic school year FHS student population is comprised of nearly 45% non-white students. Within this minority, 25% of students are Hispanic/Latino indicating an "above average" sub-population of Hispanic/Latinos as compared to state and county demographics.	To increase support for non-white minorities, Fernley High School should prioritize targeted strategies in academics, ensuring equitable access and tailored interventions. For extracurriculars, active outreach and diverse program offerings will encourage participation. In school-community involvement, deepening partnerships with non-white minority families and community leaders is crucial. This involves transparent communication and building reciprocal relationships to understand specific needs and foster a truly inclusive environment where all students can achieve their full potential.

Student Group	Challenge	Solution
Students with IEPs	The student with IEP sub-group's graduation rate is far below their non-IEP peers. While FHS demonstrates a graduation rate around 87%, special education students graduate with a rate of 73-75% consistently over the past three years.	To close the IEP graduation gap, Fernley High School must deepen collaboration among special and general education staff, and families, ensuring unified support. Refining data-driven processes to precisely determine individual IEP student needs is crucial, allowing for targeted academic and socio-emotional interventions. Upholding equitable high expectations, supported by adaptable teaching methods and necessary scaffolds, will empower every student with an IEP to achieve graduation, fostering consistent success.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Classroom observations show a relative disparity in the areas of higher-order thinking and student self-direction, as seen by the ELEOT observations.
Critical Root Cause: Due to high rates of daily absenteeism, many staff consistently play "catch up" to ensure students are passing and earning credits. Often times when catching a student up from absences, lessons and projects cannot be carried out with fidelity and these students miss out on opportunities to develop higher-order thinking and self-direction skills.

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Problem Statement 2: Classrooms are not adequately shaping instruction around real-word topics, scenarios, and situations.
Critical Root Cause: The various "pacing guides" and the large set of required standards (particularly in core classes) often replace real-world learning practices due to the time it takes to develop and carry out these projects. Combined with frequently daily absences, traditional teaching and learning has had to replace the alternatives to meet the pace of the course.

Problem Statement 3: FHS shows a deficit in the area of developing respect and appreciation for diversity within the classroom.
Critical Root Cause: In an in-house demographic survey conducted in the fall of 2024 we found that 81% of the staff self-report as "White (non-Hispanic)". This is relatively high to the student demographics of FHS which reported as being "58% white (non-Hispanic)" and 29% "Hispanic" in the 2023-2024 Nevada accountability report card. This difference (along with age gaps) might contribute to this problem.

Connectedness

Connectedness Areas of Strength

FHS recognizes that regular student attendance is a crucial component of student success.

Connectedness Areas for Growth

FHS recognizes the following areas for growth:

* Addressing root causes to absenteeism in vulnerable populations.

* Increasing student engagement, SEL support, and sense of belonging.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Addressing root causes of absenteeism in vulnerable populations and increasing student engagement, social-emotional learning (SEL) support, and sense of belonging.	Family engagement strategies for English learner students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Foster/Homeless	Addressing root causes of absenteeism in vulnerable populations and increasing student engagement, social-emotional learning (SEL) support, and sense of belonging.	Family engagement strategies for foster/homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Free and Reduced Lunch	Addressing root causes of absenteeism in vulnerable populations and increasing student engagement, social-emotional learning (SEL) support, and sense of belonging.	Family engagement strategies for free and reduced lunch students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Migrant/Title1-C Eligible	N/A	N/A

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Addressing root causes of absenteeism in vulnerable populations and increasing student engagement, social-emotional learning (SEL) support, and sense of belonging.	Family engagement strategies for racial and ethnic minority students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Students with IEPs	Addressing root causes of absenteeism in vulnerable populations and increasing student engagement, social-emotional learning (SEL) support, and sense of belonging.	Family engagement strategies for students with IEPs students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism hinders student learning, especially for students impacted by poverty, mobility, and trauma.
Critical Root Cause: Inequitable access to high-quality instruction, curriculum that feels irrelevant, and emotional and mental health challenges.

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Priority Problem Statements

Problem Statement 1: College and career readiness at FHS is declining, with an 18.42% drop in participation rates and a 13.46% decrease in students earning a College and Career Readiness advanced diploma.

Critical Root Cause 1: We have a lack of career discovery earlier in student's high school education. The majority of students are not being assessed on college and career interests until their 11th or 12th grade year.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Classroom observations show a relative disparity in the areas of higher-order thinking and student self-direction, as seen by the ELEOT observations.

Critical Root Cause 2: Due to high rates of daily absenteeism, many staff consistently play "catch up" to ensure students are passing and earning credits. Often times when catching a student up from absences, lessons and projects cannot be carried out with fidelity and these students miss out on opportunities to develop higher-order thinking and self-direction skills.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism hinders student learning, especially for students impacted by poverty, mobility, and trauma.

Critical Root Cause 3: Inequitable access to high-quality instruction, curriculum that feels irrelevant, and emotional and mental health challenges.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- College and career readiness data
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- CTE
- Grades
- Graduation rates/GED/HiSET data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- WIDA ACCESS for ELLs

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Adult Learning Culture

- Action research results
- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Communications data
- Equity data
- Evaluation(s) of professional development implementation and impact
- Professional Development Agendas
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Walk-through data

Connectedness

- Annual dropout rate data
- Attendance
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data

- Dual credit College Prep
- Enrollment
- Enrollment trends
- PBIS/MTSS data
- Perception/survey data

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By the end of the 2025-2026 school year, Fernley High School will implement Work Keys, ensuring that 100% of all 10th-grade students complete a college and career interest assessment to facilitate earlier planning.

Formative Measures: Completion data provided by Work Keys software

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Develop career awareness at an earlier stage of student's high school experience.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train all staff on ACT WorkKeys curriculum.	Ryan Cross	Fall 2025
2	Implement a "scope-and-sequence" for rollout of ACT WorkKeys	Patrick Whitehead, Erin Schneiderman, Shannon Ross, Kristi Varner	2025-2026 academic year

Position Responsible: Teacher Leaders

Resources Needed: Work Keys curriculum (provided by District); professional development time

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.6

Evidence Level
Level 1: Strong: ACT Work Keys

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	176

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: College and career readiness at FHS is declining, with an 18.42% drop in participation rates and a 13.46% decrease in students earning a College and Career Readiness advanced diploma. **Critical Root Cause**: We have a lack of career discovery earlier in student's high school education. The majority of students are not being assessed on college and career interests until their 11th or 12th grade year.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 80% of Fernley High School teachers will consistently integrate at least two new instructional strategies that promote higher-order thinking and student self-direction in their classrooms, as evidenced by rubric-based classroom observations.

Formative Measures: Classroom observations and walk-throughs; staff/department self-reporting on implementation of strategies

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Gradually implement "High-Impact Teaching Strategies" (HITS) through PLCs and professional development.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Train principals for LCSD roll-out of HITS	District	Fall 2025
2	Train teachers for utilizing HITS in their day-to-day teaching strategies via PLCs and professional development	Admin/Teacher Leaders	Spring 2026

Position Responsible: Administration and Teacher Leaders

Resources Needed: District-created materials, website access, a

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 2: Moderate: This is a district-down initiative that we are adding to our plan. District is still working on official rollout schedule for HITS.

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	177

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Classroom observations show a relative disparity in the areas of higher-order thinking and student self-direction, as seen by the ELEOT observations.
Critical Root Cause: Due to high rates of daily absenteeism, many staff consistently play "catch up" to ensure students are passing and earning credits. Often times when catching a student up from absences, lessons and projects cannot be carried out with fidelity and these students miss out on opportunities to develop higher-order thinking and self-direction skills.

Inquiry Area 3: Connectedness

SMART Goal 1: By the end of the 2025-2026 school year, Fernley High School will reduce the chronic absenteeism rate for students identified as experiencing poverty, high mobility, or trauma by 10%, as measured by official attendance records and analyzed quarterly.

Formative Measures: Attendance data (Infinite Campus)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Implement a comprehensive, multi-tiered attendance support system specifically designed to address the root causes of chronic absenteeism.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Systematically track and analyze daily attendance data, flagging students approaching or meeting chronic absenteeism thresholds (e.g., 5% and 10% missed days).	Attendance Secretary	Academic year 2025-2026
2	Launch a school-wide campaign promoting the importance of attendance and fostering a consistently welcoming, safe, and engaging school environment.	CIP Team	Quarterly
3	Develop and deliver individualized support plans for students identified as chronically absent, connecting them with necessary academic, socio-emotional, and basic needs resources.	CCRI, MTSS	Academic year 2025-2026

Position Responsible: Attendance Secretary, CIP Team, CCRI, MTSS, Administration

Resources Needed: CCRIs, SROs, Attendance Data

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.1, 4.2

Evidence Level
Level 1: Strong: Academic Supports and Interventions

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	178

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism hinders student learning, especially for students impacted by poverty, mobility, and trauma. **Critical Root Cause**: Inequitable access to high-quality instruction, curriculum that feels irrelevant, and emotional and mental health challenges.

Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

FHS participated in the Cognia accreditation process in the 2024-2025 school year meeting the Cognia standards for high school accreditation.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The Cognia accreditation process included surveying and interviewing students, staff, and community members. Feedback was combined with hard data to drive the planning process into the future.

2.2: Regular monitoring and revision

FHS has an CIP team consists of five classroom teachers, two teacher leaders, a classified position (CCRI), and administration. CIP meets at least monthly to monitor the continuing improvement plan making adjustments as the team determines.

2.3: Available to parents and community in an understandable format and language

We provide electronic access through our high school web site. The State of Nevada also provides access through the Department of Education site.

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2.4: Opportunities for all children to meet State standards

1. Afterschool Tutoring Program

2. CCRI positions (1)

3. College and Career Readiness Coach (1)

4. Support of PBIS

5. Various parent and family engagement initiatives

2.5: Increased learning time and well-rounded education

Afterschool tutoring program extends the learning day by 1 hour and is open to ALL students. For the 2025-2026 academic year, the Summer School program will be funded by Title I.

2.6: Address needs of all students, particularly at-risk

The CCRIs monitor attendance and "at-risk" students using an early warning system to target any student that is at-risk or progressing towards at-risk in attendance and academic progress.

3.1: Annually evaluate the schoolwide plan

CIP team meets monthly for progress-monitoring actions and conducts an end-of-the-year TFI analysis of the plan.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

A school-wide Educational Involvement Accord that outlines how parents, staff and students share the responsibility for improving learning is distributed during registration and discussed during conferences. Several Parent University events are scheduled each year where parents are given the opportunity to get involved in all aspects of FHS.

4.2: Offer flexible number of parent involvement meetings

Parent universities are offered throughout the academic year. We also hold parent-teacher conferences twice a year (one for each semester) through both in-person and virtual settings. Teachers also make themselves available throughout the week to meet and communicate with parents as needed.

5.1: Determine which students will be served by following local policy

N/A

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Community Outreach Activities

Activity	Date	Lesson Learned

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Lyon County School District

Fernley Intermediate School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I



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Mission Statement

A community Focused on Individual Success where students become the leaders of tomorrow.

Vision

Fernley Intermediate School's mission is to promote learning for life, encourage discovery learning, and empower connected learners.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/fernley_intermediate_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Using iReady data, during the 2022-2023 school year the percentage of students that met their annual typical growth goal in 5th grade was 32% and in 6th grade it was 57%. During the 2023-2024 school year the data shows that the percentage of students meeting their annual typical growth in 5th grade increased to 44% and in 6th grade 80%. During the 2024-2025 school year the percentage of students that met their annual typical growth goal in 5th grade was 39% and in 6th grade it was 60.5%. As a school our overall average in Math and Reading of 49.75% meeting typical growth.

Students are now working with research based curriculum in iReady and HMH. Students are taking iReady assessment (3 times) for Reading and Math for the 2025-2026 school year. This will create consistency and less testing for our students.

Staff will complete Student Risk Screener Scale for Internalizing and Externalizing Behaviors, this will help create groups for students who needed extra support academically and behaviorally.

School wide intervention time is in the master schedule. Staff will use iReady common data to identify academic interventions and MTSS/PBIS data to create SEL interventions (Check in and Check out & Small SEL Group)

Students received quarterly awards based on the Portrait of a Learner core values. At the start of each quarter students are given the core value of the quarter and at the end of each quarter staff awards students with recognition.

Students and their families are encouraged to take part in the monthly Falcon Perch, a time for parents and family members to come in and have lunch with the child.

Student Success Areas for Growth

During the 2024-2025 school year the percentage of students that met their annual typical growth goal in 5th grade was 39% and in 6th grade it was 60.5%. As a school our overall average in Math and Reading of 49.75% meeting typical growth. Based on this data we are performing below the LCSD average of meeting typical growth.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.
Foster/Homeless	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.
Free and Reduced Lunch	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.
Racial/Ethnic Minorities	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.
Students with IEPs	Commitment to data tracking and goal setting regarding iReady testing data is essential for ensuring equitable access and participation in Tier 1, 2, and 3. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum, particularly in Math and Science, is necessary, along with increased access to work-based learning opportunities.	Professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, as well as professional development in Tier 1 adopted curriculum. Data dig meetings will be implemented quarterly, intervention (MTSS) professional development will help staff understand how and what resources to use for interventions.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While 6th grade scores have consistently outperformed 5th grade scores these gaps persist.
Critical Root Cause: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier 1 instruction. Inconsistent Academic Intervention offered.

Adult Learning Culture

Adult Learning Culture Areas of Strength

During the 2024-2025 school year Fernley Intermediate school provided 2 professional developments a month in the areas of iReady, Project-based learning, HMH, PBIS, and MTSS. FIS differentiated professional development for classified staff and certified staff when needed and gave opportunities to all staff during the school year. All professional development was logged in Kickup and presentations and resources were provided in a staff shared Google Classroom.

Adult Learning Culture Areas for Growth

While FIS provided professional learning opportunities on Friday early release days twice a month attendance was low. Fernley Intermediate School staff averaged 80% attendance at professional development meetings. Fernley Intermediate School will build a master schedule of professional development for early release days.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.	Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of Tier 1 curriculum and intervention implementation. Identification of lead data measures for 5th and 6th grade and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews.
Foster/Homeless	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.
Free and Reduced Lunch	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.
Racial/Ethnic Minorities	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.
Students with IEPs	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.	Commitment to data tracking and goal setting in regard to implementation of iReady, HMH, PBL. Ensuring equitable access and participation in all Tier 1 lessons. Commitment to data tracking and intervention implementation.

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Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 2024-2025 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/Collaboration/Professional Development/Data Digs.
Critical Root Cause: Accountability of staff attending PLCs has been lacking and ability to substitute staff out for data dig/collaboration days has been a root cause.

Problem Statement 2 (Prioritized): FIS implemented 2 Project Based Learning opportunities for students during the 2024-2025 school year. While PBLs have increased over the past two school years, FIS is still in need of implementing more work-based learning/PBLs.
Critical Root Cause: Implementing and planning work based learning and PBLs takes much time and planning. FIS has built a strategic plan to implement PBLs at FIS and this will be followed.

Connectedness

Connectedness Areas of Strength

FIS continues to have activities and events for families to come in and see what is happening. The biggest draw we have is Falcon Perch Fridays. This allows for parents and families to come to school and have lunch with their children. During the 2023-24 school year we saw 700+ families join us during the year. During our first Falcon Perch for the 2024-25 school year we had 200 families come and take part. During the 2024-2025 school year 800+ attended assemblies and Falcon Perch events. Other events we have that we invite parents to include our Breast Cancer Awareness Assembly, our 9-11 Remembrance Assembly and our Veteran's Day Assembly.
FIS has noticed a challenge with inviting families in for events. FIS will continue to invite families into our school, there is still a concern with involvement. Technology has created easy access to conferences, phone calls and meetings. FIS will motivate and encourage families to attend events with fun and engaging events and having educational components tied in (Parent University).

Connectedness Areas for Growth

FIS has noticed a challenge with inviting families in for events. FIS will continue to invite families into our school, there is still a concern with involvement. Technology has created easy access to conferences, phone calls and meetings. FIS will motivate and encourage families to attend events with fun and engaging events and having educational components tied in (Parent University).
In addition, Fernley Intermediate School had 44% chronic absenteeism in 23-24. Data is still being determined for the 24-25 school year.

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Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

Student Group	Challenge	Solution
Foster/Homeless	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Free and Reduced Lunch	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Migrant/Title1-C Eligible	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Racial/Ethnic Minorities	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

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Student Group	Challenge	Solution
Students with IEPs	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism continues to hinder student learning, particularly for student impacted by poverty, mobility, and trauma. FIS must enhance supports that build strong school connections and address barriers to daily attendance.
Critical Root Cause: Inequitable access to high quality instruction, curriculum that feels irrelevant, emotional and mental health challenges.

Problem Statement 2 (Prioritized): While Fernley Intermediate School tracks student absences and incorporates engaging project based learning opportunities for students, there is a lack of accountability and follow through in contacting families and students.
Critical Root Cause: Lack of consistent data tracking and goal setting in the areas of attendance.

Priority Problem Statements

Problem Statement 1: While Fernley Intermediate School tracks student absences and incorporates engaging project based learning opportunities for students, there is a lack of accountability and follow through in contacting families and students.

Critical Root Cause 1: Lack of consistent data tracking and goal setting in the areas of attendance.

Problem Statement 1 Areas: Connectedness

Problem Statement 2: Chronic absenteeism continues to hinder student learning, particularly for student impacted by poverty, mobility, and trauma. FIS must enhance supports that build strong school connections and address barriers to daily attendance.

Critical Root Cause 2: Inequitable access to high quality instruction, curriculum that feels irrelevant, emotional and mental health challenges.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: 2024-2025 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/Collaboration/Professional Development/Data Digs.

Critical Root Cause 3: Accountability of staff attending PLCs has been lacking and ability to substitute staff out for data dig/collaboration days has been a root cause.

Problem Statement 3 Areas: Adult Learning Culture

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Problem Statement 4: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While 6th grade scores have consistently outperformed 5th grade scores these gaps persist.

Critical Root Cause 4: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier 1 instruction. Inconsistent Academic Intervention offered.

Problem Statement 4 Areas: Student Success

Problem Statement 5: FIS implemented 2 Project Based Learning opportunities for students during the 2024-2025 school year. While PBLs have increased over the past two school years, FIS is still in need of implementing more work-based learning/PBLs.

Critical Root Cause 5: Implementing and planning work based learning and PBLs takes much time and planning. FIS has built a strategic plan to implement PBLs at FIS and this will be followed.

Problem Statement 5 Areas: Adult Learning Culture

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades 5th and 6th, at least 58% of students at Fernley Intermediate School will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: iReady Diagnostic

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address student's individual needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	ELA and Math iReady Data Analysis	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Fall, Winter, Spring
2	Weekly PLC's (Collaboration)	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Weekly
3	iReady MyPath (Lessons Passed) Incentives for Students	Administrator, Department Lead, Teacher Lead, Teachers, CCRI	Quarterly
4	Intervention Block in Master Schedule	Admin/All Staff	All Year
5	Professional Development	Admin/All Staff	Quarterly

Position Responsible: Administrator, Department Lead, Teacher Lead, Teachers, CCRI

Resources Needed: iReady Math Curriculum, HMH Curriculum, Corrective Reading Intervention , Ongoing Professional Learning, Time for data digs (Substitutes), MTSS Meetings/PBIS Meetings, College and Career Readiness Interventionist.

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	193

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: While current instructional practices have led to moderate student growth, disparities persist among student subgroups in meeting academic benchmarks. There is a need to align instruction with equitable, high-impact strategies that improve growth outcomes across all demographic groups. While 6th grade scores have consistently outperformed 5th grade scores these gaps persist. **Critical Root Cause**: Inconsistent implementation of curriculum, high teacher turnover and inconsistent Tier 1 instruction. Inconsistent Academic Intervention offered.

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Inquiry Area 1: Student Success

SMART Goal 2: Fernley Intermediate School will increase the total number of students participating in 5th and 6th grade work-based learning opportunities (project-based learning) by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Field Trips, guest speakers, project-based learning opportunities, student leadership data, family nights, School Links data

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: All students will use School Links at Fernley Intermediate School.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School Links Professional Development	Administration	Throughout the School Year
2	Teachers will increase the opportunities for students to use School Links.	FIS Staff	Throughout the School Year

Position Responsible: Principal and Staff

Resources Needed: School Links

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Adult Learning Culture 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	195

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Fernley Intermediate School will increase the number of Project-Based Learning opportunities from 2 PBL's (2024-2025) to 3 PBL's (2025-2026) .

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Project-Based Learning professional development	Administration	Throughout the school year
2	Student Participation	FIS staff	Throughout the school year

Position Responsible: Principal

Resources Needed: Materials for project-based learning activities.

Evidence Level
Level 2: Moderate: Work Based Learning

SMART Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 2: FIS implemented 2 Project Based Learning opportunities for students during the 2024-2025 school year. While PBLs have increased over the past two school years, FIS is still in need of implementing more work-based learning/PBLs. **Critical Root Cause**: Implementing and planning work based learning and PBLs takes much time and planning. FIS has built a strategic plan to implement PBLs at FIS and this will be followed.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Fernley Intermediate School staff will participate in iReady, HMH, PBIS, MTSS, and Work-Based Learning/Project-Based Learning professioanl development.

Formative Measures: Kickup attendance Data, PLC notes, administration observation.

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Weekly professional learning communities with a shared notetaker that is communicated with administration.
<table><tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr><tr><td>1</td><td>Create and share Master Schedule for all FIS staff.</td><td>Create and share notetaker for 5th grade and 6th grade staff.</td><td></td></tr></table>Position Responsible: Principal, FIS Staff
Resources Needed: N/A

Evidence Level
Level 2: Moderate: Work-Based Learning
Problem Statements/Critical Root Cause: Adult Learning Culture 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td></td><td>No review</td><td>No review</td><td>197</td></tr>
</table>

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: 2024-2025 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/Collaboration/Professional Development/Data Digs. **Critical Root Cause**: Accountability of staff attending PLCs has been lacking and ability to substitute staff out for data dig/collaboration days has been a root cause.

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: 100% of Fernley Intermediate School staff will participate in PLCs (Professional Learning Communities), Data Dig Meetings, and collaboration with department teams.

Formative Measures: Professional Learning Community Notes, Staff attendance data.

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Weekly professional learning communities with a shared notetaker that is communicated with administration.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2">198</td></tr>
<tr><td>1</td><td>Create and share Master Schedule for all FIS staff.</td><td>Create and share notetaker for 5th grade and 6th grade staff.</td><td></td></tr>
<tr><td colspan="4">Position Responsible: Principal, FIS Staff
Resources Needed: N/A

Evidence Level
Problem Statements/Critical Root Cause: Adult Learning Culture 1</td><td></td><td></td><td></td></tr>
</table>

SMART Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 1: 2024-2025 school year PLC data showed 80% of staff attended weekly Professional Learning Communities/Collaboration/Professional Development/Data Digs. **Critical Root Cause**: Accountability of staff attending PLCs has been lacking and ability to substitute staff out for data dig/collaboration days has been a root cause.

Inquiry Area 3: Connectedness

SMART Goal 1: Fernley Intermediate School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Infinite Campus, Daily Attendance

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilizing data, Fernley Intermediate School will engage families and provide early intervention to improve attendance. Engaging curriculum and instruction to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	5th & 6th Grade Attendance Data	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Weekly/ Monthly
2	Family Engagement Participation Data	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Monthly
3	Curriculum Implementation Walk-ThroughData	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Monthly
4	Implement Quarterly Project Based Learning	All Staff	Quarterly
5	Home Visits, Attendance Letters, Attendance Incentives	Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor	Weekly/ Monthly
6	SEL Small Groups & Check in/Check Out	All Staff	Daily

Position Responsible: Administrator, Department Lead, Teacher Lead, Teachers, CCRI, Counselor

Resources Needed: Infinite Campus Student Information System, School Resource Officers, MTSS Teams, Expanded in-person and Telehealth Mental Health Resources.

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	199

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for student impacted by poverty, mobility, and trauma. FIS must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant, emotional and mental health challenges.
Problem Statement 2: While Fernley Intermediate School tracks student absences and incorporates engaging project based learning opportunities for students, there is a lack of accountability and follow through in contacting families and students. **Critical Root Cause**: Lack of consistent data tracking and goal setting in the areas of attendance.

Lyon County School District

Riverview Elementary School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I



RIVERVIEW Elementary School

DAYTON, NV

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Demographics & Performance Information

Nevada Report Card

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

https://nevadareportcard.nv.gov/DI/nv/lyon/riverview_elementary_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Math scores are an overall strength and continue to show significant growth. Our highest strand in iReady math is measurement and data while our lowest is geometry.

Student Success Areas for Growth

Our reading scores have not increased as we hoped. Our highest strand on iReady is high frequency words followed by phonics. Our overall lowest strand is informational text followed by overall comprehension.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers could inhibit learning	Continue to support through EL services
Foster/Homeless	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Free and Reduced Lunch	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Migrant/Title1-C Eligible	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Racial/Ethnic Minorities	May not have access to cultural equity in school	Be aware of cultural differences to be able to support minorities and be fully inclusive in teaching
Students with IEPs	More and more students continue to qualify for services with the same amount of resources available to all	Do as much as we can to meet students needs and help fill student gaps

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Even with daily reading interventions students did not grow as expected on their MAPs and iReady assessments.
Critical Root Cause: Teachers struggle to find an appropriate intervention to meet their students needs. Students were overtested all year and did not apply themselves to the end of year tests. Students are not reading independently.

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Adult Learning Culture

Adult Learning Culture Areas of Strength

Teachers want to be able to meet their students needs and help them learn and grow.

Adult Learning Culture Areas for Growth

100% of teachers need to use the curriculum with fidelity. Teachers need to be open and willing to try new strategies in their classrooms.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers could inhibit learning	Continue to support through EL services
Foster/Homeless	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Free and Reduced Lunch	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Migrant/Title1-C Eligible	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Racial/Ethnic Minorities	May not have access to cultural equity in school	Be aware of cultural differences to be able to support minorities and be fully inclusive in teaching
Students with IEPs	More and more students continue to qualify for services with the same amount of resources available to all	Do as much as we can to meet students needs and help fill student gaps

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers do not effectively track intervention data and/or know how to analyze the data to drive instruction.
Critical Root Cause: Lack of knowledge and time. There has not been a consistent assessment to track data and analyze growth or lack of.

Connectedness

Connectedness Areas of Strength

The Climate Survey showed large growth in the EL students perception of school and the school's overall social emotional competence increased.

Our 23-24 school year chronic absenteeism rate was 20.7. Although official numbers have not been released yet it appears as though we have decreased this number to 18.4%

Connectedness Areas for Growth

Students with chronic absenteeism did not increase their attendance even with interventions.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers could inhibit learning	Continue to support through EL services
Foster/Homeless	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Free and Reduced Lunch	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Migrant/Title1-C Eligible	Students basic needs may not be met	Provide SEL teaching/lessons, counseling, food services and transportation
Racial/Ethnic Minorities	May not have access to cultural equity in school	Be aware of cultural differences to be able to support minorities and be fully inclusive in teaching
Students with IEPs	More and more students continue to qualify for services with the same amount of resources available to all	Do as much as we can to meet students needs and help fill student gaps

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): The students who need to be at school most are usually the ones who have a high absenteeism rate.
Critical Root Cause: Some families do not see the importance of being at school regularly.

Priority Problem Statements

Problem Statement 1: Even with daily reading interventions students did not grow as expected on their MAPs and iReady assessments.

Critical Root Cause 1: Teachers struggle to find an appropriate intervention to meet their students needs. Students were overtested all year and did not apply themselves to the end of year tests. Students are not reading independently.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers do not effectively track intervention data and/or know how to analyze the data to drive instruction.

Critical Root Cause 2: Lack of knowledge and time. There has not been a consistent assessment to track data and analyze growth or lack of.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: The students who need to be at school most are usually the ones who have a high absenteeism rate.

Critical Root Cause 3: Some families do not see the importance of being at school regularly.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- MAP Growth Assessment
- MyPath
- Smarter Balanced (SBAC)

Adult Learning Culture

- Administrator evaluation
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Professional learning communities (PLC) data/agenda/notes
- Teacher evaluation

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data

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Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: At least 50% of students will meet or exceed their personal typical growth in reading from the Fall of 2025 to the Spring of 2026 on their iReady diagnostics.

Formative Measures: iReady weekly mypath reports, iReady diagnostics

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Students will participate in same skilled, small group interventions four times per week with bi-weekly assessments to analyze growth or need to change the intervention.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	iReady reading diagnostics analyzed to separate students into interventions groups	All teachers and admin	3x per year, Fall, Winter, Spring
2	Select effective interventions for each student group	Teachers	Yearlong

Position Responsible: Admin, teachers

Resources Needed: Time, knowledge, iReady Reading MyPath

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	211

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Due to students scoring low on vocabulary and Informational text strands, on their iReady Reading Diagnostic, teachers will utilize NewsELA for supplemental vocabulary and informational text reading instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Training on NewsELA	Debra Ranft and Admin	August 2025

Position Responsible: Admin

Resources Needed: Access to NewsELA, time

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Even with daily reading interventions students did not grow as expected on their MAPs and iReady assessments. **Critical Root Cause**: Teachers struggle to find an appropriate intervention to meet their students needs. Students were overtested all year and did not apply themselves to the end of year tests. Students are not reading independently.

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Inquiry Area 1: Student Success

SMART Goal 2: At least 58% of students will meet or exceed their personal typical growth in math from Fall of 2025 to the Spring of 2026 on their iReady diagnostics.

Formative Measures: iReady weekly mypath reports, iReady diagnostics

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Training for all staff on Science of Math Rope to be able to provide effective math interventions for students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Collaborate with RPDP on math training	Hansen	August, 2025
2	Use PLC time with teacher to create goals, analyze and discuss data, and determine student interventions	Hansen, all teachers	June 2026

Position Responsible: Principal

Resources Needed: Time
Teacher Buy-in

Evidence Level
Level 2: Moderate: Math Training

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	213

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Even with daily reading interventions students did not grow as expected on their MAPs and iReady assessments. **Critical Root Cause**: Teachers struggle to find an appropriate intervention to meet their students needs. Students were overtested all year and did not apply themselves to the end of year tests. Students are not reading independently.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of teachers will implement and track reading and math interventions using intervention data to drive instruction

Formative Measures: Data tracking systems, PLC notes

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 1: Teachers will use PLC time to collaboratively plan interventions and analyze student data to drive instruction

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Weekly PLC meetings	Admin and teachers	Yearlong
2	Intervention tracking system	Admin and teachers	Yearlong

Position Responsible: Admin and teachers

Resources Needed: Training, time, buy-in

Evidence Level

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Nov	Jan	May
No review	No review	214

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers do not effectively track intervention data and/or know how to analyze the data to drive instruction. **Critical Root Cause**: Lack of knowledge and time. There has not been a consistent assessment to track data and analyze growth or lack of.

Inquiry Area 3: Connectedness

SMART Goal 1: Riverview will decrease the chronic absenteeism rate by 2%, from 18% to 16% from the 2024-2025 school year to the 2025-2026 school year.

Formative Measures: Attendance reports, attendance plans

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Continue with daily, monthly, and quarterly attendance incentives for classes and individual students for being present.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Track student and class attendance	Teachers and admin	Yearlong
2	Share more information about quarterly incentives with students and staff	Admin	Yearlong
3	Start monthly incentives for students	Admin and teachers	every month yearlong

Position Responsible: Admin

Resources Needed: Time, money

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	215

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: The students who need to be at school most are usually the ones who have a high absenteeism rate. **Critical Root Cause**: Some families do not see the importance of being at school regularly.

Lyon County School District

Sutro Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I

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Mission Statement

Sutro Elementary School fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

Vision

Prepare all students with the foundation needed to be college, career, and life successful.

Demographics & Performance Information

Nevada Report Card

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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Sutro Students work hard and are eager to do their best. We have incorporated a clubs program into our school's schedule to allow for enrichment and student exploration. Students and teachers report that these enrichment opportunities are a positive addition to our school and help expose our students to career and technical education. Academically, students have shown great growth in mathematics as measured by i-Ready Diagnostic Exams; however, those results have not been reflected on our SBAC scores. Daily intervention blocks during the school day have helped Sutro students maintain their current academic levels on MAP assessments and close achievement gaps. However, there has not been a consistent increase in academic achievement scores. Students in grades 5 and 6 have shown higher levels of growth than our students in grades 3-4 we believe this is due to a robust intervention process for those grades.

Student Success Areas for Growth

Students at Sutro Elementary School continue to work diligently towards mastery of grade level expectations; however, our assessment results are illustrating inadequate academic achievement from our students.

Spring 2025 iReady Reading Diagnostic Assessments

- 43% of students scored in the early to mid/above grade level range.
- 24% of students scored in the “2 or more grade levels below” range.

Spring 2025 iReady Math Diagnostic Assessments

- 45% of students scored in the early to mid/above grade level range.
- 17% of students scored in the “2 or more grade levels below” range.

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Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • Key components of he ELD framework are not being utilized effectively in our classrooms. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based English language strategies that support the ELD framework.	• Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • PLC focus on components of the ELD framework. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills.
Foster/Homeless	These students have shown high rates of transiency and typically have a need for academic remediation. Many of these students have experienced trauma and require SEL and MTSS Supports. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments.	• Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills. • MTSS systems and Student Study Teams (SST) are used to identify the needs of unsuccessful students and plan for supports, documentation, and progress monitoring of student success. • Social Emotional Learning topics are embedded within the HMH curriculum and covered during ELA blocks.
Free and Reduced Lunch	• Students are not making expected growth on district and state assessments. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction.	• Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills.
Migrant/Title1-C Eligible	NA	NA

Student Group	Challenge	Solution
Racial/Ethnic Minorities	• Students are not making expected growth on district and state assessments. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction.	• Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills.
Students with IEPs	• Students are not making expected growth on district and state assessments. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction. • There is a need for collaboration time between general education teachers and special education teachers/case managers.	• Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills. 221 • Structured time for general education teachers to meet with special education case managers.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Sutro students are not showing academic growth at appropriate levels
Critical Root Cause: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.

Problem Statement 2 (Prioritized): Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps
Critical Root Cause: Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Sutro teachers are collaborative and implement school and district initiatives. The staff wants to learn and grow. They often request additional training and supplementary materials to improve the quality of instruction offered in their classrooms. As a school, there is a "can do attitude" and Sutro teachers tend to be creative problem solvers. Teams actively work towards collective teacher efficacy.

Adult Learning Culture Areas for Growth

Sutro has had professional development sessions on HMH Into Reading curriculum, RB3 requirements and monitoring plans, as well as i-Ready. The professional development offered on the Into Reading curriculum has been limited, and is likely causing issues with program fidelity. In the 2024-2025 year we consulted with Creative Leadership Solutions to receive training on effective PLC teams. Since that time we have experienced a large turnover in our teaching staff. Several Sutro teachers and both school administrators, are participating in LETRS training offered through the school district.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • Key components of he ELD framework are not being utilized effectively in our classrooms. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based English language strategies that support the ELD framework.	222 • Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • PLC focus on components of the ELD framework.

Student Group	Challenge	Solution
Foster/Homeless	• These students have shown high rates of transiency and typically have a need for academic remediation. Many of these students have experienced trauma and require SEL and MTSS Supports. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments.	• Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills. • MTSS systems and Student Study Teams (SST) are used to identify the needs of unsuccessful students and plan for supports, documentation, and progress monitoring of student success. • Social Emotional Learning topics are embedded within the HMH curriculum and covered during ELA blocks.
Free and Reduced Lunch	• Students are not making expected growth on district and state assessments. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction.	• Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	• Students are not making expected growth on district and state assessments. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction.	• Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills.

Student Group	Challenge	Solution
Students with IEPs	• Students are not making expected growth on district and state assessments. • Tier 1 teacher instruction does not reflect evidence-based strategies and high rigor discourse needed for these assessments. • There is a need for explicit phonics and phonemic awareness instruction. • There is a need for consistent high quality professional development to increase teacher' knowledge and skills to deliver effective evidence-based instruction. • There is a need for collaboration time between general education teachers and special education teachers/case managers.	• Targeted, high quality professional development to support tier 1 teachers in delivering quality instruction. • Targeted interventions based on individualized needs of students and remediation opportunities will be implemented schoolwide. • Continue implementing the Into Reading curriculum by HMH, which is based on the science of reading and contains structured literacy components that teach and develop foundational skills. • Structured time for general education teachers to meet with special education case managers.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): PLC meetings are not adequately addressing the needs of all students.
Critical Root Cause: Teachers are uncertain about how to efficiently use the data and organize students into groups to provide targeted interventions based on student needs.224

Connectedness

Connectedness Areas of Strength

The staff at Sutro maintains positive personal relationships with all students. Student misbehaviors are addressed positively and our approaches are restorative in nature. Students and staff have had positive reactions to our club program. MTSS tier I and tier II systems are in place to support students with behavior expectations and academic needs.

Connectedness Areas for Growth

Sutro Elementary School has experienced high rates of chronic absenteeism. 26.2% of students missed 10% of school days or more. Sutro continues to implement a school-wide positive behaviors and supports program to support the multi-tiers system of support and positively address school expectations. To increase student engagement, the school implemented a weekly clubs program that allows for student choice and supports the portrait of a learner program adopted by the school district. We have struggled with maintaining high levels of parent engagement.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	• The school struggles to involve the parents of English Learners in school events and activities. • The difference in language can sometimes slow down the communication with EL families • Attendance is a concern as many families travel during school times.	• Parent Universities focused on helping connect the families of EL students to the school. • Contact specific families to assist in removing barriers to regular school attendance. • Clubs provide interesting student choice options to encourage student attendance.
Foster/Homeless	• Too many students missing school and being deemed chronically absent. • Involving parents in school activities and events has been difficult. • Students feel disconnected when they miss school. • Students need reminders/reteaching of expectations after breaks or absences.	• Communicate with families about the importance of regular attendance. • Contact families to assist in removing barriers to regular school attendance. • Continue teaching and reteaching expectations and using positive reinforcement when they are met. • Clubs provide interesting student choice options to encourage student attendance.

Student Group	Challenge	Solution
Free and Reduced Lunch	• Too many students missing school and being deemed chronically absent. • Involving parents in school activities and events has been difficult. • Students feel disconnected when they miss school. • Students need reminders/reteaching of expectations after breaks or absences.	• Communicate with families about the importance of regular attendance. • Contact families to assist in removing barriers to regular school attendance. • Continue teaching and reteaching expectations and using positive reinforcement when they are met. • Clubs provide interesting student choice options to encourage student attendance.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	• Too many students missing school and being deemed chronically absent. • Involving parents in school activities and events has been difficult. • Students feel disconnected when they miss school. • Students need reminders/reteaching of expectations after breaks or absences.	• Communicate with families about the importance of regular attendance. • Contact families to assist in removing barriers to regular school attendance. • Continue teaching and reteaching expectations and using positive reinforcement when they are met. • Clubs provide interesting student choice options to encourage student attendance. 226
Students with IEPs	• Too many students missing school and being deemed chronically absent. • Students miss critical instruction on their IEP goals when absent. • Involving parents in school activities and events has been difficult. • Students feel disconnected when they miss school. • Students need reminders/reteaching of expectations after breaks or absences.	• Communicate with families about the importance of regular attendance. • Contact families to assist in removing barriers to regular school attendance. • Continue teaching and reteaching expectations and using positive reinforcement when they are met. • Clubs provide interesting student choice options to encourage student attendance.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Sutro Elementary School is experiencing high levels of chronic absenteeism.
Critical Root Cause: The perceptions of families have changed and families are not placing importance on regular school attendance.

Priority Problem Statements

Problem Statement 1: Sutro students are not showing academic growth at appropriate levels

Critical Root Cause 1: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps

Critical Root Cause 2: Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.

Problem Statement 2 Areas: Student Success

Problem Statement 3: PLC meetings are not adequately addressing the needs of all students.

Critical Root Cause 3: Teachers are uncertain about how to efficiently use the data and organize students into groups to provide targeted interventions based on student needs.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Sutro Elementary School is experiencing high levels of chronic absenteeism.

Critical Root Cause 4: The perceptions of families have changed and families are not placing importance on regular school attendance.

Problem Statement 4 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- CTE
- Curriculum Based Measures
- Early childhood literacy and math data
- Early reading assessment results
- End-of-Unit Assessments
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

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Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Class size averages by grade and subject
- Communications data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Student Climate Survey
- Study of best practices

- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Mobility rate, including longitudinal data
- PBIS/MTSS data
- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-6, at least 50% of students at Sutro Elementary School will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: School usage reports
Walk through observations

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Students will participate in targeted small group interventions for 45 minutes four times each week.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Targeted interventions based on identified student needs from assessment data.	Classroom teachers, School administration	After diagnostic assessments.
2	iReady diagnostics analyzed to separate students into intervention groups.	Classroom teachers,	Yearlong

Position Responsible: Classroom teachers, School administrators
Resources Needed: iReady reading and math data, time, knowledge

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	230

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Sutro Elementary teachers will implement a structured iReady usage plan by allocating 45 minutes per week for each student to engage with their individualized learning path in the iReady Program.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Master schedule providing for a 45 minute intervention block each day.	School administration and classroom teachers.	Ongoing
2	Monitor iReady usage reports for time and 80% passage rate.	School administration, classroom teachers	Ongoing

Position Responsible: Teachers

Problem Statements/Critical Root Cause: Student Success 1, 2

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Sutro students are not showing academic growth at appropriate levels **Critical Root Cause**: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.
Problem Statement 2: Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps **Critical Root Cause**: Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.

Inquiry Area 1: Student Success

SMART Goal 2: Sutro Elementary School will increase the total number of K-6 grade work-based learning opportunities provided to all students by 5% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links
Career Fair
Field Trips

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Sutro Elementary School teachers will introduce all students to the School Links program and allow students to explore interests through the tasks.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Introduce and train teachers on the School Links program	School administration, teachers	Yearlong
2	Allocate 30 minutes each week for K-2 and 45 minutes each week for grades 3-6 to complete the assigned tasks in School Links	Classroom teachers	Yearlong

Resources Needed: School Links, time, training

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	232

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 2: Increase opportunities for students to explore career options.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Organize a career fair for students to interact with people from varying professions.	School admin, counselor, teachers, community	Ongoing
2	Students will participate in weekly clubs to explore areas of interest.	Teachers, school administration	Ongoing

No review | No review

Resources Needed: Community resources, time, supplies for club activities

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1 - Connectedness 1

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Sutro students are not showing academic growth at appropriate levels **Critical Root Cause**: Teachers are struggling to accurately identify the appropriate areas of content to provide remediation.
Problem Statement 2: Students in grades 3 through 6 are not showing adequate achievement on required assessments and Reading Achievement Plans are not closing achievement gaps **Critical Root Cause**: Intervention plans are not addressing the appropriate skills and/or the plans are not being monitored closely to determine the effectiveness of the intervention.
Connectedness
Problem Statement 1: Sutro Elementary School is experiencing high levels of chronic absenteeism. **Critical Root Cause**: The perceptions of families have changed and families are not placing importance on regular school attendance.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: All teachers will implement and track reading and math interventions and analyze data to drive instruction.

Formative Measures: Creative Leadership Solutions mentoring
PLC notes
Walk through observations
Intervention folders

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Sutro teachers will meet weekly in effective PLC meetings to plan for instruction and interventions.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Master schedule for weekly PLC meetings at each grade level.	School administration, teachers	Ongoing
2	Teachers will use an intervention tracking system to document provided interventions.	MTSS team, teachers, school administration	Ongoing

Position Responsible: School administration, MTSS teams, teachers
Resources Needed: Time, master schedule, Creative Leadership Solutions mentoring, training

Evidence Level
Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	234

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: PLC meetings are not adequately addressing the needs of all students. **Critical Root Cause**: Teachers are uncertain about how to efficiently use the data and organize students into groups to provide targeted interventions based on student needs.

Inquiry Area 3: Connectedness

SMART Goal 1: Sutro Elementary School will reduce the chronic absenteeism rate by at least 5% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports
MTSS Tier I and Tier II interventions
CCRI
Parent/Guardian contact
Attendance contracts

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: MTSS tier I team will implement a schoolwide incentive program celebrating perfect attendance for classrooms.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Track attendance data by classroom	Teacher, attendance secretary	Weekly, all year
2	Incentives for classes who meet the attendance goal each week	Teacher, school administration, Parent/Staff organization,	Weekly, all year

Position Responsible: Attendance secretary, teachers, administration
Resources Needed: Attendance data, incentives

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	235

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: The MTSS Tier II team and school administration will collaborate with families to identify and eliminate barriers to regular school attendance and provide access to available resources.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Share attendance data with families through monthly newsletter and individual contacts	School administration, teachers	Ongoing
2	Attendance letters, administrative contact and attendance contracts for students who are on track to be considered chronically absent.	School administration, attendance secretary	Ongoing

Position Responsible: Attendance secretary, school administration, teachers

Resources Needed: Attendance reports

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Improvement Strategy 3 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 3: School counselor and teachers will provide Social Emotional Learning lessons to all students to foster a sense of belonging and safety at school.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Classroom teachers will teach the HMH curriculum which contains SEL components.	Classroom teachers	Ongoing
2	School counselor will teach SEL classroom guidance lessons to all classes.	School counselor, classroom teachers	Ongoing
3	Teachers will complete the SSRI screeners 3 times each year to identify students needing more support.	Teachers, counselor, administration	3 times a year

Position Responsible: Classroom teachers, counselor, administration

Resources Needed: SSRI screening data, HMH curriculum, time,

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Sutro Elementary School is experiencing high levels of chronic absenteeism. **Critical Root Cause**: The perceptions of families have changed and families are not placing importance on regular school attendance.

Schoolwide and Targeted Assistance Title I Elements

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The CIP team meets and reviews the data to complete the needs assessment for the school. Members of the team include teachers, support staff, administrators, and parents.

2.2: Regular monitoring and revision

The Sutro CIP Committee, which includes staff, parents, and community members, meets bi-weekly in the fall to review and update the school improvement plan and provide feedback for revisions. Parent Advisory Committee (PAC) meetings will be held both virtually and in person to present the plan and goals for the upcoming year. Participants will be invited to share feedback and suggestions during the meetings. Additionally, the principal's email address will be provided so participants can submit further input after time for reflection.

2.3: Available to parents and community in an understandable format and language

The school's plan will be posted on our website in English and Spanish, and we will have copies available at our front desk.

2.4: Opportunities for all children to meet State standards

Sutro Elementary School implements a PBIS (Positive Behavioral Interventions and Supports) program as part of our Multi-Tiered System of Supports (MTSS). Title I funds are used to support this initiative through subscriptions to PBIS Rewards, a platform that facilitates student recognition, behavior referrals, and social-emotional learning (SEL) lessons and supports. These funds are also used to purchase incentives and materials that enhance supplemental educational activities.

In addition, Title I funds are allocated to purchase supplemental supplies and resources that support Tier I instruction in the classroom. Intervention programs—including tutoring, summer school, and the online academic support program Paper—are funded through a combination of Title I, school, and district funds.

Title I resources also support professional development through a partnership with Creative Leadership Solutions, providing coaching and mentoring for Professional Learning Community (PLC) teams.

2.5: Increased learning time and well-rounded education

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. Intervention blocks have been built into the schedule for all grades to provide tutoring and remediation of content planned for during PLC meetings.

2.6: Address needs of all students, particularly at-risk

Title I funds, school funds, and district funds are used to support intervention programs like tutoring, summer school, and the online program Paper. Intervention blocks have been built into the schedule for all grades to provide tutoring and remediation of content planned for during PLC meetings.

During PLC meetings teams identify the needs of individual students and plan interventions after analyzing performance on core content. Tutoring, summer school, and Pre-K enrollment give priority to at-risk students.

3.1: Annually evaluate the schoolwide plan

The team will meet monthly to review data and monitor the effectiveness of the plan. Revisions will be made as needed to address any obstacles encountered at the school. Following each formative assessment window—and again when summative assessment data becomes available—the team will conduct a comprehensive review to evaluate progress and determine next steps.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

Each fall, the principal and his secretary share the Parent Involvement Policy with all students. A flyer outlining the policy is sent home with every student. Additionally, the school promotes parent involvement through the website, reader board, and mass communication systems, encouraging participation in the Parent Advisory Council and Continuous Improvement Planning teams.

4.2: Offer flexible number of parent involvement meetings

Sutro Elementary School offers a variety of engagement activities throughout the year, including both virtual and in-person meetings. Meeting times rotate between mornings, afternoons, and evenings to accommodate different schedules.

5.1: Determine which students will be served by following local policy

This plan serves the needs of all students at the school.

Community Outreach Activities

Activity	Date	Lesson Learned

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Lyon County School District

Silverland Middle School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I



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Mission Statement

Silverland Middle School fosters learning for life empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

Vision

Silverland Middle School Core Values

Communication: Open and consistent communication among all members of the SMS

Learning Community is essential.

Remediation: SMS will provide all students the opportunity to learn. Remediation will be available for students who are functional below grade level as indicated by educational assessments.

Accountability: Members of the SMS Learning Community will be accountable for their

contribution to student achievement.

Respect: The SMS Learning Community will foster an environment that encourages respect

among the staff, students, parents, and guests of our school.

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Demographics & Performance Information

Nevada Report Card

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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Silverland Middle School promotes learning for all students by maintaining high expectations and providing targeted supports for academic, social, and emotional growth. We believe that every student can succeed—regardless of their starting point.

Reading – NWEA MAP (2024–2025)

- 48.0% of students met their individual growth goal during either the winter or spring testing window.
- 31.5% of students performed at or above grade level, even if they did not meet a growth goal.
- When counted only once per student, 57% demonstrated success by meeting a growth goal or achieving grade-level proficiency.

Math – i-Ready Diagnostic (2024–2025)

- 46% of students met their typical growth goal.
- 36% of students scored at or above grade level.
- When counted only once per student, 59% demonstrated success by meeting growth or achieving grade-level proficiency.

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These results reflect the effectiveness of our Tier 1 instruction, our commitment to growth-minded and data-informed teaching practices, and our belief in supporting all students through individualized learning pathways. Together, they affirm our dedication to student success through consistent progress and high expectations.

Student Success Areas for Growth

At Silverland Middle School, we envision a learning community where every student is seen, supported, and empowered to thrive, not only in academics, but in life. To realize this vision, we must expand early and equitable access to college, career, and life readiness opportunities by deepening career exploration, building authentic partnerships with our community, and using tools like SchooLinks to guide personalized student planning.

While platforms and partnerships provide structure, academic growth remains the foundation. Current data shows that just over half of our students are meeting typical growth in math and reading. This calls us to action. We must respond with intentional, data-informed instructional practices that not only boost achievement but help students connect their learning to real-world goals.

Moving forward, our growth as a school lies in fully integrating academic, social-emotional, and future-readiness supports. We believe all students can grow. We believe they can succeed. And we are committed to creating a school environment that nurtures resilience, curiosity, and lifelong learning for every child, every day.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited access to academic content and career exploration opportunities due to language barriers.Limited access to career exploration content due to language barriers.	Leverage the ELL resource teacher and paraprofessional to provide targeted academic language support in core classes and assist students in accessing career exploration activities through coordination with general education and advisory teachers.
Foster/Homeless	High mobility and lack of stable support systems impact attendance, disrupt learning continuity, and limit consistent participation in both academic instruction and career exploration activities.	Assign a staff liaison, offer flexible deadlines, ensure access to basic supports, and prioritize outreach for career events with flexible follow-up for absent students.
Free and Reduced Lunch	May lack reliable internet access, quiet study environments, and supplemental learning resources outside of school. Additionally, limited exposure to informal career experiences and role models may reduce their awareness of future college and career pathways.	Provide dedicated time during the school day for students to complete i-Ready MyPath lessons, with advisory teachers monitoring progress and offering additional support as needed. The school will also expand Career Fair opportunities to highlight diverse, affordable college and CTE pathways, increasing both academic support and career awareness.
Migrant/Title1-C Eligible	High mobility and lack of stable support systems impact attendance, disrupt learning continuity, and limit consistent participation in both academic instruction and career exploration activities.	Students will receive targeted academic check-ins during advisory and personalized support plans that address learning gaps and mobility-related challenges. A designated staff liaison will monitor participation, provide follow-up for missed career events, offer flexible deadlines, and coordinate with counseling to ensure consistent access to academic and family support services.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial and ethnic minority students, particularly Hispanic/Latino and Native American students, face persistent achievement gaps, limited access to academic interventions and high-wage career pathways, and disproportionate outcomes in discipline and advanced opportunities. These disparities are often rooted in lower expectations, cultural disconnects, and unintentional bias.	Ensure ensure diverse representation in Career Fair presenters and materials, with intentional emphasis on underrepresented career pathways. Instructional teams will regularly review disaggregated i-Ready and behavioral data to provide timely, targeted support and promote inclusive access to both intervention and enrichment programs.
Students with IEPs	Students with IEPs benefit most when instructional supports, accommodations, and pacing are consistently aligned across settings. At times, variations in how i-Ready MyPath lessons and general education materials align with IEP goals can create barriers to independent access and academic progress. Additionally, opportunities for inclusive career exploration are currently limited to select programs such as the PAES Lab and Resource classes.	Special education and general education staff will collaborate to better align MyPath lessons and classroom instruction with students' IEP goals and accommodations. Co-teaching teams and intervention periods will provide structured, guided support to promote access and growth. To ensure meaningful participation in career exploration, students will receive pre-teaching, adapted materials, and individualized supports that enable full engagement in CTE events and pathways.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Silverland Middle School offers early career exploration through CTE coursework and large-group events such as the 8th Grade Career Fair. However, access to these opportunities is limited by scheduling conflicts and staffing constraints, with a disproportionate impact on historically underserved student groups. Without targeted planning, differentiated supports, and intentional outreach, these students are at greater risk of reduced participation in career readiness activities, widening existing opportunity gaps.
Critical Root Cause: Career exploration opportunities at Silverland Middle School are currently concentrated in single-event experiences and elective offerings. Structural barriers, including scheduling conflicts, limited staffing for individualized support, and a lack of embedded, ongoing career exploration activities, impact all students but more significantly affect historically underserved student groups. Without consistent tracking and intentional strategies to promote equitable access, opportunity gaps are likely to persist.

Problem Statement 2 (Prioritized): Less than half of Silverland Middle School students are meeting typical growth in Math and Reading, revealing persistent gaps in academic progress and raising concerns about the effectiveness of current instructional practices and student supports.
Critical Root Cause: Instructional practices are not consistently differentiated or aligned to student data, resulting in missed opportunities to target specific learning needs, particularly for students who fall just below proficiency but do not qualify for formal interventions.

Adult Learning Culture

Adult Learning Culture Areas of Strength

At Silverland Middle School, our adult learning culture is defined by perseverance and commitment to continuously improving our MTSS Tier 1 and Tier 2 support systems. We recognize that the successful implementation of these frameworks requires both dedication and adaptability to create a system that truly aligns with our unique school culture and meets the needs of all students.

Through ongoing professional development and collaboration, Silverland Middle School is focused on expanding a shared understanding of the importance of MTSS. This involves engaging more teachers in every phase of the process, from data collection and analysis to designing and delivering interventions, ensuring that our approach is comprehensive, inclusive, and driven by collective ownership.

Adult Learning Culture Areas for Growth

Silverland Middle School needs to build on the foundation of our current Tier 1 and Tier 2 MTSS structures by developing a more intentional focus to address and support academic underperformance in Math and ELA, as well as chronic absenteeism. We need to ensure staff are equipped to analyze and respond to multiple forms of data in consistent and collaborative ways. Advisory teachers need support in using i-Ready data and monitor MyPath lesson completion to better support student learning. We also need clearer structures and expectations for using weekly and monthly MTSS meetings to escalate concerns and coordinate student supports. These gaps highlight the need for a stronger, more unified adult learning culture centered on proactive, data-informed practices.

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Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers limit access to grade-level content and classroom engagement.	Support adult learning through ongoing professional development on scaffolding strategies for English Learners. Use the inclusion model as a shared learning space for ELL teachers, paras, and content teachers to co-plan, reflect, and refine instruction together.
Foster/Homeless	High mobility and lack of stability impact attendance, learning continuity, and academic achievement.	Create shared planning time for teachers, counselors, and liaisons to identify needs, coordinate support, and reflect on how instructional practices impact highly mobile students.

Student Group	Challenge	Solution
Free and Reduced Lunch	Limited access to learning resources and outside-of-school academic support.	Support teachers in using data to identify barriers, co-develop responsive strategies, and share successes that foster belonging and access for low-income students.
Migrant/Title1-C Eligible	High mobility and lack of stability impact attendance, learning continuity, and academic achievement.	Create shared planning time for teachers, counselors, and liaisons to identify needs, coordinate support, and reflect on how instructional practices impact highly mobile students.
Racial/Ethnic Minorities	Disproportionate outcomes in discipline, academic achievement, and access to advanced opportunities.	Analyze student data by subgroup, and apply inclusive practices that honor students' identities and experiences.
Students with IEPs	Instruction is not always sufficiently differentiated to meet individual learning goals.	Strengthen adult learning through co-teaching models and regular collaboration between general and special educators. Use data reviews, shared lesson planning, and reflection protocols to ensure instruction aligns with IEP goals and accommodations.

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Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While Silverland Middle School has established foundational Tier 1 and Tier 2 MTSS structures, we lack a unified, data-informed adult learning culture that consistently supports academic growth in Math and ELA and addresses chronic absenteeism.
Critical Root Cause: There is inconsistent use of data across grade levels and advisory periods due to limited collaborative time for data analysis, unclear expectations for data-driven decision-making, and a lack of shared accountability structures.

Problem Statement 2 (Prioritized): Staff at Silverland Middle School need greater support and shared ownership in delivering meaningful career exploration and CTE exposure, especially for students from underserved groups. Without consistent adult training and collaboration around SchooLinks and career readiness tools, students experience uneven access to future planning opportunities.
Critical Root Cause: There is a lack of structured professional learning and collaboration focused on SchooLinks, CTE integration, and career education, which limits staff confidence, consistency, and proactive implementation of career readiness activities across content areas and grade levels.

Connectedness

Connectedness Areas of Strength

Silverland Middle School recognizes that improving student attendance is not just about compliance, it is essential to building meaningful connections between students, staff, and the school community. Students who attend regularly are more likely to form positive relationships, engage in learning, and feel a sense of belonging. Addressing chronic absenteeism requires a schoolwide commitment to creating a welcoming environment where all students feel seen, supported, and motivated to show up and thrive.

Connectedness Areas for Growth

In the 2023–2024 school year, 40.8% of Silverland Middle School students were identified as chronically absent, according to the Nevada Report Card. This exceeds both the district average of 38.5% and the state average of 25.6%, signaling a critical need for improvement.

Subgroup data reveals notable disparities, with chronic absenteeism especially high among English Learners (44.4%), American Indian/Alaska Native students (52.0%), and students eligible for free or reduced lunch (40.8%). These trends highlight the need to address the root causes of absenteeism among our most vulnerable student groups.

To improve attendance and connectedness at Silverland Middle School, we must build a schoolwide culture that prioritizes engagement, SEL support, and a strong sense of belonging. This requires intentional, equity-driven strategies that foster meaningful relationships, ensure students feel seen and valued, and make learning relevant to their lives and future goals.

Connectedness Equity Resource Supports

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Student Group	Challenge	Solution
English Learners	In the 2023–2024 school year, 44.4% of English Learners at Silverland Middle School were chronically absent, highlighting a significant challenge rooted in barriers to language access, cultural connection, and limited targeted SEL and family engagement supports.	To improve attendance among chronically absent student groups, Silverland Middle School will strengthen school connectedness by expanding culturally responsive family engagement, increasing access to SEL and mental health supports, and embedding relationship-centered practices that ensure all students feel seen, supported, and valued in the school community.
Foster/Homeless		

Student Group	Challenge	Solution
Free and Reduced Lunch	In the 2023–2024 school year, 40.8% of students eligible for free or reduced lunch at Silverland Middle School were chronically absent, reflecting challenges related to economic insecurity, limited access to mental health supports, and inconsistent engagement strategies that address their specific needs.	To improve attendance among chronically absent student groups, Silverland Middle School will strengthen school connectedness by expanding culturally responsive family engagement, increasing access to SEL and mental health supports, and embedding relationship-centered practices that ensure all students feel seen, supported, and valued in the school community.
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities	In the 2023–2024 school year, chronic absenteeism among racial and ethnic minority students at Silverland Middle School exceeded 40%, with American Indian/ Alaska Native students at 52.0% and Hispanic students at 40.1%, indicating systemic barriers to belonging, culturally responsive engagement, and access to consistent support services.	To improve attendance among chronically absent student groups, Silverland Middle School will strengthen school connectedness by expanding culturally responsive family engagement, increasing access to SEL and mental health supports, and embedding relationship-centered practices that ensure all students feel seen, supported, and valued in the250 school community.
Students with IEPs	In the 2023–2024 school year, 39.1% of students with IEPs at Silverland Middle School were chronically absent, pointing to challenges in consistent access to inclusive practices, targeted behavioral and emotional supports, and individualized engagement strategies that promote attendance and connection.	To improve attendance among chronically absent student groups, Silverland Middle School will strengthen school connectedness by expanding culturally responsive family engagement, increasing access to SEL and mental health supports, and embedding relationship-centered practices that ensure all students feel seen, supported, and valued in the school community.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): At Silverland Middle School, chronic absenteeism continues to hinder student learning and school connectedness, particularly for historically marginalized student. These challenges are compounded by barriers related to poverty, trauma, mobility, and limited access to culturally relevant instruction, strong relationships, and

learning experiences that feel meaningful and engaging. Without intentional efforts to strengthen belonging and ensure all students feel seen, supported, and included, absenteeism will remain a barrier to both academic growth and long-term success.

Critical Root Cause: A critical root cause of chronic absenteeism at Silverland Middle School is that many students do not experience daily learning as relevant, engaging, or personally meaningful. Inconsistent access to instruction, limited opportunities for meaningful relationships with adults, and a lack of support for students facing personal or emotional challenges reduce their sense of belonging, making regular attendance less likely.

Priority Problem Statements

Problem Statement 1: Silverland Middle School offers early career exploration through CTE coursework and large-group events such as the 8th Grade Career Fair. However, access to these opportunities is limited by scheduling conflicts and staffing constraints, with a disproportionate impact on historically underserved student groups. Without targeted planning, differentiated supports, and intentional outreach, these students are at greater risk of reduced participation in career readiness activities, widening existing opportunity gaps.

Critical Root Cause 1: Career exploration opportunities at Silverland Middle School are currently concentrated in single-event experiences and elective offerings. Structural barriers, including scheduling conflicts, limited staffing for individualized support, and a lack of embedded, ongoing career exploration activities, impact all students but more significantly affect historically underserved student groups. Without consistent tracking and intentional strategies to promote equitable access, opportunity gaps are likely to persist.

Problem Statement 1 Areas: Student Success

Problem Statement 2: At Silverland Middle School, chronic absenteeism continues to hinder student learning and school connectedness, particularly for historically marginalized student. These challenges are compounded by barriers related to poverty, trauma, mobility, and limited access to culturally relevant instruction, strong relationships, and learning experiences that feel meaningful and engaging. Without intentional efforts to strengthen belonging and ensure all students feel seen, supported, and included, absenteeism will remain a barrier to both academic growth and long-term success.

Critical Root Cause 2: A critical root cause of chronic absenteeism at Silverland Middle School is that many students do not experience daily learning as relevant, engaging, or personally meaningful. Inconsistent access to instruction, limited opportunities for meaningful relationships with adults, and a lack of support for students facing personal or emotional challenges reduce their sense of belonging, making regular attendance less likely.

Problem Statement 2 Areas: Connectedness

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Problem Statement 3: While Silverland Middle School has established foundational Tier 1 and Tier 2 MTSS structures, we lack a unified, data-informed adult learning culture that consistently supports academic growth in Math and ELA and addresses chronic absenteeism.

Critical Root Cause 3: There is inconsistent use of data across grade levels and advisory periods due to limited collaborative time for data analysis, unclear expectations for data-driven decision-making, and a lack of shared accountability structures.

Problem Statement 3 Areas: Adult Learning Culture

Problem Statement 4: Staff at Silverland Middle School need greater support and shared ownership in delivering meaningful career exploration and CTE exposure, especially for students from underserved groups. Without consistent adult training and collaboration around SchooLinks and career readiness tools, students experience uneven access to future planning opportunities.

Critical Root Cause 4: There is a lack of structured professional learning and collaboration focused on SchooLinks, CTE integration, and career education, which limits staff confidence, consistency, and proactive implementation of career readiness activities across content areas and grade levels.

Problem Statement 4 Areas: Adult Learning Culture

Problem Statement 5: Less than half of Silverland Middle School students are meeting typical growth in Math and Reading, revealing persistent gaps in academic progress and raising concerns about the effectiveness of current instructional practices and student supports.

Critical Root Cause 5: Instructional practices are not consistently differentiated or aligned to student data, resulting in missed opportunities to target specific learning needs, particularly for students who fall just below proficiency but do not qualify for formal interventions.

Problem Statement 5 Areas: Student Success

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- College and career readiness data
- Course Offerings
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- STEM/STEAM
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener
- Other
    - Student Scheduling and Attendance Data
    - IReady Math and Reading Diagnostic Data

Adult Learning Culture

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- Administrator evaluation
- Class size averages by grade and subject
- Coaching Logs
- Evaluation(s) of professional development implementation and impact
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- School department and/or faculty meeting discussions and data
- School leadership data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Demographic data
- Enrollment

- Enrollment trends
- Gifted and talented data
- Home Visits
- Mobility rate, including longitudinal data
- PBIS/MTSS data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data
- Violence and/or violence prevention records
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Silverland Middle School will increase work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: School Links, PAES lab

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Develop career awareness for all students through structured portfolio creation using SchoolLinks and hands-on learning experiences, including regular PAES Lab activities aligned to student strengths and interests.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Deliver regular SchoolLinks lessons during Social Studies classes to support portfolio development and postsecondary planning	School Counselors	Monthly
2	School Links Data Analysis	School Improvement Committee	Quarterly
3	Integrate the PAES Lab as a career exploration and skill development tool for students with IEPs and other targeted groups	Special Education Case Managers	Ongoing

Position Responsible: Silverland Middle School Counselors

Resources Needed: School Links Professional Development

Evidence Level
Level 2: Moderate: Work-based Learning

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	256

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Strengthen career and postsecondary exploration across the 8th grade school year by embedding real-world learning into core and elective instruction. Students engage in hands-on experiences through CTE courses such as Building Engineers and Teening to Adulting, participate in career-readiness activities aligned to SchoolLinks, and receive targeted support through the PAES Lab. The 8th Grade Career Fair provides additional exposure to local employers, high school CTE programs, and college pathways, reinforcing the real-world relevance of classroom learning.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Coordinate with High School to secure vendors for the fair including CTE Teachers/ Students, local employers, Colleges and Universities	Steve Henderson	End of November
2	Design student rotations to ensure access to all booths, incorporating a scavenger hunt or bingo-style activity to boost engagement.	MTSS Coordinator	Mid Janurary

Position Responsible: MTSS Coordinator

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Silverland Middle School offers early career exploration through CTE coursework and large-group events such as the 8th Grade Career Fair. However, access to these opportunities is limited by scheduling conflicts and staffing constraints, with a disproportionate impact on historically underserved student groups. Without targeted planning, differentiated supports, and intentional outreach, these students are at greater risk of reduced participation in career readiness activities, widening existing opportunity gaps. **Critical Root Cause**: Career exploration opportunities at Silverland Middle School are currently concentrated in single-event experiences and elective offerings. Structural barriers, including scheduling conflicts, limited staffing for individualized support, and a lack of embedded, ongoing career exploration activities, impact all students but more significantly affect historically underserved student groups. Without consistent tracking and intentional strategies to promote equitable access, opportunity gaps are likely to persist.

Inquiry Area 1: Student Success

SMART Goal 2: Silverland Middle School will increase student participation in career exploration activities by 10% across all 7th and 8th graders by May 2025, with targeted efforts to support historically underserved student groups.

Formative Measures: SchoolLink Data Usage
Career Fair Attendance

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Enhance the existing career-focused field trip by adding interactive, curriculum-connected components and ensuring full participation across all student groups.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2">258</td></tr>
<tr><td>1</td><td>Increase awareness through morning announcements, a short video shown during advisory, advertising in the School newsletter and fliers.</td><td>Counseling</td><td></td></tr>
<tr><td colspan="4">Position Responsible: Counseling
Resources Needed: Transportation
Substitute Teacher Coverage
Partnership with local organizations
Student friendly script for morning announcements
posters to advertise
Video's and time in advisory to show them

Evidence Level
Level 2: Moderate: Work-based Learning exposure
Problem Statements/Critical Root Cause: Student Success 1</td><td></td><td></td></tr>
</table>

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Silverland Middle School offers early career exploration through CTE coursework and large-group events such as the 8th Grade Career Fair. However, access to these opportunities is limited by scheduling conflicts and staffing constraints, with a disproportionate impact on historically underserved student groups. Without targeted planning, differentiated supports, and intentional outreach, these students are at greater risk of reduced participation in career readiness activities, widening existing opportunity gaps. **Critical Root Cause**: Career exploration opportunities at Silverland Middle School are currently concentrated in single-event experiences and elective offerings. Structural barriers, including scheduling conflicts, limited staffing for individualized support, and a lack of embedded, ongoing career exploration activities, impact all students but more significantly affect historically underserved student groups. Without consistent tracking and intentional strategies to promote equitable access, opportunity gaps are likely to persist.

Inquiry Area 1: Student Success

SMART Goal 3: At least 58% of students at Silverland Middle School will meet/exceed their personal typical growth in math and reading as measured by i-Ready diagnotic testing during the 2025-2026 school year.

Formative Measures: i-Ready Diagnostics in Reading and Math
i-Ready MyPath Usage Reports
i-Ready Math Curriculum
i-Ready Reading for MyPath
Study Sync ELA Curriculum
College and Career Readiness Interventionists.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Ensure all students engage in targeted instruction through i-Ready MyPath in both reading and math, with an emphasis on lesson mastery and academic growth. Progress will be monitored weekly, with structured time provided during advisory and targeted support for students not meeting growth benchmarks.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide all students with 30-50 minutes of structured time weekly in both reading and math during advisory for i-Ready MyPath	Math and ELA Teachers, Advisory Teachers	weekly/ ongoing
2	Advisory teachers will track lessons passed and review progress toward typical growth using i-Ready data	Advisory teacher/ MTSS Tier One Teams	Weekly
3	Share MyPath growth and mastery data with instructional teams weekly to identify students needing additional support	MTSS Tier 1 Teams	Weekly

Position Responsible: Steve Henderson/Leadership Team

Resources Needed: i-Ready educator access for advisory classes and interventionists
Training on i-Ready reports/reporting
Locked browser for Diagnostic Testing
MyPath usage tracking dashboard (e.g., i-Ready's weekly reports)
Time during staff meetings or Team meetings to review data and adjust support strategies
Time during Advisory to Complete lessons
Intervention/Extension tool for students that test out of or have completed their MyPath Lessons.

Evidence Level
Level 2: Moderate: Regular use of adaptive, personalized programs is linked to improved student outcomes in reading and math.

Problem Statements/Critical Root Cause: Student Success 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	259

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Recognize teams who demonstrate consistent engagement and support of i-Ready MyPath completion and academic growth.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Team Competitions: Hold quarterly Team competitions for iReady Time on Task.	MTSS Coordinator, SIP Chairperson	One competition a quarter
2	Completed MyPath lessons will be tracked weekly and shared via a scoreboard and Monday morning announcements.	MTSS Coordinator	Weekly

Position Responsible: MTSS Coordinator, SIP Chairperson

Resources Needed: MyPath usage tracking dashboard (e.g., i-Ready's weekly reports)

Evidence Level
Level 3: Promising: School climate research linking positive recognition to engagement and attendance

Problem Statements/Critical Root Cause: Student Success 2

SMART Goal 3 Problem Statements:

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Student Success
Problem Statement 2: Less than half of Silverland Middle School students are meeting typical growth in Math and Reading, revealing persistent gaps in academic progress and raising concerns about the effectiveness of current instructional practices and student supports. **Critical Root Cause**: Instructional practices are not consistently differentiated or aligned to student data, resulting in missed opportunities to target specific learning needs, particularly for students who fall just below proficiency but do not qualify for formal interventions.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By the end of the 2025-2026 school year, 100% of instructional staff will participate in at least two professional learning cycles focused on Tier 1 and Tier 2 instructional practices. Progress will be measured through training attendance logs (including Character Strong, i-Ready, and MTSS trainings), weekly MTSS meeting documentation, and intervention rosters demonstrating data-informed action steps.

Formative Measures: Training Attendance Logs: Monitor staff participation in Character Strong and i-Ready professional learning sessions.
i-Ready Usage Reports: Track frequency and consistency of Diagnostic completion and MyPath lesson assignments.
MTSS Meeting Logs and Agendas: Document weekly Tier 1 and monthly Tier 2 meetings, including evidence of data use and action steps.
Student Intervention Rosters: Track the number and type of students connected to Tier 2 supports and CCRIs as a result of MTSS team decisions.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Build staff capacity to use i-Ready data and tools effectively in order to drive instruction, monitor progress, and support student academic growth in both Math and ELA.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	i-Ready training before the school year starts for all Math and ELA teachers on assigning and tracking MyPath lessons	Principal	August, ongoing as needed
2	i-Ready training before the school year starts for all Math and ELA teachers on using progress monitoring tools to adjust instruction and target student needs	Principal	August, ongoing as needed

Position Responsible: Principal

Resources Needed: Training from iReady (virtual), dedicated time for Math and ELA teachers to attend Training.

Evidence Level
Level 2: Moderate: i-Ready is an evidence based tool.

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	261

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Equip Advisory teachers with the skills and tools needed to effectively support students in completing MyPath lessons and navigating iReady reports.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide targeted training for Advisory teachers on monitoring MyPath completion by reviewing weekly student usage and progress reports	Principal	August and ongoing as needed
2	Provide targeted training for Advisory teachers on: navigating and interpreting i-Ready reports, including student-level Diagnostic and MyPath data	Principal	August and ongoing as needed

Position Responsible: Principal

Resources Needed: Training from iReady (virtual), dedicated time for Advisory teachers to attend Training.

Evidence Level
Level 2: Moderate: i-Ready is an evidence based tool.

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Improvement Strategy 3 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 3: Build a responsive support system by using academic, attendance, and engagement data within MTSS structures to monitor student progress, identify emerging needs, and ensure timely, targeted interventions.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Use MTSS Tier 1 meetings to review trends in grades, i-Ready usage, and attendance to identify early signs of disengagement or academic decline and plan appropriate Tier 1 instructional supports.	MTSS Tier 1	Weekly
2	Use Tier 2 MTSS meetings to review escalated academic and attendance concerns from Tier 1, analyze patterns across multiple data sources, and connect students with appropriate Tier 2 supports.	MTSS Tier 2	Monthly

Position Responsible: MTSS Coordinator

Resources Needed: Dedicated weekly and monthly time for MTSS committees to meet, shared tracking system, trained MTSS Facilitators per team, coordination with CCRI and other support staff, Professional Training to onboard new staff or offer refreshers on purpose of MTSS Tier 1 meetings and accessing relevant data.

Evidence Level
Level 1: Strong: Early Warning: Chronic absenteeism tracking and performance data

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Improvement Strategy 4 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 4: Equip staff with the knowledge and tools needed to support students in developing comprehensive career portfolios using the SchooLinks platform, fostering schoolwide alignment in career readiness efforts.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Provide SchooLinks platform training for Counselors to conduct lessons. Social Studies and Advisory teachers.	Principal	August and ongoing as needed.
2	Provide SchooLinks platform training forSocial Studies and Advisory teachers to support counselors lessons.	Principal	August and ongoing as needed.

Position Responsible: Principal

Resources Needed: School Link PD. School Link Scope and Sequence, Training Schedule.

Evidence Level
Level 3: Promising: Career awareness instruction

Problem Statements/Critical Root Cause: Adult Learning Culture 2

SMART Goal 1 Problem Statements:

Adult Learning Culture	263

Problem Statement 1: While Silverland Middle School has established foundational Tier 1 and Tier 2 MTSS structures, we lack a unified, data-informed adult learning culture that consistently supports academic growth in Math and ELA and addresses chronic absenteeism. **Critical Root Cause**: There is inconsistent use of data across grade levels and advisory periods due to limited collaborative time for data analysis, unclear expectations for data-driven decision-making, and a lack of shared accountability structures.

Problem Statement 2: Staff at Silverland Middle School need greater support and shared ownership in delivering meaningful career exploration and CTE exposure, especially for students from underserved groups. Without consistent adult training and collaboration around SchooLinks and career readiness tools, students experience uneven access to future planning opportunities. **Critical Root Cause**: There is a lack of structured professional learning and collaboration focused on SchooLinks, CTE integration, and career education, which limits staff confidence, consistency, and proactive implementation of career readiness activities across content areas and grade levels.

Inquiry Area 3: Connectedness

SMART Goal 1: Silverland Middle School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports Early Warning System MTSS for Attendance Intervention logs CCRI's Home Visits and Family Engagement

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Create a responsive, relationship-centered Tiered Attendance Monitoring and Response System that uses clear thresholds and timely interventions to prevent chronic absenteeism and support student re-engagement.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Attendance Letters and Tiered Family Contact per district policy; includes attendance letters, phone calls, attendance contracts, family meetings and referral to SAAB committee.	Vice Principal	ongoing
2	MTSS-Coordinated Attendance Meetings (9-15 Absences): For students with more than 9 but fewer than 15 absences, the MTSS Tier 2 team will coordinate a meeting with the student, parent/guardian, and core teachers to problem-solve barriers to attendance and offer targeted support.	MTSS Tier 2	ongoing
3	Attendance Committee: A small group of teacher leaders and support staff will be identified to serve on an attendance committee that meets regularly to review data, track interventions, and identify patterns of concern across grade levels.	MTSS Coordinator	quarterly

Position Responsible: Vice Principal

Resources Needed: Infinite Campus, MTSS, CCRIs, School Resource Officer

Evidence Level
Level 3: Promising: Early Intervention

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	264

Improvement Strategy 2 Details				Reviews		
				Status Check		EOY Reflection
				Nov	Jan	May
Improvement Strategy 2: Increase student belonging and early intervention through meaningful, consistent adult connections				No review	No review	
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**			
1	Advisory teachers will contact all advisory families who are unable to attend the 2025-2026 Open House by phone by the end of the first week of school. All contacts must be documented and submitted to the office along with the conference sign-in sheets.	Advisory Teachers	Sept. 5, 2025			
2	Implement weekly connection prompts or advisory topics that align with SEL and student voice. These may include short discussion questions, classroom activities, or character-building moments tied to existing frameworks (like Character Strong)	Advisory Teachers	ongoing			
3	"Check-in champions" for students who are approaching chronic absenteeism thresholds. These champions serve as a consistent point of contact and advocate, helping to re-engage the student through connection and support.	MTSS Team Leads	Ongoing			
Position Responsible: MTSS Coordinator **Resources Needed:** "Check-in Champions", Character Strong/SEL Tracking system, Back to school family contact logs. **Evidence Level** Level 2: Moderate: Structured relationship building **Problem Statements/Critical Root Cause:** Connectedness 1						265

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: At Silverland Middle School, chronic absenteeism continues to hinder student learning and school connectedness, particularly for historically marginalized student. These challenges are compounded by barriers related to poverty, trauma, mobility, and limited access to culturally relevant instruction, strong relationships, and learning experiences that feel meaningful and engaging. Without intentional efforts to strengthen belonging and ensure all students feel seen, supported, and included, absenteeism will remain a barrier to both academic growth and long-term success. **Critical Root Cause**: A critical root cause of chronic absenteeism at Silverland Middle School is that many students do not experience daily learning as relevant, engaging, or personally meaningful. Inconsistent access to instruction, limited opportunities for meaningful relationships with adults, and a lack of support for students facing personal or emotional challenges reduce their sense of belonging, making regular attendance less likely.

Community Outreach Activities

Activity	Date	Lesson Learned
Back-to-School Night *(August 2025)* Families are invited to campus prior to the first day of school to meet staff, visit classrooms, and learn about academic and behavioral expectations.		
Fall Parent-Teacher Conferences *(November 2025)* One-on-one meetings between families and teachers to review student progress and support needs.		
Spring Parent-Teacher Conferences *(April 2026)* A second round of scheduled meetings to ensure continued family-school collaboration and academic support.		
Monthly Parent Lunch Club *(September–May)* Parents are invited to bring or purchase lunch and eat with their students on campus, fostering informal family-school connection.		
Night of the Arts *(Winter 2025)* A schoolwide celebration showcasing student talent in art, music, drama, and culinary programs.		266
8th Grade Career Fair *(January 2026)* Local professionals and community members engage with students to explore career paths and post-secondary options.		
Sporting Events *(Throughout the school year)* Families and community members are invited to attend seasonal games and cheer on student-athletes.		

Lyon County School District

Silver Stage Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I, CSI



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Mission Statement

Create a positive learning environment where students feel safe to excel at their own rates while making strides towards their ambitions with grit and determination.

Vision

Students will leave SSES as passionate, resilient, problem solvers, with solid foundational skills . These citizens will be curious about the world around them and approach it with responsibility, respect, and perseverance.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at: https://nevadareportcard.nv.gov/DI/nv/lyon/silver_stage_elementary_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

At SSES we focus on the improvement of all students at all levels, taking into consideration each students learning path and rate of learning. Students are making progress in the areas of reading, math, and social emotional skills. We focus on meeting the unique individual needs of each of our students with differentiated learning, opportunities to feel success even if not at grade level, and building the confidence to try hard things.

- Growth from 35 to 48% at or above 41st percentile in Reading Maps
- Growth from ??? Proficient on SBAC Reading in 3rd Grade (Scores not available yet)
- Students in lower grades are receiving foundational phonics skills that allow them to acquire reading skills more fluently
- HMH Growth Report (ELA Curriculum)
    - Growth at every level
    - 14.3% to 29.6% On or above grade level
- iReady Data (Math Curriculum)
    - 8% to 43% on or above grade level
    - 42% of students meet their typical growth (average growth for 1 year) goal and 17% met their stretch goal (+ than 1 grade level of growth)
    - Decrease in students two + grade levels below from 31% at beginning of year to 17% at end of the year

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Student Success Areas for Growth

- Reading and math scores remain unchanged or decreasing
- Continue building foundational skills with phonics and math facts
- build a community of learners among our teachers

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Continuous support to bridge the language gap	Fully scheduled support from ESL teacher and regular progress monitoring of data to fill gaps

Student Group	Challenge	Solution
Foster/Homeless	Attendance, overcoming outside obstacles that affect their learning	Build relationships with families, work to provide necessary outside supports, regular check-ins with students and families
Free and Reduced Lunch	Attendance, overcoming outside obstacles that affect their learning	Build relationships with families, work to provide necessary outside supports, regular check-ins with students and families, regular progress monitoring and provide small groups both academically and socially
Migrant/Title1-C Eligible		
Racial/Ethnic Minorities		Build relationships with students and families so they feel supported.
Students with IEPs	Need reading and math support as their learning gaps are much greater than the average student	Small group reading support with intervention program. Push in support around math during first shot instruction

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Problem Statements Identifying Student Success Needs

Problem Statement 1: Classroom disruptions and behavior is taking away from instructional time.
Critical Root Cause: -Consistent, clear expectations, and follow through -Lack of self-regulation -Lack of strong relationships with most difficult students -Lack of consequences and lack of support from home

Problem Statement 2 (Prioritized): Student focus and attention is lacking
Critical Root Cause: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future

Problem Statement 3 (Prioritized): We have large gaps in foundational skills for reading at all grade levels.
Critical Root Cause: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Problem Statement 4 (Prioritized): We have a high rate of absences.
Critical Root Cause: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

Problem Statement 5 (Prioritized): Our math data is inconsistent over the years and we are not closing gaps of missing information.
Critical Root Cause: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.

Adult Learning Culture

Adult Learning Culture Areas of Strength

At SSES, our teams are collaborative, open to feedback, and support each other's growth. Our staff consistently seeks out growth and learning opportunities in areas of both interest and need.

- We successfully completed our goal from last year with 100% implementation of grade level data teams on a consistent basis.
- 100% of staff will participate in LETRS (Language Essentials for Teachers of Reading and Spelling) by the end of 2024-25 school year.
- Teachers are implementing both math and ELA curriculum with majority of components and understanding the why of each step.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency.
Critical Root Cause: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time

Connectedness

Connectedness Areas of Strength

Our families are very diverse. They work varying shifts through out the day, our students are helping watch younger siblings while mom/dad work in single family homes, and many of our families stretch across all three schools in our area. For many families, school is the place they come for a meal, support, and/or connections to much needed resources.

- Parent involvement at I Am Proud Showcases
-

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): We have large gaps in foundational skills for reading at all grade levels.
Critical Root Cause: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Problem Statement 2: Classroom disruptions and behavior is taking away from instructional time.
Critical Root Cause: -Consistent, clear expectations, and follow through -Lack of self-regulation -Lack of strong relationships with most difficult students -Lack of consequences and lack of support from home

Problem Statement 3 (Prioritized): Student focus and attention is lacking
Critical Root Cause: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future

Problem Statement 4 (Prioritized): We have a high rate of absences.
Critical Root Cause: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

Priority Problem Statements

Problem Statement 1: We have a high rate of absences.

Critical Root Cause 1: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

Problem Statement 1 Areas: Student Success - Connectedness

Problem Statement 2: We have large gaps in foundational skills for reading at all grade levels.

Critical Root Cause 2: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Problem Statement 2 Areas: Student Success - Connectedness

Problem Statement 3: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency.

Critical Root Cause 3: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time

Problem Statement 3 Areas: Adult Learning Culture

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Problem Statement 4: Student focus and attention is lacking

Critical Root Cause 4: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future

Problem Statement 4 Areas: Student Success - Connectedness

Problem Statement 5: Our math data is inconsistent over the years and we are not closing gaps of missing information.

Critical Root Cause 5: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.

Problem Statement 5 Areas: Student Success

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- College and career readiness data
- Curriculum Based Measures
- Early reading assessment results
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- MyPath
- Tier I Instructional Materials Assessments

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: By end of year testing SSES will increase students meeting their typical growth goal by 10% (42% to 52% for math and 58% for Reading due to no previous data) to support reaching the district goal of 58% . This will be measured using iReady Reading and Math diagnostics beginning of year to end of year assessments.

Formative Measures: -iReady Math and Reading Diagnostics Review (At achievement conferences and/or data dig days)
-Curriculum Unit Assessments
-Progress Monitoring of MyPath Data 2x/month

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 1: Focus on time and lessons passed by iReady MyPath in reading and math

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Weekly designated time for PLCs, with guided questions and note taker	Erin Korf, Alfredo Martinez, Grade Level Leaders	2 times/ month	No review	No review	

Position Responsible: CIP Team Members

Resources Needed: Designated time for PLC's and Planning

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 3 - Adult Learning Culture 1 - Connectedness 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 2: Student goal setting and discussions at Fall, Winter, and Spring testing to create buy in from students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Create student data binders to hold goal pages and progress monitoring	Each teacher	3x/year
2	Goal page for students to track progress on time and lessons passed on iReady	School Improvement team will create.	Prior to September 2, 2025
3	Goal celebrations for students that meet not only benchmark but growth targets.	PBIS team (Lead-Bre Owens), Erin Korf, Alfredo Martinez	Schedule after diagnostic assessments are given

Nov	Jan	May
No review	No review	

Position Responsible: PBIS Team

Resources Needed: Data folders for every student, goal pages created prior to start of the year, reward activities and/or celebration supplies

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level
Level 4: Demonstrate Rationale: Metacognition

Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1

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SMART Goal 1 Problem Statements:

Student Success

Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Problem Statement 5: Our math data is inconsistent over the years and we are not closing gaps of missing information. **Critical Root Cause**: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.

Adult Learning Culture

Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. **Critical Root Cause**: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time

Connectedness

Problem Statement 1: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Inquiry Area 1: Student Success

SMART Goal 2: By end of 2025/26 school year, we will decrease the number of students on RAP (including monitoring) by 10% as measured by iReady Diagnostic Fall, Winter, and Spring.

Formative Measures: -MyPath scores and lesson completed
-HMH Progress Monitoring
-iReady lesson progress

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Use data from diagnostic to create small groups and implement groups daily in the classroom.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Data dig PD using prerequisite report quarterly	Erin Korf, Alfredo Martinez, all teaching staff	4x/year at our school
2	Monitored every three weeks during PLC time, discuss small group topics, and small group needs and strengths	Grade level teachers	Every 3 weeks at PLC

Position Responsible: Administration and teaching staff

Resources Needed: -Professional development time for data digs
-Guarded PLC time to progress monitor

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	278

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Problem Statement 5: Our math data is inconsistent over the years and we are not closing gaps of missing information. **Critical Root Cause**: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.

Adult Learning Culture
Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. **Critical Root Cause**: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time

Connectedness
Problem Statement 1: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Inquiry Area 1: Student Success

SMART Goal 3: SSES will increase the total number of work based learning experiences and students participating in experiences by 10% from the 2024/25 school year to the 2025/26 school year.

Formative Measures: -Monthly data collection that is given to the district
-School Links data monitoring

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 1: Bi-weekly time allotted to School Links and career exploration

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Nov	Jan	May
1	Complete during computer time and/or library time 2x a month.	Computer and Library teacher	Weekly	No review	No review	

Position Responsible: Computer and Library teachers, students, admin to monitor School Links

Resources Needed: -School Links Subscription (Paid for by the district)

Schoolwide and Targeted Assistance Title I Elements:
2.5, 2.6

Evidence Level
Level 2: Moderate: Work Based Learning

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

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SMART Goal 3 Problem Statements:

Student Success
Problem Statement 2: Student focus and attention is lacking **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
Problem Statement 4: We have a high rate of absences. **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers
Connectedness
Problem Statement 3: Student focus and attention is lacking **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
Problem Statement 4: We have a high rate of absences. **Critical Root Cause**: -Families not understanding importance and benefit of school and learning -Lack of consequences for absenteeism -Lack of joy and choice in the learning -Stakeholders don't understand the opportunities and connections between school and future careers

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By June 2026, establish and facilitate weekly PLC meetings for all grade-level and content-area teams that follow a standardized protocol focused on student data analysis and instructional planning. Success will be measured by 100% of teams using a shared agenda and documentation template, with at least 80% of PLCs demonstrating evidence of data-driven decisions in lesson planning, as verified through monthly admin check-ins and team reflections.

Formative Measures: -PLC Notes (Goal focused)
-Kick-Up-PLC time on Friday

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Weekly PLC time with importance of data and strategy planning.
Position Responsible: administration and teaching staff
Resources Needed: -devoted time for PLC
-Standards progression documents

Evidence Level
Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="3">No review</td><td rowspan="3">No review</td><td rowspan="3">281</td></tr>
<tr><td>1</td><td>PD on PLC Cycle</td><td>Admin/Teacher Leaders</td><td>Beginning of School Year</td></tr>
<tr><td>2</td><td>Guided Notetaker with Standard driven questions</td><td>Admin and Grade Level teams</td><td>Provided weekly in PLC notes</td></tr>
</table>

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Quarterly school data digs with a focus on instructional strategies using Prerequisite data, iReady diagnostic data, and historical data.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Schedule on PD Calendar (could we use our 1/2 day PD days for this)	Erin Korf, Alfredo Martinez	After fall testing, After Winter testing After Spring Testing (Use PD Day)
2	Agenda and/or checklist of outcomes for each data dig	CIP Team	

Position Responsible: administration and CIP team

Resources Needed: -structured agenda items and checklist for data digs
-devoted time in PD schedule

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Evidence Level

Problem Statements/Critical Root Cause: Student Success 3, 5 - Adult Learning Culture 1 - Connectedness 1

SMART Goal 1 Problem Statements:

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Student Success

Problem Statement 3: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Problem Statement 5: Our math data is inconsistent over the years and we are not closing gaps of missing information. **Critical Root Cause**: -Becoming complacent with curriculum and not following structure -Not knowing what students are missing to create small groups during intervention time.

Adult Learning Culture

Problem Statement 1: Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams as well as the level of conversation around standards and proficiency. **Critical Root Cause**: -getting complacent with curriculum -compliance but not commitment -lack of full understanding of expectations and standards -fear of sharing data and judgement -lack of focused time

Connectedness

Problem Statement 1: We have large gaps in foundational skills for reading at all grade levels. **Critical Root Cause**: Past curriculum lacking solid phonics lessons and lack of understanding how and where in the sequence to intervene has caused larger gaps in upper grade levels. -Lower grade levels are using current curriculum to create stronger foundations. -Gaps get bigger in 3rd and 4th grade because they are lacking instruction to fill the gaps

Inquiry Area 3: Connectedness

SMART Goal 1: SSES will reduce the chronic absenteeism rate by 10% from the 2024/25 school year 2025/26 school year.

Formative Measures: -Bi-monthly Infinite Campus Chronic Absenteeism Rate Check
-Number of letters sent to families based on days missed

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: SRO and/or staff will make home visits after 5 consecutive days absent with no communication from home. SRO/Staff visits if 20% of school missed at any point after quarter 1.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Absenteeism report pulled bi-weekly and attendance secretary schedule visits	Admin, SRO, Counselor, attendance secretary	Bi-Weekly
2	Bi-weekly meeting with admin, secretary, counselor, SRO to review attendance records	Admin to schedule	Bi-Weekly

Position Responsible: Administration, Counselor

Resources Needed: -Time to visit homes
-Time to pull reports

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.2

Evidence Level

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	283

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Required attendance meetings with families for students with 25% or greater absences.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Students with chronic absenteeism will create goals to increase their attendance at school and share with families	Erin Korf, Alfredo Martinez, SRO, teachers	Weekly check on percentages and scheduling meeting. Meetings will happen throughout the year.
2	Meeting with families will review attendance, discuss reasons, and create a plan for improving attendance	Erin Korf, Alfredo Martinez, SRO, teachers	

Position Responsible: Administration, SRO, teaching staff

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6, 4.2
Evidence Level

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

Improvement Strategy 3 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 3: Positive rewards, both random and scheduled to promote students who are in attendance on a regular basis

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Random Weekly drawing on a Friday for students who were present all week	Alexis Shively, Erin Korf, Alfredo Martinez	At least 3 times/ month.
2	Perfect attendance awards	Alexis Shively, Erin Korf, Alfredo Martinez	Monthly and quarterly
3	Perfect attendance rewards drawing for a special activity/ trip	Alexis Shively, Erin Korf, Alfredo Martinez	Quarterly

Position Responsible: Attendance Secretary, Administration
Resources Needed: -Prize drawings
-Alexis to pull weekly reports

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6
Evidence Level

Problem Statements/Critical Root Cause: Student Success 2, 4 - Connectedness 3, 4

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 2: Student focus and attention is lacking **Critical Root Cause**: -student buy in to learning and valuing the importance -lots of time spent on technology outside of school -students wanting instant gratification -Students not making connections between current learning and their future
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Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

We look at data from several sources to create our goals:

- MAPs
- iReady
- HMH Screeners (RAP specific)

As we look at this data, we search for positives and areas for growth. As we focus on areas of growth, our CIP team tries to look at strategies that will also impact other areas that need support. Once we have analyzed this data, we use it to create our objectives and determine strategies that will support our objective.

2.3: Available to parents and community in an understandable format and language

We post the plan to our website, notifying families through our mass communication system with links in our newsletter. We will also be doing a presentations during our I Am Proud Showcase to help families understand and be able to ask questions.

2.4: Opportunities for all children to meet State standards

One of our major funded initiatives will be Leader in Me. A program that help students become owners of their actions, builds community, and helps them own their own school work. Based on behavioral and emotional data, we are hopeful that this will build a strong sense of community among all parties in our school, helping students be aware of their impact on each other.

2.5: Increased learning time and well-rounded education

We use Title 1 and 21st Century funds to support our tutoring program. We try to focus on our most at-risk students first to fill the spots, but students come and go in the program as needs arise. We are also creating a schedule that has intervention time built in to the day where multiple supports can be put in place to help students make growth and close gaps.

2.6: Address needs of all students, particularly at-risk

Our students come from many backgrounds and various needs arise during the school year. We use Title 1 funds to support PBIS initiatives which help in teaching students expectations. We also used a different funding source to provide LETRS training to all of our staff which will help in understanding how students aquire reading skills. Staff will be able to use this knowledge to close gaps more quickly in lower grade levels.

3.1: Annually evaluate the schoolwide plan

SSES will use more summative data, SBAC, MAPs, and the iReady diagnostic to measure progress of annual goals. We also use this data mid-year to track data and determine further needs an adjustments.

4.2: Offer flexible number of parent involvement meetings

Our families attend parent involvement activities through our I Am Proud Showcase. During part of this time, we aim to teach them skills they can work on at home with minimal cost and/or provide them all the tools necessary for the strategies. We are also encouraging families to help out in the classroom or support from if that is the families only means of volunteering in the classroom.

Lyon County School District

Silver Stage High School

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I



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Mission Statement

"Providing a learning environment to gain the knowledge and skills for a successful future!"

Vision

S-Stand Strong

O-Own your Story

A-Aspire to Grow

R-Reach Beyond

Demographics & Performance Information

Nevada Report Card

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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Silver Stage High School promotes equitable opportunities for learners by providing a variety of curricula to enhance the learning process and promote the skills necessary to be successful beyond high school. The institution takes much pride in utilizing success criteria. Of the staff, 100% are trained and monitored when using them in the classroom. The success criteria allow students to realize their learning potential by using metacognitive skills to determine their areas of strength and weakness with each standard being taught. Teachers and students use this to determine the next steps they need to take along their learning path. During student interviews, a question was asked of the students: "How do you know the curriculum is challenging enough to ensure that you will be ready for the next level?" A student responded as he pulled out a flow chart, "I use my success criteria flow chart to determine if I have mastered what I needed to learn." The school offers many classes and/or programs catering to student interests. These classes and programs are the regular core curriculum, Honors Courses, dual credit courses (DC), career and technical education (CTE), the JumpStart Program, and the LyOnline program. The CTE department offers certification programs in health, carpentry, early childhood education, and welding. Dual credit classes and the Jumpstart program facilitate college preparation by earning college credits before high school graduation. Students who complete the Jumpstart program graduate from high school with an associate's degree. During the school year 2023-2024, students completed 337 dual enrollment courses, earning 1031 college credits, and 12 students earned CTE diplomas. Ninety-five percent of students have taken at least one dual enrollment course to earn college credit. The graduation rate is typically at or above 90% until 2024, when the graduation rate dipped to 84%. The institution offers many clubs and sports to explore students' non-academic interests. Sports include baseball, basketball, cross country, football, track and field, volleyball, and wrestling. Clubs are offered in various areas, such Gamers Club, Leadership, Academic Olympics, and Yearbook.

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Student Success Areas for Growth

A review of the evidence on student engagement and discussions with administration and teachers shows that students need to be more engaged in their learning. The teachers stated that the lessons must include a real-world application to be relevant to the learner. SSHS Administration researched professional development that provides teachers with the tools to construct lessons that will allow students to have a choice on how to demonstrate mastery in a real-world situation. Silver Stage High School needs to develop and implement professional development on creating a system to effectively empower students to take ownership of their own learning and offer student choice to promote student engagement by connecting curriculum to real-world applications.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	The use of academic language is a concern. Students are also pulled out of class by the EL teacher and general ed. teachers are unable to reinforce the skills being taught to them.	Increase communication between EL Teacher and General Education Teachers. EL Teacher needs to become more of the school community. EL Teacher will do a training to the SSHS staff on effective strategies to use with EL Learners.

Student Group	Challenge	Solution
Foster/Homeless	Many of our students start "couch surfing" on their friends couches around the age of 15. Parents in our community, allow their children to live with others due to not having enough resources to take care of their older children. Parents also struggle setting consistent and clear boundaries with their older children resulting in students becoming CIT students. Currently SSHS has 16 students who qualify for CIT and 10 of the 16 are students living without their parents with different families. Students do not have the support at home to help them when they are experiencing struggle in their studies. Transiency rates are high due to families moving to different schools or counties. The majority of students do return to our school.	Documenting the number of students that are not living at home and including it into the MTSS process is a way to help with this problem. Students who are identified will then go through the SST process. The SRO will also be involved in the SSTs with parents. Educating parents about the consequences of students with chronic attendance and keep them educated about our current rates.
Free and Reduced Lunch	100% of the students at SSHS do receive free lunches. This presents a challenge of the lack of parent engagement due to parents' work schedules and inability to spend money supporting extra opportunities for their student. Students are also going to online learning to have a job during the day so they can help support their families.	We have seen an increase of parent engagement this year. Increased communication home about extra curricular activities and events that are going on at school. Finding ways to feed our community is another strategy to help. Add to the announcement form to add a social media post. Also putting more information onto the website would be helpful. Involving students with communication such as having the announcements recorded and posted onto FB, Instagram, and our Website. The mission statement also needs to be put into our announcements. Student led communication club will need to be created to increase efforts in this area.
Migrant/Title1-C Eligible	NA	
Racial/Ethnic Minorities	This is a small population making it difficult to feel a sense of belonging with peers of their same racial/ ethnic backgrounds.	Continue the conversations taking place during the Huddle concerning students teachers are worried about. Continue using Character Strong to teach compassion. Counting Advisory for the school events and ensuring teachers have buy-in for advisory as well. Having teachers who are doing well with Advisory support other teachers who are struggling.

Student Group	Challenge	Solution
Students with IEPs	25% of our population qualifies for an IEP. This presents the challenge of the lack of parent engagement. Parents state they are not sure how to help their student. Keeping rigor high and not lowering expectations is another challenge for teachers at Silver Stage High School. Students are still building the stamina needed to productively struggle with areas they do not succeed in right away. Students on IEPs can also present challenging behaviors that take away from the focus of student achievement.	Working to foster intrinsic motivation while using extrinsic motivators to help them transition to students wanting to learn for themselves. Workeys, school links, and doing the book study of Answering the Why will help students see how current learning will be relevant to their future. Also have more check-ins from the counselor to educate them of how current opportunities will affect their future! Having students who have graduated to come back and be guest speakers about how high school helped them get to where they are today. Create an SSHS Alumni wall and include shout-outs about where they are today. Have guest speakers speak after school so parents and community members can attend.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Students lack the understanding of how their current learning will relate to their future. 293
Critical Root Cause: Students don't have life experiences allowing them to see the relevancy with student learning.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Leaders promote action research by professional staff members to improve their practice and advance learning. Implementing success criteria has created a culture of inquiry, reflection, and dialogue about instruction. During teacher interviews, it was stated that teachers are constantly collaborating; teachers are often in another teacher's classroom observing during their prep, wanting to learn and enhance their teaching strategies. On Friday, set meeting times, professional development, and collaboration are held to work toward goals, all based on data, attendance, academics, and behavior. Teachers feel safe to take risks and try new ideas through action research projects while working on them with their peers. Administrators and teacher leaders coach and mentor teachers to help build capacity in the classroom. The adult learning environment at this institution has become one of its strengths. The institution has created a Nevada Educators Performance Framework (NEPF) Scoreboard to assist teachers in tracking their current teaching practices. This process is conducted several times a year, and then the documentation is reviewed to improve teaching practices. The institution uses state and national assessments like Measure of Academic Progress (MAP) data, Smarter Balanced Assessment (SBAC), WIDA, and the American College Testing Exam (ACT). These data are Accreditation Engagement Review 28 analyzed and used to drive instruction. Measures of Academic Progress (MAP) test results are the primary source for teachers to use to analyze student performance and growth. The ACT exam has not been considered an important test by students, and the teachers do not utilize the results as much as they could to guide instruction. An after-school tutoring program is available for all students who need extra help. Students can also take advantage of an online resource that allows every student to connect with a live tutor 24/7 program named paper.com. Advisory is another time students can visit teachers to get extra instruction or do makeup work. Students benefit from weekly lessons from the Character Strong program. The program is designed to educate students on how to cope with anxiety, effectively deal with bullying, teach social and emotional learning (SEL) skills, and develop positive traits like kindness, responsibility, respect, and perseverance.

Adult Learning Culture Areas for Growth

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After much discussion with the School Improvement Team, evidence revealed a downward trend in standardized tests. SSHS administration believes that the lack of consistently exposing teachers to current standardized test results to identify learning gaps and student apathy contributes to low test scores. Implementing a system that integrates current test data into cross-curricular department meetings to be analyzed for trends and standards that need reteaching. An emphasis on creating learning moments that promote real-life connections is a focus.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Some challenges we see in this area are gaps in academic language development. This causes misunderstandings when new learning is being presented. We also have seen a plateau in their language progression. This causes communication misunderstandings, low engagement, and motivation issues. Our EL teacher splits her time between three schools and pulls students out of advisory to help meet their needs. General Education teachers are not in the room when strategies are being taught by the EL teacher, causing a gap in teacher understanding of what is effective for EL students.	Finding a way to integrate the EL teacher into general education classes would benefit general education teachers by helping them build their capacity in the area of using effective EL strategies in their classroom, learning from the EL teacher.
Foster/Homeless	Many of our students start "couch surfing" on their friends couches around the ae of 15. Parents in our community, allow their children to live with others due to not having enough resources to take care of their older children. Parents also struggle setting consistent and clear boundaries with their older children resulting in students becoming CIT students. Currently SSHS has 16 students who qualify for CIT and 10 of the 16 are students are living without their parents with different families. Students do not have the support at home to help them when they are experiencing struggle in their studies. Teachers also have a difficult time contacting parents when students are struggling. Parent engagement is a huge concern with this group of people.	295 Chronic attendance is a huge concern for SSHS. Our MTSS team needs to make attendance their number one focus and conduct an SST on every student who is displaying chronic attendance concerns. Through the SST, strategies will be discussed with the other teachers in the room, helping all teachers get on the same page and implement similar strategies for the student displaying attendance struggles.

Student Group	Challenge	Solution
Free and Reduced Lunch	100% of the students at SSHS do receive free lunches. This presents a challenge of the lack of parent engagement due to parents' work schedules and inability to spend money supporting extra opportunities for their student.	Finding ways to have parents attend night activities by having students present information to them Parents will come and support their child during night events, but not always come to listen to teachers preach about the importance of attendance and opportunities that can be taken advantage of outside of SSHS.
Migrant/Title1-C Eligible	NA	NA
Racial/Ethnic Minorities	This is small population making it difficult to feel a sense of belonging with peers of their same racial/ ethnic backgrounds. There is also a lack of cultural connection between student minorities and staff.	Presenting a more diverse curriculum for students to make connections.
Students with IEPs	**25% of our population qualifies for an IEP. This presents the challenge of the lack of parent engagement. Parents are unsure as to how to help their student and do not serve as a role model of perseverance. Keeping rigor high and not lowering expectations is another challenge for teachers at Silver Stage High School. Students do not have the stamina to productively struggle with areas they do not succeed in right away. Case loads are high limiting teachers ability to meet all their students needs. Students on IEPs can also present challenging behaviors that take away from the focus of student achievement.**	296 The continued use of success criteria will help with this matter. Also finding ways to get parents to come to school to celebrate their child's accomplishments will also be beneficial. Using the IEP system to engage parents at a deeper level will also help SSHS keep standards high, build student and parent stamina, and educate parents about extra opportunities outside of SSHS.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): At Silver Stage High School, multiple student groups face intertwined challenges that impede their academic and personal development. Teachers struggle providing all needed tools to students due to insufficient parental engagement, high number of students displaying challenging behaviors, and students not engaging in relevant lessons-limiting access to learning opportunities.
Critical Root Cause: These issues highlight a critical need for an inclusive, supportive, and cohesive educational system (MTSS) that addresses diverse needs, fosters engagement, and strengthens parental and community involvement.

Connectedness

Connectedness Areas of Strength

Silver Stage High School embraces the mission, purpose, and beliefs to guide the students' well-being as its utmost priority. The mission statement has been reviewed, modified, and adapted to meet the needs of the students multiple times throughout the school's 24-year history. In 2022, the mission statement underwent a comprehensive evaluation, engaging all key stakeholders. Through in-depth discussions among students, parents, and staff, a consensus emerged to retain the existing mission statement established in 2012. The mission reads, "Providing a safe learning environment to gain college, career, and life skills for a successful future!" The mission statement has been reviewed annually since the 2012-2013 school year. The yearly reviews reaffirm that the mission statement is aligned with the school's vision and community values. The Nevada Climate Survey for students and staff shows that cultivating and sustaining a culture of inclusion, fairness, respect, and professional behavior is a priority at the school. Positive Behavior Intervention Strategies (PBIS) is in place to enable teachers to recognize students who demonstrate positive behaviors and reward them for their responsibility, organization, and great attitudes. The program inspires student and team improvement, competition, camaraderie, and positive school culture. A full-time social worker and a safe school professional have been added to the institution's staff. These employees have helped build trust and positive relationships between students and adults.

Connectedness Areas for Growth

During interviews with administration and teacher reviews of stakeholder surveys, there is a need to strengthen parental and community engagement. The administration said they would like to increase involvement with community partners and parents by building relationships with trade unions, inviting businesses to help with school needs, and adding a family night to increase stakeholder involvement. The administration is encouraged to ensure parents and community partners are informed of all the opportunities and activities offered at the institution to allow maximum stakeholder involvement. There is also a need to decrease the Chronic Attendance rate. Students are missing more than 10% of the school year and this causes gaps in learning and a disconnect between student and school.

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Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	SSHS has very few EL students. This causes a challenge for students to connect with peers that they can effectively communicate with.	Bridge the gap between EL homes and SSHS. Uniting students and families will strengthen communication and increase a sense of belonging.

Student Group	Challenge	Solution
Foster/Homeless	Many of our students start "couch surfing" on their friends couches around the ae of 15. Parents in our community, allow their children to live with others due to not having enough resources to take care of their older children. Parents also struggle setting consistent and clear boundaries with their older children resulting in students becoming CIT students. Currently SSHS has 16 students who qualify for CIT and 10 of the 16 are students are living without their parents with different families. Students do not have the support at home to help them when they are experiencing struggle in their studies. Teachers also have a difficult time contacting parents when students are struggling. Parent engagement is a huge concern with this group of people.	Bridge the gap between homeless families and SSHS. Uniting families with support systems will build capacity in the area of resiliency and increase family connectedness.
Free and Reduced Lunch	100% of the students at SSHS do receive free lunches. This presents a challenge of the lack of parent engagement due to parents' work schedules and inability to spend money supporting extra opportunities for their student.	Bridge the gap between families and SSHS. Uniting families with support systems will build capacity in the area of resiliency and increase family connectedness. Also finding ways to have parents come to school to celebrate their child will increase the sense of belonging for families.
Migrant/Title1-C Eligible	NA	NA
Racial/Ethnic Minorities	This is small population making it difficult to feel a sense of belonging with peers of their same racial/ ethnic backgrounds. There is also a lack of cultural connection between student minorities and staff.	Implementing the Workkeys curriculum will connect current learning to future work goals, increasing a sense of belonging for minorities at SSHS.

Student Group	Challenge	Solution
Students with IEPs	**25% of our population qualifies for an IEP. This presents the challenge of the lack of parent engagement. Parents are unsure as to how to help their student and do not serve as a role model of perseverance. Keeping rigor high and not lowering expectations is another challenge for teachers at Silver Stage High School. Students do not have the stamina to productively struggle with areas they do not succeed in right away. Case loads are high limiting teachers ability to meet all their students needs. Students on IEPs can also present challenging behaviors that take away from the focus of student achievement.**	Meeting students where they are at will increase the feeling of success from our students. When students feel successful, they also feel connected to the institution instilling the success.

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Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent.
Critical Root Cause: Students at SSHS have stated that they do not see how their current studies relate to their future endeavors. If students do not see the relevance of their education to future goals, they may be less motivated to attend school.

Priority Problem Statements

Problem Statement 1: Students lack the understanding of how their current learning will relate to their future.

Critical Root Cause 1: Students don't have life experiences allowing them to see the relevancy with student learning.

Problem Statement 1 Areas: Student Success

Problem Statement 2: At Silver Stage High School, multiple student groups face intertwined challenges that impede their academic and personal development. Teachers struggle providing all needed tools to students due to insufficient parental engagement, high number of students displaying challenging behaviors, and students not engaging in relevant lessons-limiting access to learning opportunities.

Critical Root Cause 2: These issues highlight a critical need for an inclusive, supportive, and cohesive educational system (MTSS) that addresses diverse needs, fosters engagement, and strengthens parental and community involvement.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent.

Critical Root Cause 3: Students at SSHS have stated that they do not see how their current studies relate to their future endeavors. If students do not see the relevance of their education to future goals, they may be less motivated to attend school.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- College and career readiness data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- CTE
- Graduation rates/GED/HiSET data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments

Adult Learning Culture

- Administrator evaluation
- Coaching Logs
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Other
    - MTSS Notes during meetings.

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Connectedness

- Annual dropout rate data
- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Dual credit College Prep
- Enrollment
- Enrollment trends
- Home Visits
- PBIS/MTSS data

- Perception/survey data
- School safety data
- Social Emotional Learning Data
- Tobacco, alcohol, and other drug-use data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: Silver Stage High School will increase the graduation rate from 89.55% to 92.55% by the end of the 2025/2026 school year.

Formative Measures: Implementation of ACT's WorkKeys Curriculum and the National Career Readiness Certificate (NCRC) Assessments. Measures of Academic Progress for grades 9th & 10th-fall, winter, spring, End of Unit Assessments, number of work-based learning opportunities, Pre-ACT exam,

Aligns with District Goal

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Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Students who are failing will be brought to the MTSS and an SST will be conducted. Failure rates will be reviewed monthly in the MTSS meetings.	CCRI, MTSS Team, Administration, Counselor	Monthly
2	Credit sufficiency rates	Administration, Counselor, CCRI	End of each semester
3	All 9th and 10th graders will take the Measures of Academic Progress (MAPs)-fall, winter, and fall. Individual Growth Goals will be determined and monitored for growth. One to one conferring sessions will take place between the student and teacher to discuss a plan of action to meet goals.	Administration, Counselor, CCRI, Advisory Teachers	Beginning, Middle and End of year
4	Students in 11th grade will take a pre-ACT exam and their results will be reviewed in Advisory. Goals will be set for the students and ACT practice will occur in Advisory. One to one conferring sessions will take place between the student and teacher to discuss a plan of action to meet goals	Administration, Counselor, CCRI, and 11th Grade Advisory Teachers	Weekly

Nov	Jan	May
No review	No review	305

Position Responsible: CCRI and MTSS Facillitator

Resources Needed: College and Career Readiness Interventionists (CCRI)
Graduation/Academic Plans
Credit Sufficiency Checks
MTSS Team
MAPs Assessment-3 times per year for 9th and 10th graders
Pre-ACT Exam-Fall for 11th graders

Evidence Level
Level 1: Strong: Academic Supports and Interventions

Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

Improvement Strategy 2 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 2: Implementation of ACT's WorkKeys Curriculum and the National Career Readiness Certificate (NCRC) Assessments at SSHS.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	WorkKeys Curriculum Implementation for 10th graders	SSHS Administration	Fall, Winter, Spring
2	WorkKeys Professional Development	Jim Gianotti, Nicole Taylor, and SSHS Administration	Fall of 2025

Resources Needed: WorkKeys Curriculum and NCRC Assessments

Evidence Level
Level 1: Strong: WorkKeys

Problem Statements/Critical Root Cause: Student Success 1

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Improvement Strategy 3 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 3: Increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	School Links Professional Development	Taleah Hinkey, James Gianotti, Site Administration, and counselor	Throughout the school year
2	Implement K-12 School Links Scope and Sequence	Site Administration, James Gianotti	Throughout the school year
3	Industry Partnership Meetings	Nicole Taylor Taleah Hinkey	Throughout the school year
4	Annual Stakeholder Engagement Meeting	Nicole Taylor Taleah Hinkey	Spring 2026

Position Responsible: District and Site Administration, School Counselor

Resources Needed: Pathful
School Links
PAES Labs
Industry Partnerships

Evidence Level
Level 2: Moderate: Work Based Learning

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Problem Statements/Critical Root Cause: Student Success 1 - Adult Learning Culture 1 - Connectedness 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Students lack the understanding of how their current learning will relate to their future. **Critical Root Cause**: Students don't have life experiences allowing them to see the relevancy with student learning.

Adult Learning Culture
Problem Statement 1: At Silver Stage High School, multiple student groups face intertwined challenges that impede their academic and personal development. Teachers struggle providing all needed tools to students due to insufficient parental engagement, high number of students displaying challenging behaviors, and students not engaging in relevant lessons-limiting access to learning opportunities. **Critical Root Cause**: These issues highlight a critical need for an inclusive, supportive, and cohesive educational system (MTSS) that addresses diverse needs, fosters engagement, and strengthens parental and community involvement.

Connectedness
Problem Statement 1: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent. **Critical Root Cause**: Students at SSHS have stated that they do not see how their current studies relate to their future endeavors. If students do not see the relevance of their education to future goals, they may be less motivated to attend school.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of classroom teachers and support staff who have chronically absent students at SSHS will attend Student Study Teams (SST) and implement interventions for students who are Chronically Absent by the end of the third quarter. SSHS will accomplish this by the end of 2025/2026 school year.

Formative Measures: Attendance rates for chronically absent students. Teacher and Support Staff attendance at SSTs. Progress monitoring on the interventions designed during the SSTs.

Aligns with District Goal

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Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	310

Improvement Strategy 1: The MTSS team and classroom teachers will create interventions and attend SSTs for students who were chronically absent in grades 9th-12th during the 2024/2025 school year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Our College and Career Readiness Coach will compile a list of 9th-12th graders who were Chronically Absent during the 2024/2025 school year and share the list with the MTSS Team.	Carlene Pacheco-CCRI	Monthly September 2025-May 2026
2	The MTSS Facilitator will schedule SST meetings for the 9th-12th graders who were Chronically Absent during the 2024/2025 school year. All Classroom Teachers and support staff will be invited to the meetings and an attendance log will be kept.	Paige Walker-MTSS Facilitator	Monthly September 2025-May 2026
3	Classroom teachers along with MTSS team will create interventions for the students deemed chronically absent. Progress monitoring data will be maintained for throughout the school year.	Classroom Teachers MTSS Team Members	Monthly September 2025-May 2026

Resources Needed: MTSS data sheet
Instructional Consultation Data Monitoring Graphs
Teacher and Support Staff Attendance Logs
Student Attendance through IC
CCRI
MTSS Facilitator
SRO
MTSS Team Members

Evidence Level
Level 1: Strong: Progress Monitoring data

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: At Silver Stage High School, multiple student groups face intertwined challenges that impede their academic and personal development. Teachers struggle providing all needed tools to students due to insufficient parental engagement, high number of students displaying challenging behaviors, and students not engaging in relevant lessons-limiting access to learning opportunities. **Critical Root Cause**: These issues highlight a critical need for an inclusive, supportive, and cohesive educational system (MTSS) that addresses diverse needs, fosters engagement, and strengthens parental and community involvement.

Inquiry Area 3: Connectedness

SMART Goal 1: SSHS will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Student Attendance rates, student grades, and student behavior records.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilizing data, SSHS, will engage families and provide early intervention (students who were chronically absent during the 2024-2025 school year) to improve attendance. Engaging Curriculum such as WorkKeys, Career Trees, and School Links, and effective Tier 1 instruction to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop an Attendance and Intervention Template that will be used to track data during MTSS meetings.	Cabinet, Principal Leaders-Erin Korf and Duane Mattice	Fall 2025
2	9-12 Attendance Data	SSHS Administration, CCRI, MTSS Facilitator and MTSS Team Members	Monthly
3	Family Engagement Participation Data	SSHS Administration and Cabinet	Monthly
4	Curriculum Implementation Walk-Through Data for Portrait of a Learner	SSHS Administration, Cabinet, MTSS Team, Teacher Leaders	Monthly
5	Book Study on Answering Why by Mark C. Perna	SSHS Staff-Teachers and Administration	Monthly
6	School Links will be conducted in Advisory for grades 9-12.	SSHS Staff-Teachers and Administration	Monthly

Resources Needed: Infinite Campus Student Information System
College and Career Readiness Interventionists (CCRI)
MTSS Teams
Expanded in person and telehealth Mental Health Resources in Schools

Evidence Level
Level 1: Strong: Progress Monitoring

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	311

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Students at SSHS have a chronic attendance rate over 40%. Students who miss more than 10% of the school year are deemed chronically absent. **Critical Root Cause**: Students at SSHS have stated that they do not see how their current studies relate to their future endeavors. If students do not see the relevance of their education to future goals, they may be less motivated to attend school.

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Schoolwide and Targeted Assistance Title I Elements

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment process at Silver Stage High School involves school administrators, teachers, and support staff who meet monthly to evaluate and address the school's academic and operational needs. This collaborative effort ensures that the strategies implemented are data-driven and aligned with the school's improvement goals.

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The School Improvement Planning Committee at Silver Stage High School, consisting of staff, families, and community members, convenes quarterly to discuss and refine school plans. Additionally, feedback is actively solicited through regular surveys and open forums, ensuring diverse perspectives are considered in the development process.

2.2: Regular monitoring and revision

At Silver Stage High School, we conduct monthly review meetings with department heads (CIP Team) to evaluate the effectiveness of current strategies, documenting insights and adjustments needed in our strategic plan using our internal planning tool. Additionally, we engage stakeholders in bi-annual feedback sessions to ensure continuous alignment and responsiveness to evolving educational needs.

2.3: Available to parents and community in an understandable format and language

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The plan is shared on our Silver Stage High School website in both English and Spanish, distributed through our monthly newsletter, and readily accessible at the school's front office to ensure clear communication with parents and the community.

2.4: Opportunities for all children to meet State standards

As part of our commitment to ensuring that all students have the opportunity to meet State standards, Silver Stage High School has implemented several major initiatives funded by Title I. These initiatives are designed to provide equitable support and resources to enhance student learning and achievement.

1. Targeted Instructional Support

We have allocated Title I funds to provide additional instructional support through small group tutoring sessions and after-school programs. These programs focus on core subjects such as mathematics, language arts, and science, tailored to address the specific learning needs of students identified as at-risk of not meeting State standards.

2. Professional Development for Teachers

Investing in our educators is crucial for student success. Title I funding supports ongoing professional development that equips teachers with effective instructional strategies and interventions. This includes workshops on WorkKeys and data-driven decision-making using MAPs.

3. Parental Engagement and Support

Recognizing the role of families in student success, we have developed initiatives to increase parental involvement. Title I funds are used to organize workshops and informational sessions that empower parents with the tools and knowledge to support their children's education at home, with an emphasis on the importance of attendance.

4. Extended Learning Opportunities

We offer summer enrichment programs and Jump Start opportunities through Western Nevada College additional learning time for students. These programs are designed to reinforce skills and concepts in a supportive and engaging environment, helping students stay on track with State standards.

By implementing these initiatives, Silver Stage High School is committed to creating an inclusive and supportive educational environment where all students have the opportunity to succeed and meet State standards.

2.5: Increased learning time and well-rounded education

As part of our commitment to providing a comprehensive educational experience, Silver Stage High School has implemented several Title I funded initiatives that focus on increasing learning time and promoting a well-rounded education. A significant emphasis is placed on our Multi-Tiered System of Supports (MTSS) and Positive Behavioral Interventions and Supports (PBIS) frameworks, which are integral to our approach.

1. Increased Learning Time

- **After School Tutoring Program**: We offer additional instructional hours to support students who require extra help in core subjects. This program is designed to reinforce learning objectives and provide targeted assistance to ensure all students meet academic standards.
- **Supplemental Educational Services**: These services include tutoring sessions beyond regular school hours, focusing on personalized learning plans tailored to individual student needs.

2. Well-Rounded Education Initiatives

- **Extracurricular Activities**: We offer a variety of clubs and sports that cater to diverse interests, promoting physical health, teamwork, and leadership skills.

3. MTSS Framework

- Our MTSS initiative is structured to provide tiered levels of support, ensuring that all students receive the appropriate level of intervention based on their academic and behavioral needs. This approach allows for data-driven decisions to address student challenges and support their growth.

4. PBIS Initiatives

- The PBIS framework at Silver Stage High School is focused on creating a positive school climate by establishing clear behavioral expectations and recognizing positive student behavior. This initiative helps improve student engagement and reduce disciplinary issues, contributing to a supportive learning environment.

These initiatives, supported by Title I funding, are crucial in our mission to enhance educational outcomes and provide equitable opportunities for all students at Silver Stage High School. By focusing on increased learning time and a well-rounded education, we aim to prepare our students for success in their academic pursuits and beyond.

2.6: Address needs of all students, particularly at-risk

At Silver Stage High School, our Title I funding is strategically allocated to support initiatives that address the diverse needs of all students, with a particular focus on those who are at-risk. Below are the key initiatives we have implemented:

1. Multi-Tiered System of Supports (MTSS)

Objective: To provide a comprehensive framework that integrates academic and behavioral support to improve student outcomes.

- **Tier 1:** Universal interventions are implemented school-wide to ensure high-quality instruction and positive behavior support for all students.
- **Tier 2:** Targeted interventions are provided for students who require additional support beyond the universal level. This includes small group instruction and counseling.
- **Tier 3:** Intensive, individualized interventions are designed for students with significant needs. These interventions are often one-on-one and tailored to specific learning and behavioral challenges.

Impact: The MTSS framework allows for early identification and support of at-risk students, reducing the need for special education services and promoting equity in educational outcomes.

2. Positive Behavioral Interventions and Supports (PBIS)

Objective: To create a positive school culture through proactive strategies for defining, teaching, and supporting appropriate student behaviors.

- **School-Wide Expectations:** Clear behavioral expectations are established and communicated across the school. Students are taught these expectations and recognized for meeting them.

- **Data-Driven Decision Making:** Behavioral data is continuously collected and analyzed to inform interventions and improve school climate.
- **Family and Community Engagement:** Parents and community members are involved in PBIS initiatives to reinforce positive behaviors outside of school.

Impact: PBIS has led to a reduction in disciplinary incidents and an improvement in overall school climate, which enhances the learning environment for all students, particularly those at risk.

3. Academic Support Programs

Objective: To provide additional academic resources and support structures for students who are struggling academically.

- **Tutoring Services:** After-school and weekend tutoring sessions are available to students needing extra help in core subjects.
- **Summer Bridge Programs:** Designed to help students transition successfully from middle to high school, these programs focus on building academic skills and confidence.
- **Credit Recovery Options:** Online and in-person credit recovery courses are offered to help at-risk students stay on track for graduation.

Impact: These programs have contributed to improved academic performance and increased graduation rates among at-risk students.

Conclusion

These initiatives, supported by Title I funding, are integral to our mission at Silver Stage High School to ensure that every student, regardless of their background or circumstances,

has the opportunity to succeed. Through MTSS, PBIS, and targeted academic support programs, we are committed to fostering an inclusive and supportive educational environment.

3.1: Annually evaluate the schoolwide plan

To evaluate the School Performance Plan (SPP) at Silver Stage High School, our School Improvement Team will analyze key performance metrics such as student achievement data (WorkKeys, End of Unit Assessments, Practice ACT, and MAPs) attendance rates, and stakeholder feedback, and compare these against the set objectives to identify areas of success and opportunities for improvement. Regular meetings with the school leadership team and faculty are conducted to review progress and adapt strategies as needed to ensure the plan's effectiveness and alignment with school goals.

4.1: Develop and distribute Parent Involvement and Family Engagement Policy

The development and distribution of the Parent Involvement and Family Engagement Policy at Silver Stage High School involves a collaborative process with input from teachers, parents, and community stakeholders, ensuring it reflects diverse perspectives and needs; once finalized, the policy is disseminated through digital platforms and school meetings to ensure widespread accessibility and understanding.

4.2: Offer flexible number of parent involvement meetings

At Silver Stage High School, we recognize the crucial role that parent involvement plays in the academic success and overall well-being of our students. We strive to provide a variety of engagement opportunities that accommodate diverse schedules and preferences, ensuring that all parents can participate in their child's education. Here are some of the flexible involvement opportunities we offer:

1. Varied Event Scheduling

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- **Morning, Afternoon, and Evening Options**: We schedule events such as parent-teacher conferences, parent universities, and school meetings at different times of the day to accommodate working parents and those with varied availability.
- **Weekday and Weekend Events**: By offering events on both weekdays and weekends, we ensure that parents with different work-week structures can attend.

2. Virtual and In-Person Options

- **Hybrid Meetings**: Many of our meetings, including parent-teacher conferences, are available both in-person and via video conferencing platforms, allowing parents to choose the format that best suits their needs.

3. Diverse Engagement Activities

- **Volunteer Opportunities**: Parents can participate in school activities by volunteering for classroom support, organizing events, or joining committees. These roles offer flexible time commitments.
- **Parent Focus Groups**: We invite parents to contribute to school improvement initiatives through advisory councils, which meet at varied times to maximize participation.

4. Regular Communication Channels

- **Monthly Newsletters**: We distribute newsletters that highlight upcoming events, school news, and resources, ensuring parents are informed and can plan to participate.
- **Social Media and School Apps**: Updates and event reminders are shared through our school's social media platforms and mobile app, providing easy access to information.

5. Feedback and Adaptation

- **Parent Surveys**: We regularly survey parents to gather feedback on event timing and accessibility, allowing us to adapt and improve our offerings based on their needs.

By offering these flexible options, we aim to foster a strong partnership between parents and Silver Stage High School, ultimately enhancing the educational experience for all students.

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Community Outreach Activities

Activity	Date	Lesson Learned

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Lyon County School District

Silver Stage Middle School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I

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Mission Statement

As the cornerstone of our community, SSMS focuses on educating the whole child with compassion and rigor to grow successful 21st Century citizens.

Vision

We believe by working together, students, staff, and community will be successful now and in our future.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at https://nevadareportcard.nv.gov/DI/nv/lyon/silver_stage_middle_school/2024

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Recent data highlights notable progress in student achievement across key academic areas. In math, 51% of SSMS students met their projected RIT from Fall 24 to Spring 25. Similarly, in English Language Arts (ELA), 50.9 % of students met their Fall to Spring RIT

Moreover, students have developed a strong understanding of their academic standing. They are not only aware of their performance but are also capable of effectively communicating their scores and progress to others, demonstrating ownership of their learning journey. This marks an important step toward long-term academic success and personal growth.

Student Success Areas for Growth

-Students are aware of their academic levels and are able to communicate their scores to others.

-Based on Iready data, 25% of students are at or above grade level in math, 27% are 1 grade level below and 48% are 2-3 years below grade level.
-Based on Iready data, 46% of student met or exceeded their typical growth goal in math.
-Based on Iready data, 16% of student met or exceeded their Stretch growth goal in math.

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Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.

Student Group	Challenge	Solution
Foster/Homeless	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.
Free and Reduced Lunch	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.
Racial/Ethnic Minorities	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.
Students with IEPs	Commitment to data tracking and goal setting in regard to graduation data. Ensuring equitable access and participation in WBL programs.	Build partnerships with community employers for inclusive WBL access. Mentorship programs for underrepresented students in career pathways. Focused case management (CCRI's) for at-risk high schoolers to stay on track for graduation.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Teachers at SSMS are not meeting their students' needs at their achievement level.
Critical Root Cause: -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation. Teachers are learning a new ELA curriculum while feeling more confident after learning the new math curriculum. -Students are missing fundamental math and reading skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -High absent chronic absenteeism rate.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Adult learning initiatives have shown positive results, with an average score on The Nevada Educator Performance Framework (NEPF) standard 2 being 3.72, the average for last year was 3.5. All staff were observed using small group instruction during math lessons, and teachers are becoming familiar with using iReady Math and Reading Diagnostic results to group students effectively, and staff members are collaborating by asking each other questions about small group instruction. Additionally, the College and Career Interventionist is supporting academic interventions for students below benchmark, helping further enhance student progress.

Adult Learning Culture Areas for Growth

- Monthly vertical teaming to build teacher capacity through consistent, structured Professional Learning Community (PLC) time. Focus on co-planning, data review, and sharing effective instructional strategies.
- Using student data to drive coaching that helps teachers build classroom routines supporting student reflection, goal setting, and ownership of learning.
- Teachers engaging in regular reflection during data reviews to adjust and differentiate strategies based on student growth trends, ensuring that interventions remain responsive and targeted.
- Emphasize alignment with NEPF 2.1 and IEP goals, with a focus on sharing best practices and co-developing lessons that meet the needs of diverse learners, especially students with IEPs.

Adult Learning Culture Equity Resource Supports

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Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting in regard to implemtation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Development of a schoolwide wildly important goal (W.I.G.) focused on implementing student metacognition. This includes identifying lead measures for both students and teachers at Silver Stage Middle School, and creating a shared scoreboard to track progress. Weekly data reviews will be used to monitor growth and guide necessary adjustments.

Student Group	Challenge	Solution
Foster/Homeless	Commitment to data tracking and goal setting in regard to implemtation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Development of a schoolwide wildly important goal (W.I.G.) focused on implementing student metacognition. This includes identifying lead measures for both students and teachers at Silver Stage Middle School, and creating a shared scoreboard to track progress. Weekly data reviews will be used to monitor growth and guide necessary adjustments.
Free and Reduced Lunch	Commitment to data tracking and goal setting in regard to implemtation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Development of a schoolwide wildly important goal (W.I.G.) focused on implementing student metacognition. This includes identifying lead measures for both students and teachers at Silver Stage Middle School, and creating a shared scoreboard to track progress. Weekly data reviews will be used to monitor growth and guide necessary adjustments. 325
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting in regard to implemtation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Development of a schoolwide wildly important goal (W.I.G.) focused on implementing student metacognition. This includes identifying lead measures for both students and teachers at Silver Stage Middle School, and creating a shared scoreboard to track progress. Weekly data reviews will be used to monitor growth and guide necessary adjustments.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Commitment to data tracking and goal setting in regard to implemtation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Development of a schoolwide wildly important goal (W.I.G.) focused on implementing student metacognition. This includes identifying lead measures for both students and teachers at Silver Stage Middle School, and creating a shared scoreboard to track progress. Weekly data reviews will be used to monitor growth and guide necessary adjustments.
Students with IEPs	Commitment to data tracking and goal setting in regard to implemtation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Development of a schoolwide wildly important goal (W.I.G.) focused on implementing student metacognition. This includes identifying lead measures for both students and teachers at Silver Stage Middle School, and creating a shared scoreboard to track progress. Weekly data reviews will be used to monitor growth and guide necessary adjustments. 326

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Inconsistent use of targeted instructional strategies has contributed to limited academic growth among students with IEPs. Classroom practices are not yet fully aligned with NEPF Standard 2.1.
Critical Root Cause: -Lack of targeted PD alligned to differention -Learning a new ELA curriculum -Understanding the new reports in the ELA curriculum and iReady Reading -Student grouping for direct instruction is not effectively aligned to students' current skill levels -Teachers lack sustained, targeted professional development on how to effectively implement scaffolded questioning, guided practice, and visual supports aligned to NEPF Standard 2.1. - Inconsistent instructional practices that do not always meet the academic needs of students with IEPs.

Connectedness

Connectedness Areas of Strength

Silver Stage Middle School recognizes that regular student attendance is a driver of success. Silver Stage Middle School decreased its chronic absenteeism fom 43.8% for the 23-24 school year to 38.1% for the 24-25 school year.

Connectedness Areas for Growth

- Addressing root causes of absenteeism in vulnerable populations.
- Increasing student engagement, SEL support, and sense of belonging.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Foster/Homeless	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Free and Reduced Lunch	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Racial/Ethnic Minorities	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Students with IEPs	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

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Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Silver Stage Middle School must enhance supports that build strong school connections and address barriers to daily attendance.
Critical Root Cause: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Priority Problem Statements

Problem Statement 1: Teachers at SSMS are not meeting their students' needs at their achievement level.

Critical Root Cause 1: -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation. Teachers are learning a new ELA curriculum while feeling more confident after learning the new math curriculum. -Students are missing fundamental math and reading skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -High absent chronic absenteeism rate.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Silver Stage Middle School must enhance supports that build strong school connections and address barriers to daily attendance.

Critical Root Cause 2: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: Inconsistent use of targeted instructional strategies has contributed to limited academic growth among students with IEPs. Classroom practices are not yet fully aligned with NEPF Standard 2.1.

Critical Root Cause 3: -Lack of targeted PD alligned to differention -Learning a new ELA curriculum -Understanding the new reports in the ELA curriculum and iReady Reading - Student grouping for direct instruction is not effectively aligned to students' current skill levels -Teachers lack sustained, targeted professional development on how to effectively implement scaffolded questioning, guided practice, and visual supports aligned to NEPF Standard 2.1. - Inconsistent instructional practices that do not always meet the academic needs of students with IEPs.

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- CCR Participation data
- College and career readiness data
- CTE
- Curriculum Based Measures
- Grades
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- Smarter Balanced (SBAC)
- STEM/STEAM
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Screener

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Adult Learning Culture

- Administrator evaluation
- Class size averages by grade and subject
- Coaching Logs
- Communications data
- Equity data
- Master schedule
- Professional Development Agendas
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Walk-through data

Connectedness

- Attendance

- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Home Visits
- PBIS/MTSS data
- Perception/survey data
- Social Emotional Learning Data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: At least 58% of Silver Stage Middle School students will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: -Quarterly Data Reflection and Planning PLCs around iReady data
-iReady Math diagnostic assessments 3 times a year.
-iReady Reading diagnostic assessments 3 times a year.
-Diagnostic assessments from HMH and McGraw Hill in area of ELA

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 1: Use monthly data reviews to guide instruction and interventions. Teachers will provide targeted small group support and differentiated tasks based on i-Ready data. PLCs will collaborate to adjust instruction and share effective strategies to boost student growth.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Schedule monthly PLC meetings for teachers to review i-Ready data, identify student needs, and plan targeted instruction.	Principal and Classroom Teachers	2025-2026
2	Teams will document instructional adjustments and interventions in a shared tracker, and admin or instructional coaches will monitor progress through walkthroughs and data check-ins to ensure progress.	Principal and Classroom Teachers	2025-2026

Position Responsible: Principal

Resources Needed: -Time for monthly PLC meetings and data analysis
-IReady diagnostic and progress monitoring reports
-Professional development on data-driven instruction and small group strategies

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Teachers at SSMS are not meeting their students' needs at their achievement level. **Critical Root Cause**: -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation. Teachers are learning a new ELA curriculum while feeling more confident after learning the new math curriculum. -Students are missing fundamental math and reading skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -High absent chronic absenteeism rate.

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Inquiry Area 1: Student Success

SMART Goal 2: Silver Stage Middle School will increase the total number of 5-8 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: -School Links
-PAES Labs

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2">334</td></tr>
<tr><td>1</td><td>Fidelity of implementation of School Links lessons during weekly guidance lessons.</td><td>Counselor</td><td>2025-2026 school year</td></tr>
<tr><td colspan="4">Position Responsible: Classroom Teachers and Counselor
Resources Needed: School Links
Industry Partnerships

Evidence Level
Problem Statements/Critical Root Cause: Student Success 1</td><td colspan="3"></td></tr>
</table>

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Teachers at SSMS are not meeting their students' needs at their achievement level. **Critical Root Cause**: -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation. Teachers are learning a new ELA curriculum while feeling more confident after learning the new math curriculum. -Students are missing fundamental math and reading skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -High absent chronic absenteeism rate.

Inquiry Area 1: Student Success

SMART Goal 3: Silver Stage Middle will increase the total number of students participating in 5-8 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: -School Links
-PAES Labs

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increasing awareness and engagement of all stakeholders by expanding industry partnerships. Developing career awareness through portfolio creation in School Links.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Fidelity of implementation of School links during advisory.	Classroom Teacher	2025-2026 school year
2	Increasing implementation of industry partnerships through field trips, guest speakers, PAES Lab, career fair, and STAR Academy.	Classroom Teacher, Counselor	2025-2026 school years

Position Responsible: Classroom teachers and Counselor

Resources Needed: -PAES Lab
-School Links

Evidence Level

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	335

SMART Goal 3 Problem Statements:

Student Success

Problem Statement 1: Teachers at SSMS are not meeting their students' needs at their achievement level. **Critical Root Cause**: -Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. -Students lack self-esteem and tend to give up easily once learning becomes difficult for them. -The Pandemic caused bigger learning gaps and incomplete learning for students. -Teachers lack efficacy in the area of differentiation. Teachers are learning a new ELA curriculum while feeling more confident after learning the new math curriculum. -Students are missing fundamental math and reading skills. -Students on IEPs are not showing significant growth in math and ELA on the SBAC. -High absent chronic absenteeism rate.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, all teachers at Silver Stage Middle School will regularly implement at least two targeted instructional strategies each week, such as scaffolded questioning, guided practice, or visual supports to engage students in standards aligned learning tasks, in line with NEPF 2.1. Progress will be monitored through monthly IEP data reviews and classroom walk-throughs, with the goal that at least 75% of SPED students demonstrate measurable growth on their IEP academic goals and/or i-Ready Math and Reading diagnostic assessments by the end of the school year.

Formative Measures: - IEP data reviews
- Bi-weekly walk through data collected around Standard 2 (Meeting Cognitive Demands) using the NEPF.
-iReady Math diagnostic assessments 3 times a year.
-iReady Reading diagnostic assessments 3 times a year.
-Diagnostic assessments from HMH and McGraw Hill in area of ELA

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	

Improvement Strategy 1: SSMS will implement monthly collaborative coaching focused on differentiated instruction and engagement strategies for SPED students. Special education teachers will meet with teacher leaders and general education teachers to analyze student data, plan for scaffolding, and reflect on instructional impact, ensuring alignment with IEP goals and increasing opportunities for active participation in core content instruction.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	A pre-observation planning session focused on selecting and adapting engagement strategies aligned to NEPF 2.1 and student IEP goals.	Teachers	2025-2026
2	Monitor student performance through iReady Math and iReady Reading using diagnostic tests from Fall to Winter, Winter, to Spring, and Fall to Spring	Teachers	2025-2026

Position Responsible: Principal

Resources Needed: -Targeted PD sessions on student engagement strategies, scaffolding techniques, and using data to drive SPED instruction (e.g., visual supports, sentence frames, chunking, co-teaching models)

- Built-in time collaboration time with regular education teachers during PLCs or common prep periods to support co-planning and instructional alignment for SPED students in inclusive settings.

Evidence Level
Level 1: Strong: NEPF

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: Inconsistent use of targeted instructional strategies has contributed to limited academic growth among students with IEPs. Classroom practices are not yet fully aligned with NEPF Standard 2.1. **Critical Root Cause**: -Lack of targeted PD alligned to differention -Learning a new ELA curriculum -Understanding the new reports in the ELA curriculum and iReady Reading -Student grouping for direct instruction is not effectively aligned to students' current skill levels -Teachers lack sustained, targeted professional development on how to effectively implement scaffolded questioning, guided practice, and visual supports aligned to NEPF Standard 2.1. - Inconsistent instructional practices that do not always meet the academic needs of students with IEPs.

Inquiry Area 3: Connectedness

SMART Goal 1: Silver Stage Middle School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Attendance reports
MTSS for Attendance
Intervention logs
CCRI
Home Visits and Family Engagement
SRO

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilizing data, Silver Stage Middle School will engage families and provide early intervention to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review 5 - 8 attendance data.	Principal, Vice Principal, and Attendance Secretary	2025 - 2026 school year - twice monthly
2	Monitor student attendance and interventions through a spreadsheet.	Principal, Vice Principal, and Attendance Secretary	2025 - 2026
3	Communicate with parents/guardians through attendance letters at 6 and 12 absences, along with phone calls and home visits as needed.	Principal, Vice Principal, and Attendance Secretary	

Position Responsible: Principal
Resources Needed: None

Evidence Level
Level 1: Strong: Early Intervention

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	338

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. Silver Stage Middle School must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

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Lyon County School District

Smith Valley Schools

2025-2026 School Improvement Plan

Classification: 4 Star School

Title I

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Mission Statement

Smith Valley School fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning so students can be successful in a rapidly evolving world.

Vision

Smith Valley School will develop the following values in all stakeholders: Preparation, Respect, Integrity, Determination, and Excellence (P.R.I.D.E.).

Demographics & Performance Information

Nevada Report Card

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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Smith Valley boasts a graduation rate above 95%. The school is actively implementing multiple postsecondary readiness initiatives, demonstrating a strong commitment to data tracking and goal setting, particularly with tools like WorkKeys and graduation metrics.

In mathematics, the school excels in Algebraic Thinking and Measurement & Data, while also showcasing strengths in Real & Complex Number Systems. For English Language Arts (ELA), notable areas of strength include Phonological Awareness and Vocabulary. The use of data-driven growth models, such as i-Ready, MAP, ALEKS, and ACT, supports focused growth expectations across grade levels.

Student Success Areas for Growth

Smith Valley School is committed to enhancing data tracking and goal setting related to graduation metrics. A key focus is on ensuring equitable access and participation in Work-Based Learning (WBL) programs, as well as strengthening support for students with Individualized Education Programs (IEPs). The school aims to expand career exploration opportunities earlier in the K–12 pipeline.

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In mathematics, the focus areas include Geometry and Probability & Statistics. There is a recognized need for differentiated support strategies tailored for specific subgroups, such as English Learners (EL), students from low-income families (FRL), and those with IEPs.

In English Language Arts (ELA), the emphasis on Informational text highlights the necessity for varied support strategies to meet the diverse needs of these subgroups.

ACT trend data results below:

Group	Year	Composite		Math	Science	STEM	English	Reading	Writing	ELA
		Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
LYON COUNTY SCHOOL DISTRICT	2024-2025	722	15.7	16.2	16.0	16.3	13.9	16.3	5.3	14.4
LYON COUNTY SCHOOL DISTRICT	2023-2024	766	15.7	15.8	16.3	16.3	13.6	16.5	5.4	14.3

Group	Year	Composite		Math	Science	STEM	English	Reading	Writing	ELA
		Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
LYON COUNTY SCHOOL DISTRICT	2022-2023	694	16.1	16.0	16.8	16.6	14.6	16.5	5.4	14.9
LYON COUNTY SCHOOL DISTRICT	2021-2022	644	16.5	16.3	17.2	17.1	14.8	17.2	5.6	15.4
LYON COUNTY SCHOOL DISTRICT	2020-2021	657	16.7	17.0	17.1	17.3	14.8	17.4	5.7	15.6
SMITH VALLEY SCHOOL	2024-2025	19	14.9	15.6	14.5	15.2	13.9	15.9	6.1	15.3
SMITH VALLEY SCHOOL	2023-2024	21	15.8	15.8	16.1	16.2	13.3	17.4	5.5	14.8
SMITH VALLEY SCHOOL	2022-2023	22	15.8	16.4	16.9	16.8	14.3	15.1	5.3	14.3
SMITH VALLEY SCHOOL	2021-2022	20	16.6	16.6	17.9	17.6	14.6	16.9	6.1	15.8
SMITH VALLEY SCHOOL	2020-2021	25	16.8	17.7	17.2	17.7	14.7	17.4	6.0	16.2

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Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources.	Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds. Provide ACT prep materials and tutoring services in multiple languages.
Foster/Homeless	Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources.	Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds. Ensure consistent access to academic support and provide access to ACT prep resources.

Student Group	Challenge	Solution
Free and Reduced Lunch	Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources.	Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds. Waive ACT fees and offer prep courses.
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources.	Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds. Digital access to ACT prep content.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources.	Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds. Partner with culturally relevant mentors and tutors and use data to identify opportunity gaps.
Students with IEPs	Commitment to data tracking and goal setting regarding graduation data is essential for ensuring equitable access and participation in Work-Based Learning (WBL) programs. There is a need for differentiated support strategies in Tier 1 instruction for English Language Arts (ELA) and Math. Additionally, tighter alignment of the core curriculum to ACT standards, particularly in Math and Science, is necessary, along with increased access to ACT preparation resources.	Partnerships will be established with community employers to enhance inclusive Work-Based Learning (WBL) access. Mentorship programs will be developed for underrepresented students in various career pathways. Focused case management will be implemented for at-risk high school students to ensure they remain on track for graduation. Additionally, professional development in inclusive instructional practices will be prioritized within Tier 1 instruction, along with the provision of targeted Tier 2 and Tier 3 interventions and scaffolds. ACT prep with accommodations and differentiated instruction.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners.
Critical Root Cause: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Problem Statement 2 (Prioritized): Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.

Critical Root Cause: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

Adult Learning Culture

Adult Learning Culture Areas of Strength

The Nevada Educator Performance Framework (NEPF) statewide performance evaluation system for teachers has been and will continue to be the primary tool used to assess the adult learning culture at Smith Valley School.

The goals of the NEPF are: 1) Foster student learning and growth. 2) Improve educators' instructional practices. 3) Inform human capital decisions. 4) Engage stakeholders in the continuous improvement and monitoring of a professional growth system.

6 years (2019-20 to 2024-25) of trend data have been reviewed and analyzed. The information that resulted from this analysis has been used to determine the following adult learner outcome goal for Smith Valley School.

The NEPF instructional practice standard 4 indicators 1-3 teacher evaluation results for the past five years (see below chart) indicates that teacher lesson integration and/or student application of metacognition during the learning process is an area in need when compared with the remaining 16 instructional practice indicator results in all grade levels Kinder - 12th grades. The fact that the overall average yearly score for SVS teachers was below 3 for 3 of the 5 years for standard 4 indicator 1 is an additional cause for concern. Again, this (sub level 3 score) did not occur with any of the other indicators during the 5 years of trend data. The 5 year average for standard 4 indicator 1 is 3.05. There was been a noticeable amount of growth with indicators 1 and 3 during the last school year as a result of there being a focus on improvement in this area by the SVS instructional team. This focus was achieved by including NEPF standard 4 indicators 1 and 3 as a goal in the SVS continuous improvement plan (SIP). The prior school year's SIP also included standard 4 but was exclusive to only indicator 1. The SVS SIP team and the instructional staff as a whole would like to continue the momentum that has been achieved in regards to metacognition growth over the course of the last two years by focusing on indicator 1 as indicator 3 achieved an overall score of 3.5 for the last two school years.

Additional review by the SVS SIP adult learner goal team has determined that the primary reason students and teachers continue to under perform with indicator 1, relative to the other instructional practice indicators, is due to one or more of the components in indicator 1 not being demonstrated effectively and consistently by the teacher, the student, or both (indicator 1 components include the students being able to fully explain: 1. what the intended learning goal is, 2. why they are learning it, and 3. what successful performance looks like). 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.

Smith Valley School averages for the NEPF Instructional Practice Standard 4 Indicators 1-3.

NEPF Standard 4 Indicator	2019-20	2020-21	2021-22	2022-23	2023-24	Average: 5 years
1	2.92	2.70	2.75	3.29	3.60	3.05
2	3.30	3.70	3.42	3.71	4.00	3.63
3	3.38	3.00	2.83	3.50	3.50	3.24

Adult Learning Culture Areas for Growth

The staff of SVS understand the nature of today's rapidly evolving educational landscape. The following list of SVS adult learning culture strengths are intended to help optimize learner outcomes (both teacher and student), increase engagement, and foster a culture of lifelong learning. These strengths also align and attempt to enhance the LCSD Portrait of a Learner domains and competencies.

- The SVS instructional staff are supported by 2 teacher leaders (elementary and secondary). The teacher leaders support new and returning staff in a multitude of ways based on

current needs. Teacher leaders also provide monthly professional development and facilitate monthly professional learning community meetings.

- The SVS school improvement plan team consists of stakeholders from all aspects of the school community. This includes teachers (elementary, secondary, and sped), parents, students, support staff (paraprofessionals, counselor, interventionist), and administration. In addition, the SIP team is divided into teams which are responsible for identifying, monitoring, reporting, and adjusting the various goals found within the SVS plan. Each team works independently from the SIP team as a whole on its individual areas but also collaborates with the SIP team as a whole in order to create the final plan.
- Instructional and support staff collaborate during monthly site level professional learning community (PLC) meetings. Topics typically focus on curriculum and are facilitated by the teacher leaders and supported by administration.
- Instructional staff and administration participate in quarterly district level "data dig" PLC's again focused on curriculum and instruction.
- Teacher are formally and informally observed throughout the course of the school year. Administration and teachers collaborated in both pre and post observation meetings during the formal observation process. The Nevada Educator Performance Framework (NEPF) evaluation system is used as the basis for the collaborative dialogue and ultimate evaluation rating. All instructional staff at SVS achieved a effective or highly effective rating for the 2024-25 school year with the majority of teachers being rated as highly effective.
- All teacher positions at SVS have been filled for the 2025-26 school year with highly qualified teachers (one position being filled by a critical needs teacher).
- 10 out of 10 NEPF instructional practice standards for 2024-25 averaged at a 3.1 our of 4 for all teacher observations (formal and informal). The NEPF standards that scored the highest average level were instructional practice standards 3 and 5 (3.62) and professional responsibility standard 5 (3.62).

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews.
Foster/Homeless	Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews.
Free and Reduced Lunch	Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews.
Racial/Ethnic Minorities	Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews.
Students with IEPs	Commitment to data tracking and goal setting in regard to implementation of student metacognition strategies. Ensuring equitable access and participation in metacognition opportunities during the lesson activity.	Creation of a schoolwide wildly important goal (W.I.G.) specific to implementation of student metacognition. Identification of lead data measures for both elementary and secondary students and teachers as well as the creation of a scoreboard in order to monitor and adjust based on weekly data reviews.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): 6 years of trend data shows that SVS teachers continue to perform lower (average of 3.05) for NEPF instructional practice standard 4 indicator 1 then for indicators 2 and 3 (3.63 and 3.24).
Critical Root Cause: Inconsistent application of this instructional strategy (teachers communication of learning goals, performance criteria, and purpose of the lesson to students) by SVS instructional staff.

Problem Statement 2 (Prioritized): All students not being able to fully explain: 1) what the intended learning goal of the lesson is, 2) why they are learning it, and 3) what successful performance looks like.
Critical Root Cause: Inconsistent student exposure to and/or application of this metacognition strategy by all SVS instructional staff.

Connectedness

Connectedness Areas of Strength

As a general rule the district has had a chronic absenteeism rate of in excees of 38% for the preceeding four years, and the state's current 2023-24 school year rate was 25.9%. Smith Valley School has been below the absentee rate three out of the past four years at 17.2% for the 2023-2024 school year exceeding the rates of both the state and district.

Connectedness Areas for Growth

Smith Valley School's absenteeism rate has exceeded 20% in 2 of the previous 4 school years. Despite exceeding district and state averages 17.2% is still extensive enough to negatively impact a significant number of students' learning. The majority of the students being impacted are from at risk sub populations.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Foster/Homeless	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Free and Reduced Lunch	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Racial/Ethnic Minorities	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.
Students with IEPs	Addressing root causes of absenteeism in vulnerable populations. Increasing student engagement, SEL support, and sense of belonging.	Family engagement strategies for transient/ homeless students. Social-emotional learning and trauma-informed practices. Expanded access to mental health resources.

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Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. SVS must enhance supports that build strong school connections and address barriers to daily attendance.
Critical Root Cause: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Priority Problem Statements

Problem Statement 1: 6 years of trend data shows that SVS teachers continue to perform lower (average of 3.05) for NEPF instructional practice standard 4 indicator 1 then for indicators 2 and 3 (3.63 and 3.24).

Critical Root Cause 1: Inconsistent application of this instructional strategy (teachers communication of learning goals, performance criteria, and purpose of the lesson to students) by SVS instructional staff.

Problem Statement 1 Areas: Adult Learning Culture

Problem Statement 2: All students not being able to fully explain: 1) what the intended learning goal of the lesson is, 2) why they are learning it, and 3) what successful performance looks like.

Critical Root Cause 2: Inconsistent student exposure to and/or application of this metacognition strategy by all SVS instructional staff.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.

Critical Root Cause 3: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

Problem Statement 3 Areas: Student Success

Problem Statement 4: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners.

Critical Root Cause 4: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Problem Statement 4 Areas: Student Success

Problem Statement 5: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. SVS must enhance supports that build strong school connections and address barriers to daily attendance.

Critical Root Cause 5: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Problem Statement 5 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- College and career readiness data
- Credit Sufficiency/Deficiency/Retrieval data
- CTE
- Early childhood literacy and math data
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)

Adult Learning Culture

- Action research results
- Teacher evaluation
- Walk-through data
- Other
    - NEPF

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Connectedness

- Annual dropout rate data
- Attendance
- Enrollment
- PBIS/MTSS data
- Other
    - Family communication data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades K-8, at least 58% of students at Smith Valley School will meet or exceed their personal typical growth in math and reading from the beginning of year (BOY) assessment to the end of year (EOY) iReady assessment during the 2025-26 school year.

Formative Measures: iReady diagnostic assessments for the 2025-26 school year.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address students individual needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Fidelity in implementation of iReady, HMH, and Study Sync curriculum.	Teachers	2025-26 school year
2	Fidelity in implementation of iReady MyPath individualized learning program.	Teachers	2025-26 school year
3	Use of CCRI for corrective reading and reading mastery.	Teachers and CCRI	2025-2026 school

Position Responsible: Principal

Resources Needed: iReady
Study Sync
HMH
ALEKS

Evidence Level
Level 2: Moderate: Data driven instruction

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	355

SMART Goal 1 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success. **Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

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Inquiry Area 1: Student Success

SMART Goal 2: In grades 9-10, at least 55% of students in Smith Valley School will meet their individual growth goal in math and reading from Fall to Spring MAPs testing during the 2025-26 school year.

Formative Measures: Measure of Academic Progress testing (BOY, MOY, and EOY)

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Data driven instruction, regularly analyzing data to identify student strengths and weaknesses. Instructional staff will tailor instruction to address a student's individual needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Math and reading MAP data analysis for grades 9 and 10	Math and English Departments	Fall 2025 to Spring 2026
2	Aleks and StudySync usage reports	Math and English Departments	Fall 2025 to Spring 2026

Position Responsible: School Counselor

Resources Needed: MAP Assessments, ALEKS, NEWSELA, and StudySync platforms

Evidence Level
Level 2: Moderate: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	357

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Student Success
Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success. **Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

Inquiry Area 1: Student Success

SMART Goal 3: Smith Valley School will achieve a graduation rate of 100% for the 2025-26 school year.

Formative Measures: Credit sufficiency rates, weekly failure reports, semester report cards, CCRI interventions, and attendance monitoring.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all Smith Valley School students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	CCRI intervention	CCRI coordinator	Monthly
2	Failure rate review	Counselor/Principal	Weekly
3	Review credit sufficiency rates	Counselor	End of semesters
4	5 year plan creation and implementation	Counselor	Yearly

Position Responsible: CCRI, Counselor, Principal

Resources Needed: IC Data

Evidence Level
Level 1: Strong: Academic supports and interventions

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	359

SMART Goal 3 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Student Success

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.
Critical Root Cause: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

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Inquiry Area 1: Student Success

SMART Goal 4: Smith Valley School will increase the total number of K - 12 work based learning opportunities provided to all students by 10% from the 2024-25 school year to the 2025-26 school year.

Formative Measures: School Links online student program and PAES lab.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increasing awareness and engagement of Smith Valley School students by expanding WBL opportunities and by developing career awareness through the School Links online platform.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Fidelity of implementation of School Links lessons during weekly guidance lessons.	Counselor	2025-2026 school year
2	Use of Pathful and Pathful Jr. in classrooms when applicable.	Classroom Teacher	2025-2026 school year
3	Increasing implementation of Industry Partnerships through field trips, guest speakers, career fashion show/fair, and etc.	Classroom Teacher, Counselor, Parent Teacher Committee	2025-2026 school year

Position Responsible: Classroom Teachers and Counselor

Resources Needed: Pathful/Pathful Jr.
School Links
Industry Partnerships

Evidence Level
Level 2: Moderate: Work based learning

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	361

SMART Goal 4 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Student Success

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.
Critical Root Cause: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

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Inquiry Area 1: Student Success

SMART Goal 5: Smith Valley School will increase the total number of students participating in K - 12 work based learning opportunities by 10% from the 2024-25 school year to the 2025-26 school year.

Formative Measures: School Links online student program and PAES lab.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Increasing awareness and engagement of Smith Valley School students by expanding WBL opportunities and by developing career awareness through the School Links online platform.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Fidelity of implementation of School Links lessons during Advisory.	Advisory Teachers	2025-2026 school year
2	Use of Pathful in classrooms when applicable.	Classroom Teacher	2025-2026 school year
3	Increasing implementation of Industry Partnerships through field trips, guest speakers, PAES Lab, career fair, and etc.	Classroom Teacher, Counselor	2025-2026 school year

Position Responsible: Classroom teachers and Counselor

Resources Needed: Pathful
PAES Lab
School Links
Industry Partnerships

Evidence Level
Level 2: Moderate: Work based learning

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	363

SMART Goal 5 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success. **Critical Root Cause**: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

Inquiry Area 1: Student Success

SMART Goal 6: One hundred percent of Smith Valley High School students will participate in Work Keys by the end of their 10th grade year beginning during the 2025-26 school year.

Formative Measures: Implementation of Work Keys curriculum
NCRC Assessments

Aligns with District Goal

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="3">Improvement Strategy 1: Implementation of ACT's Work Keys Curriculum during advisory and proctoring of National Career Readiness Certificate (NCRC) assessments.

Position Responsible: Principal, Counselor, Advisory Teachers
Resources Needed: Work Keys Curriculum
NCRC Assessments

Evidence Level
Level 1: Strong: Work Keys
Problem Statements/Critical Root Cause: Student Success 1, 2</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td>365</td></tr>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>Monitoring/tracking the implementation of the Work Keys platform.</td><td>Principal, Counselor, Advisory Teachers</td><td>2025-2026 School Year</td></tr>
</table>

SMART Goal 6 Problem Statements:

Student Success
Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Student Success

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.
Critical Root Cause: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

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Inquiry Area 1: Student Success

SMART Goal 7: The percentage of Smith Valley High School college bound students in grade 11 who earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024-25 school year to the 2025-26 school year.

Formative Measures: MAP data, ACT data (ELA and Math), ALEKS, Study Sync, and Work Keys assessment results.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: SVHS will focus on rigorous coursework, data driven assessment, and goal setting with progress monitoring.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	ALEKS implementation	Math Teacher	Throughout the school year
2	ACT Data Analysis	Counselor and Teachers	Quarterly
3	NewsELA writing tool implementation	English Teacher	Throughout the school year

Position Responsible: Counselor and Teachers

Resources Needed: MAPS Data
ALEKS
Study Sync
WorkKeys

Evidence Level
Level 1: Strong: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	367

SMART Goal 7 Problem Statements:

Student Success

Problem Statement 1: Despite advancements in graduation rates and the implementation of work-based learning initiatives, access to and engagement in postsecondary pathways continue to exhibit disparities among various student demographics. To enhance equity in college and career readiness, it is imperative to provide targeted support and inclusive opportunities for all learners. **Critical Root Cause**: The implementation of the curriculum has been inconsistent, characterized by high teacher turnover and variable Tier I instruction. There is a pressing necessity for a more cohesive alignment of the core curriculum with ACT standards, as well as enhanced access to Work-Based Learning (WBL) opportunities.

Student Success

Problem Statement 2: Current instructional practices have resulted in moderate growth among students; however, disparities remain among various student subgroups in achieving academic benchmarks. It is imperative to align instructional approaches with equitable, high-impact strategies that foster improved growth outcomes across all demographic categories. Although many 11th-grade students exhibit aspirations for college, a considerable proportion--particularly those from underrepresented and high-needs populations--fail to attain the ACT benchmark score range of 16-36. Contributing factors to this issue include inconsistent access to ACT preparation resources, lack of instructional alignment, and insufficient equity-focused interventions. In the absence of targeted support, these disparities are likely to persist, adversely affecting college access and long-term student success.
Critical Root Cause: The absence of consistent data tracking and the establishment of clear goals related to graduation metrics and Work-Based Learning (WBL) opportunities presents significant challenges. Furthermore, there is a notable deficiency in both participation rates and equitable access to WBL programs.

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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: By May 2026, all SVS students will have achieved mastery (Performance Level 4) of the NEPF instructional practice standard 4 indicator 1 as evidenced by students being able to fully explain student learning goals/targets. Specifically: "What am I learning? Why am I learning it? How will I know I have learned it?"

Formative Measures: Nevada Educator Performance Framework instructional practice domain standard 4 indicator 1 performance level results.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Consistent student engagement in metacognitive activities to increase understanding of and responsibility for their own learning.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Elementary Lead Measure #1: Implement the What? Why? How? Chart at least three times per week in grades K-6.	Elementary Teachers	2025-26 school year
2	Secondary Lead Measure #1: Implement the Learning Goal and Scale one time per week to monitor the progress of students, in grades 7-12.	Secondary Teachers	2025-26 school year

Position Responsible: Principal/NEPF evaluator

Resources Needed: N/A

Evidence Level
Level 3: Promising: The 4 Disciplines of Execution - Covey

Problem Statements/Critical Root Cause: Adult Learning Culture 1, 2

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	369

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: 6 years of trend data shows that SVS teachers continue to perform lower (average of 3.05) for NEPF instructional practice standard 4 indicator 1 then for indicators 2 and 3 (3.63 and 3.24). **Critical Root Cause**: Inconsistent application of this instructional strategy (teachers communication of learning goals, performance criteria, and purpose of the lesson to students) by SVS instructional staff.
Problem Statement 2: All students not being able to fully explain: 1) what the intended learning goal of the lesson is, 2) why they are learning it, and 3) what successful performance looks like. **Critical Root Cause**: Inconsistent student exposure to and/or application of this metacognition strategy by all SVS instructional staff.

Inquiry Area 3: Connectedness

SMART Goal 1: Smith Valley School will reduce the chronic absenteeism rate by 5% from the 2024-25 school year to the 2025-26 school year.

Formative Measures: Attendance reports.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilizing data, Smith Valley School will engage families and provide early intervention to improve attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review of K - 12 student attendance data.	Principal and attendance secretary	2025-26 school year (twice monthly)
2	Attendance plan intervention spreadsheet	Principal and attendance secretary	2025-26 school year
3	Family communication: Secondary 3 and 6 days absent/semester. Elementary 6 and 12 days per school year.	Principal	2025-26 school year

Position Responsible: Principal

Resources Needed: None

Evidence Level
Level 1: Strong: Early Intervention

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	370

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism continues to hinder student learning, particularly for students impacted by poverty, mobility, and trauma. SVS must enhance supports that build strong school connections and address barriers to daily attendance. **Critical Root Cause**: Inequitable access to high quality instruction, curriculum that feels irrelevant and emotional and mental health challenges.

Lyon County School District

Yerington Elementary School

2025-2026 School Improvement Plan

Classification: 1 Star School

Title I



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Mission Statement

We believe it is our responsibility to support the academic and social growth of our YES community and, ultimately, our society.

Vision

At Yerington Elementary School, we will be teaching the skills that support growth in our next generation socially and academically. We will encourage children to embrace the challenges that comes while growing and model perseverance and problem-solving skills to our children.

As a staff, we commit to being respectful & responsible team members by collaborating and supporting each other as a team, monitoring student achievement with common assessments that inform instruction, and striving to improve personal instructional practice regularly

Demographics & Performance Information

Nevada Report Card

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

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https://nevadareportcard.nv.gov/DI/nv/lyon/yerington_elementary_school/2024

Yerington Elementary School is a Pre-Kindergarten to 4th grade school located within Lyon County School District (Lyon CSD). Lyon CSD enrolls over 9,000 students and has over 1,100 staff members, making it the fourth largest school district in Nevada. Yerington is a rural community, with agriculture being a large component of our community's workforce. At Yerington Elementary School, we have 485 students in PreK-4th grades, and we pride ourselves on being a diverse school with students from many different racial and cultural backgrounds, socio-economic status categories, and social experiences. YES Staff are dedicated to collaborating with families to help all students be successful in their academic and social goals both at school and in life.

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

As of Spring 2025, 39% of students at Yerington Elementary School, grades Kindergarten through Fourth, scored "Early Grade Level" or "Mid/Above Grade Level", as measured by the iReady Reading Diagnostic.

As of Spring 2025, 36% of students at Yerington Elementary School, grades Kindergarten through Fourth, scored "Early Grade Level" or "Mid/Above Grade Level", as measured by the iReady Math Diagnostic. Growth occurred from Fall 2024 to Spring 2025, with 35% of students making Typical Growth on the iReady Reading Diagnostic and 79% of students making Typical Growth on the iReady Math Diagnostic.

Student Success Areas for Growth

Yerington Elementary School needs to have more students make Typical Growth within each school year on both Reading and Math iReady Diagnostic Assessments, as well as more students scoring "Early Grade Level" or "Mid/Above Grade Level" on those assessments for each testing period.

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Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL Certified Staffing has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced.	YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment.
Foster/Homeless	Absences and tardies are frequent for this subgroup of students, as their home lives lack consistency. When a student is absent or tardy, instructional time is lost.	Relationships and communication between administration and counselor with parents will help parents value instructional time within the school setting. If students are late, staff ensures that students have had breakfast or have the opportunity to get breakfast from the lunchroom before beginning class time. Weekend food is sent home through Healthy Communities Coalition.

Student Group	Challenge	Solution
Free and Reduced Lunch	Absences and tardies are frequent for this subgroup of students, as their home lives lack consistency. When a student is absent or tardy, instructional time is lost.	Relationships and communication between administration and counselor with parents will help parents value instructional time within the school setting. If students are late, staff ensures that students have had breakfast or have the opportunity to get breakfast from the lunchroom before beginning class time.
Migrant/Title1-C Eligible	EL Certified Staff has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced. Additionally, absences and tardies are frequent for this subgroup of students, as their home lives lack consistency. When a student is absent or tardy, instructional time is lost.	YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment. Relationships and communication between administration and counselor with parents will help parents value instructional time within the school setting. If students are late, staff ensures that students have had breakfast or have the opportunity to get breakfast from the lunchroom before beginning class time. Weekend food is sent home through Healthy Communities Coalition. 375
Racial/Ethnic Minorities	Students from racial/ethnic minority subgroups may not feel represented within our student body or within the curriculum.	iReady and HMH have a wide variety of ethnicities represented within various components of each level of the curriculum; iReady also provides parent letters to support home learning in different languages which provides equitable access for all. Additionally, YES Multi-Cultural Committee provides information and activities for cultural understanding throughout the year. Navigate 360 represents a variety of cultures and ethnicities to promote social acceptance of all.
Students with IEPs	We have seen a recent increase in SED eligibility and learning disabilities with Dyslexia within our student body	With the additional .5 certified teacher position within Resource, we can provide smaller instructional groups for students with IEPs and/or more time in classrooms for co-teaching with Gen Ed teachers. With this additional staffing, we can also provide programs and specific guidance to help students who are eligible under SED or Learning Disability with Dyslexia

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)
Critical Root Cause: -Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

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Adult Learning Culture

Adult Learning Culture Areas of Strength

To enhance teaching practices and ensure equitable learning opportunities, weekly staff-wide PLCs are held to analyze and utilize class, grade level, and school-wide data. These meetings identify student strengths within the assessments and Personalized Instruction component of iReady, and identify areas of need to develop improvement in instruction, ultimately aiming to create a more cohesive and effective approach to teaching that meets the diverse needs of all students.

Adult Learning Culture Areas for Growth

Yerington Elementary School teachers need to learn how access the tools available within the iReady and HMH curriculum to identify student strengths and weaknesses, so that instruction can be differentiated to meet all student needs.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	EL Certified Staff has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced.	YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment.
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Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs.
Critical Root Cause: -Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums

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Connectedness

Connectedness Areas of Strength

Yerington Elementary School recognizes that regular student attendance is a driver of success both academically and socially. We communicate regularly with students, parents and our school community about the importance of regular school attendance and recognize the students who miss three days or less each quarter. When we have attendance concerns, we send attendance letters home, talk with parents on the phone, or have in person conferences to discuss ways that YES can help the family improve the student's attendance.

Connectedness Areas for Growth

- Addressing root causes of absenteeism in vulnerable populations.
- Increasing student engagement, SEL support, and sense of belonging.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution 380
English Learners	EL Certified Staffing has been reduced for the 25-26 school year which means either instructional groups will increase in numbers/size (teacher:student ratio) or instructional time for each class will be reduced.	YES administration will be pocketing the students who performed lower on the WIDA assessment in 24-25 to ensure that the EL teacher can provide support to those students in a co-teaching environment.
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Racial/Ethnic Minorities	Students from racial/ethnic minority subgroups may not feel represented within our student body or within the curriculum.	iReady and HMH have a wide variety of ethnicities represented within various components of each level of the curriculum; iReady also provides parent letters to support home learning in different languages which provides equitable access for all. Additionally, YES Multi-Cultural Committee provides information and activities for cultural understanding throughout the year. Navigate 360 represents a variety of cultures and ethnicities to promote social acceptance of all.
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Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities.
Critical Root Cause: -Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

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Priority Problem Statements

Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits)

Critical Root Cause 1: -Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

Problem Statement 1 Areas: Student Success

Problem Statement 2: Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs.

Critical Root Cause 2: -Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities.

Critical Root Cause 3: -Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting. 383

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Curriculum Based Measures
- Early reading assessment results
- End-of-Unit Assessments
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- MyPath
- Smarter Balanced (SBAC)
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs

Adult Learning Culture

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional Development Agendas
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Walk-through data

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Connectedness

- Attendance
- Behavior
- Demographic data
- Home Visits
- PBIS/MTSS data
- Social Emotional Learning Data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: 60% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Reading assessment, as measured from Fall 2025 to Spring 2026.

Formative Measures: iReady Reading Diagnostic Assesments, taken in Fall, Winter and Spring by all students K-4.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Students will complete 30 + minutes per week completing lessons within their Path within Personalized Instruction in iReady.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will facilitate time for students to complete 30-45 minutes of Personalized Instruction each week	Teachers Administration	weekly
2	Weekly reports sent to teachers about Personalized Instruction	Administration	weekly
3	Personalized Instruction is the focus of PLCs every other week. Teachers will examine participation data and lesson results, and update the scoreboard.	Administration Teachers	bi-weekly

Position Responsible: Administration, Teachers

Resources Needed: Computers, access to iReady, instructional minutes

Evidence Level
Level 2: Moderate: iReady

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	385

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) **Critical Root Cause**: -Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

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Inquiry Area 1: Student Success

SMART Goal 2: 60% of Yerington Elementary School students will make Typical Growth on the iReady Diagnostic Math assessment, as measured from Fall 2025 to Spring 2026.

Formative Measures: iReady Math Diagnostic Assesments, taken in Fall, Winter and Spring by all students K-4.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Students will complete 30 + minutes per week completing lessons within their Path within Personalized Instruction in iReady.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will facilitate time for students to complete 30-45 minutes of Personalized Instruction each week	Teachers Administratin	weekly
2	Weekly reports sent to teachers about Personalized Instruction	Administration	weekly
3	Personalized Instruction is the focus of PLCs every other week. Teachers will examine participation data and lesson results.	Administration	Bi-Weekly

Position Responsible: Administration, Teachers

Resources Needed: Computers, access to iReady, instructional minutes

Evidence Level
Level 2: Moderate: iReady

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	387

SMART Goal 2 Problem Statements:

Student Success

Problem Statement 1: Teachers at YES need to meet students at their achievement level so students can close achievement gaps (fill in student deficits) **Critical Root Cause**: -Student Behaviors impact instruction time for individual students as well as whole groups of students within classrooms -Teachers may lack efficacy with curriculum -Teachers may lack efficacy in the area of differentiating instruction. -24 % Chronic Absenteeism rate for students in 2024-2025 (down from 41.2% in 2023-2024) -Long Term Substitutes are filling certified teacher openings

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: 100% of Yerington Elementary School Teachers will facilitate an environment for their students to complete 30 or more minutes of personalized instruction within iReady Math and within iReady Reading per week.

Formative Measures: YES iReady Personalized Instruction Summary
PLC Scoreboard

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: YES PLC collaboration will focus on iReady Personalized Instruction data examination bi-weekly.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will work in grade level teams to examine and analyze iReady Personalized Instruction for the previous two weeks.	Administration Teachers	Bi-Weekly
2	Teachers will update scoreboard to track number of students who have 30 or more minutes of Personalized Instruction	Teachers	Bi-Weekly
3	Teachers will examine and analyze student performance on number of lessons passed within iReady Personalized Instruction	Teachers	Bi-Weekly

Position Responsible: Administration, Teachers

Resources Needed: iReady Personalized Instruction data

Evidence Level
Level 2: Moderate: iReady

Problem Statements/Critical Root Cause: Adult Learning Culture 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	388

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs. **Critical Root Cause**: - Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums

Inquiry Area 2: Adult Learning Culture

SMART Goal 2: 100% of Yerington Elementary School Teachers will examine Personalized Instruction data bi-weekly at PLC meetings to make decisions on how to differentiate their instruction to meet individual student academic needs.

Formative Measures: iReady Personalized Instruction data

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May

Improvement Strategy 1: YES PLC collaboration will focus on iReady Personalized Instruction data examination bi-weekly.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will work in grade level teams to examine and analyze iReady Personalized Instruction for the previous two weeks.	Administration Teachers	Bi-Weekly
2	Teachers will update scoreboard to track number of students who have 30 or more minutes of Personalized Instruction	Teachers	Bi-Weekly
3	Teachers will examine and analyze student performance on number of lessons passed within iReady Personalized Instruction	Teachers	Bi-Weekly

Nov	Jan	May
No review	No review	389

Position Responsible: Administration, Teachers

Resources Needed: iReady Personalized Instruction data

Evidence Level
Level 2: Moderate: iReady

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 2 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs. **Critical Root Cause**: - Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums

Inquiry Area 2: Adult Learning Culture

SMART Goal 3: 100% of Yerington Elementary Teachers will be offered monthly Professional Development from our Teacher Leaders that focus on using iReady reports to analyze student performance that will be used to differentiate instruction.

Formative Measures: Teacher attendance scoreboard for monthly PD sessions

Aligns with District Goal

Improvement Strategy 1 Details				Reviews		
Improvement Strategy 1: Provide Support to teachers using iReady data to differentiate instruction				Status Check		EOY Reflection
Action #	**Actions for Implementation**	**Person(s) Responsible**	**Timeline**	**Nov**	**Jan**	**May**
1	Teacher Leaders will offer monthly PD sessions to teachers, focusing on using iReady data to differentiate instruction to meet student needs	Teacher Leaders	Monthly	No review	No review	
Position Responsible: Teacher Leaders, Administrators **Resources Needed:** iReady Data, iReady Curriculum **Evidence Level** **Problem Statements/Critical Root Cause:** Adult Learning Culture 1						390

SMART Goal 3 Problem Statements:

Adult Learning Culture
Problem Statement 1: Teachers at YES are inconsistently using iReady Personalized Instruction to support students' individual academic needs. **Critical Root Cause**: - Monitoring student engagement while logged into iReady is challenging for some teachers/students -Teacher confidence is inconsistent with the iReady and HMH curriculums

Inquiry Area 3: Connectedness

SMART Goal 1: Yerington Elementary School will reduce the chronic absenteeism rate by 10% from the 2024-2025 school yea tot he 2025-2026 school year

Formative Measures: Weekly attendance reports,
MTSS for attendance

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: 100% of chronically absent students from the 2024-2025 school year will have an in-person or phone conference with YES administration in September 2025 to review the importance of regular school attendance.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Weekly report of students' attendance who are flagged as chronically absent in 2024-2025 school year and have weekly in-person attendance check-ins with students	Administrators	Weekly

Position Responsible: Administration

Resources Needed: Infinite Campus Student Attendance Reports
MTSS Teams

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	391

Improvement Strategy 2 Details

Improvement Strategy 2: YES will recognize students in the 2025-2026 school year, for regular school attendance every quarter

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Students with 3 or less absences per quarter will have their picture posted on campus to celebrate and honor regular attendance	Administration	Quarterly

Position Responsible: Administrator

Resources Needed: Infinite Campus attendance reports

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities. **Critical Root Cause**: -Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

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Inquiry Area 3: Connectedness

SMART Goal 2: Yerington Elementary School Staff will provide guidance to families surrounding Social Emotional Learning and Academics at least once a month.

Formative Measures: Facebook and Instagram postings

<table>
<tr><th colspan="4">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="4" rowspan="2">Improvement Strategy 1: Yerington Elementary School Staff will provide videos or posts to Facebook and Instagram that communicate social emotional learning and/or academic guidance to families that align with YES expectations.</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>Action #</td><td>Actions for Implementation</td><td>Person(s) Responsible</td><td>Timeline</td><td rowspan="2">No review</td><td rowspan="2">No review</td><td rowspan="2"></td></tr>
<tr><td>1</td><td>Posting videos and/or slideshows at least once a month to Facebook and Instagram.</td><td>Administration</td><td>Monthly</td></tr>
<tr><td colspan="4">Position Responsible: Administration
Resources Needed: Internet access
Access to Social Media Accounts for YES

Evidence Level
Problem Statements/Critical Root Cause: Connectedness 1</td><td colspan="3">393</td></tr>
</table>

SMART Goal 2 Problem Statements:

Connectedness
Problem Statement 1: YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities. **Critical Root Cause**: -Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

Inquiry Area 3: Connectedness

SMART Goal 3: Yerington Elementary School will increase Work-Based-Learning opportunities to all students at YES by 10% for the 2025-26 school year from 47 events to 52.

Formative Measures: WBL data from each grade level
SchooLinks reports

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Yerington Elementary School Teachers and Counselor will document WBL experiences that their students take part in, both within the iReady and HMH curriculum and planned as supplemental experiences.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	YES School Counselor will create a Google Survey that teachers will access to document WBL experiences offered to their students	YES School Counselor Teachers Administration	Create Survey by August 29, teachers access as applicable throughout the 2025-26 school year
2	YES Staff will access SchooLinks to provide students a resource to explore various careers and experiences.	YES School Counselor Teachers Administration	Monthly

Position Responsible: YES School Counselor, Teachers, Administration

Resources Needed: computer and internet to access survey
Approval from Administration and District Office for visitors and field trips
Funding for field trips
Visitors to YES

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	394

SMART Goal 3 Problem Statements:

Connectedness
Problem Statement 1: YES Staff have different expectations for behavior and social skills than they are accustomed to outside of school, which impacts all aspects of learning including Work Based Learning Opportunities. **Critical Root Cause**: -Families don't know the details about our behavior and social expectations -Families have not been provided details on how to support school expectations when at home -Students who do not attend school regularly have a difficult time adapting to YES social and behavioral expectations -Students who are struggling to comprehend expectations cannot access the benefits of WBL opportunities within the school setting.

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Lyon County School District

Yerington High School

2025-2026 School Improvement Plan

Classification: 3 Star School

Title I

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Demographics & Performance Information

Nevada Report Card

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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Based on accreditation outcomes and review, student area of strength is having positive relationships with staff and other students in the school. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being. Students report feeling safe and welcomed at Yerington High School. Students also report that our CTE programs fit their interest, especially bringing back Ag Mechanics for students. Student Eleot survey data from accreditation indicated that 55% of students who responded to the survey feel that YHS provides a safe environment where students feel like they are treated fairly, with respect and student feel welcomed at school.

Student Success Areas for Growth

Based on the data from accreditation and student Eleot surveys, students report a lack of engagement in their classes. Not all students are consistently provided with opportunities to monitor their learning progress, limiting their ability to reflect on and celebrate their growth. This was seen in the analyzed teacher Eleot observations. Progress monitoring had a total score of 2.66 out of 4.0, which is too low. 65% of student surveyed feel that school is boring and lacks choices. Students feel like they do not have choice to demonstrate mastery of the content and students report that they are expected to complete the same assignments in class. Students also report that they do not know if they are growing in classes and mastering the content. Students may encounter barriers in class without choices and having the ability to know if they have met the standards through learning goals and learning scales. YHS can also increase WBL opportunities for students and increase the graduation rate. YHS had 357 work base learning opportunities for students in the 2024-2025 school year.

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Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to data tracking and goal setting among the teacher and students. Creating learning goals and learning scales for classes is a challenge.	Utilize strong tier 1 instruction, utilizing ESL accommodations. Refer back to NEPF standards for teachers. Our College and Career Ready Instructor (CCRI) will help students stay on track to graduate through grades and credits earned. Create learning goals and learning scales for each class.

Student Group	Challenge	Solution
Foster/Homeless	Commitment to data tracking and goal setting in all classrooms. Creating learning goals and learning scales for classes is a challenge.	Utilize strong tier 1 instruction. Refer back to NEPF standards for teachers and have our CCRI track students' grades and credits earned. Create learning goals and scales for each class.
Free and Reduced Lunch	Commitment to data tracking and goal setting in all classrooms. Creating learning goals and learning scales for classes is a challenge.	Utilize strong tier 1 instruction. Refer back to the NEPF standards for teachers and have our CCRI track students' grades and credits earned. Create learning goals and scales for each class.
Migrant/Title1-C Eligible	Commitment to data tracking and goal setting in all classrooms. Creating learning goals and learning scales for classes is a challenge.	Utilize strong tier 1 instruction. Refer back to the NEPF standards for teachers. We'll have our CCRI track students' grades and credits for graduation. Create learning goals and scales for each class. 399
Racial/Ethnic Minorities	Commitment to data tracking and goal setting in all classrooms. Creating learning goals and learning scales for classes is a challenge.	Utilize strong tier 1 instruction. Refer back to our NEPF standards for teacher. We'll have our CCRI track students' grades and credits for graduation. Create learning goals and scales for each class.
Students with IEPs	Commitment to data tracking and goal setting in all classrooms. Commitment to attend all IEPs to know areas which students need more support. Creating learning goals and learning scales for classes is a challenge.	Utilize strong tier 1 instruction along with student IEP goals. Refer back to our NEPF standards for teachers. We'll have our CCRI track students' grades and credits for graduation. Create learning goals and scales for each class.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth.
Critical Root Cause: Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

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Adult Learning Culture

Adult Learning Culture Areas of Strength

Staff does an excellent job at making students feel welcomed. Staff builds positive rapport with students.

Adult Learning Culture Areas for Growth

Areas of growth for the adult learning culture would be to actively use the Portrait of a Learner and the NEPF instructional practices to drive more student engagement allowing students more choice and allowing students to rate their learning while in class. Pedagogy around Discovery Learning and Student Ownership from Portrait of a Learner will help strength student's ability to monitor their learning and problem solve while feeling empowered and having self knowledge and direction. Standard 2 and Standard 4 within the NEPF instructional practices will help strength student's abilities to think more about their learning while monitoring what they already know and what they still need to master. Teachers can support high cognitive activities and offer students more choices to help students demonstrate their mastery of skills while selecting a method to do this within their classes.

Adult Learning Culture Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Commitment to the ESL accommodations, not offering more choices for students to demonstrate mastery of learning and not offering student reflection on their learning.	Review ESL accommodations. Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students. Make Portrait of a Learner a priority for the entire school by reviewing elements each month.
Foster/Homeless	Offer more choices for students to demonstrate mastery of learning while giving opportunities for students to reflect on their learning.	Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students. Make Portrait of a Learner a priority for the entire school by reviewing elements each month.
Free and Reduced Lunch	Offer more choices for students to demonstrate mastery of learning while giving opportunities for students to reflect on their learning.	Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students.

Student Group	Challenge	Solution
Migrant/Title1-C Eligible	Offer more choices for students to demonstrate mastery of learning while giving opportunities for students to reflect on their learning.	Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students. Make Portrait of a Learner a priority for the entire school by reviewing elements each month.
Racial/Ethnic Minorities	Offer more choices for students to demonstrate mastery of learning while giving opportunities for students to reflect on their learning.	Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students. Make Portrait of a Learner a priority for the entire school by reviewing elements each month.
Students with IEPs	Attending all IEPs. Offer more choices for students to demonstrate mastery of learning while giving opportunities for students to reflect on their learning.	Take a deeper dive into the NEPF instructional standards while creating learning scales and goals for students with a focus on students' individual IEP goals. Make Portrait of a Learner a priority for the entire school by reviewing elements each month.

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Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While some teachers have kept up on developing learning goals and learning scales for classes, we need all teachers to provide this opportunity for students. Teachers also need to differentiate their instruction offering more ways for students to demonstrate mastery of the standards. Certified teachers along with long term subs need more support to understand the instructional practices within the NEPF standards and Portrait of a Learner in order for student to be able to rate where they are in their learning and have choices when it comes to showing what students know and have learned in the class.
Critical Root Cause: Inconsistent practices in the classrooms with learning goals and scales along with differentiation. New staff and long term subs are not aware of the NEPF instructional standards and practices or Portrait of a Learner.

Connectedness

Connectedness Areas of Strength

In the last five years, we have seen more families attend our parent/teacher conferences. We also have the majority of our families connected to YHS via email addresses so families can receive information from the school along with the YHS monthly newsletter.

Connectedness Areas for Growth

Chronic absenteeism is an issue that needs to attention. We have parents/guardians who do not require their students to attend school for various reasons other than being sick, going to a doctor appointment or attending a funeral. Parents/guardians report that their students "just don't want to come," even after we explain the importance of attendance in school.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	This year, ICE was a factor in the spring semester for attendance. Reaching parents in their native languages needs to be a priority. There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Be sure to translate for parents/guardians so we ensure that families understand our concerns regarding attendance. Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.
Foster/Homeless	There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.
Free and Reduced Lunch	There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.
Migrant/Title1-C Eligible	There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.

Student Group	Challenge	Solution
Racial/Ethnic Minorities	There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.
Students with IEPs	There needs to be a commitment to reach out to families in a timely manner to discuss absences sooner.	Create a system in house that prompts reaching out to families to discuss attendance that starts with phone calls but also in person meetings with the families and student.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism is an issue for YHS. If students are not in class, students develop holes in their learning. The holes that students get from being absent makes it hard to earn credits. If students don't earn the credits, students will not graduate on time. More collaboration and communication with families is needed.
Critical Root Cause: Since Covid, parents allow their students to stay home because the student doesn't want to come to school, which in return creates issues with students being chronically absent from school. Parents believe that students can just get online and complete their work at home and not attend in-person. YHS also needs to do a better job working with families and students regarding absences. A formal plan that is created and monitored throughout the year is needed.

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Priority Problem Statements

Problem Statement 1: Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth.

Critical Root Cause 1: Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

Problem Statement 1 Areas: Student Success

Problem Statement 2: While some teachers have kept up on developing learning goals and learning scales for classes, we need all teachers to provide this opportunity for students. Teachers also need to differentiate their instruction offering more ways for students to demonstrate mastery of the standards. Certified teachers along with long term subs need more support to understand the instructional practices within the NEPF standards and Portrait of a Learner in order for student to be able to rate where they are in their learning and have choices when it comes to showing what students know and have learned in the class.

Critical Root Cause 2: Inconsistent practices in the classrooms with learning goals and scales along with differentiation. New staff and long term subs are not aware of the NEPF instructional standards and practices or Portrait of a Learner.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism is an issue for YHS. If students are not in class, students develop holes in their learning. The holes that students get from being absent makes it hard to earn credits. If students don't earn the credits, students will not graduate on time. More collaboration and communication with families is needed.

Critical Root Cause 3: Since Covid, parents allow their students to stay home because the student doesn't want to come to school, which in return creates issues with students being chronically absent from school. Parents believe that students can just get online and complete their work at home and not attend in-person. YHS also needs to do a better job working with families and students regarding absences. A formal plan that is created and monitored throughout the year is needed.

Problem Statement 3 Areas: Connectedness

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Accelerated/Advanced Coursework Enrollment
- ASVAB
- CCR Participation data
- College and career readiness data
- Course Offerings
- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Science
- CTE
- Curriculum Based Measures
- End-of-Unit Assessments
- Grades
- Graduation rates/GED/HiSET data
- Local benchmark, common assessments, diagnostic assessments, or interim assessments data
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Nevada Alternate Assessment (NAA)
- Nevada State Performance Framework (NSPF)
- SAT, ACT, PSAT or ASPIRE
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Student failure and/or retention rates
- Tier I Instructional Materials Assessments
- Transition Data
- WIDA ACCESS for ELLs
- Other
    - attendance, truancies, behavior referrals

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Adult Learning Culture

- Administrator evaluation
- Budgets/entitlements and expenditures data
- Evaluation(s) of professional development implementation and impact
- Lesson Plans
- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Professional development needs assessment data
- Professional learning communities (PLC) data/agenda/notes
- School department and/or faculty meeting discussions and data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- Student Climate Survey
- Study of best practices
- Teacher evaluation
- Teacher retention
- Walk-through data
- Other
    - Portrait of a Learner Data

Connectedness

- Annual dropout rate data
- Attendance
- Behavior
- Community surveys and/or other feedback
- Completion rates and/or graduation rates data
- Demographic data
- Dual credit College Prep
- Enrollment
- Home Visits
- Mobility rate, including longitudinal data
- PBIS/MTSS data
- Perception/survey data
- Tobacco, alcohol, and other drug-use data
- Other
    - parent/teacher conference attendance data

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: In grades 9-10, at least 55% of students at YHS will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.

Formative Measures: YHS will continue to use and analyze data such as WIDA, previous year's MAP data, ACT data, to help and support students throughout the year to help fill in learning gaps. Observation data collected by administrators that focuses on differentiation, more choices for students, and learning goals and scales will be shared through post conferences and as a whole with the staff. Teachers will also share students scores and have conferences with students so students understand where they are with their MAP scores and what growth is needed.

Aligns with District Goal

<table>
<tr><th colspan="2">Improvement Strategy 1 Details</th><th colspan="3">Reviews</th></tr>
<tr><td colspan="2" rowspan="3">Improvement Strategy 1: Data driven instruction that includes differentiation, IEP goals, ESL accommodations, along with learning scales and goals to help support students and to better equip teachers tailor instruction to address a student's individual needs. NEPF and Portrait of a Learner will help support instructional strategies.

<table>
<tr><th>Action #</th><th>Actions for Implementation</th><th>Person(s) Responsible</th><th>Timeline</th></tr>
<tr><td>1</td><td>ELA and Math MAP Data Analysis for grades 9 and 10</td><td>Staff and Administration</td><td>fall, winter & spring</td></tr>
<tr><td>2</td><td>Pre & Post conferences with teachers</td><td>administration</td><td>fall, winter & spring</td></tr>
</table>
Position Responsible: staff and administration
Resources Needed: MAP data, PLC team for staff meetings, department meeting time, and scheduled pre and post conferences

Evidence Level
Level 2: Moderate: Data driver instruction
Problem Statements/Critical Root Cause: Student Success 1</td><td colspan="2">Status Check</td><td>EOY Reflection</td></tr>
<tr><td>Nov</td><td>Jan</td><td>May</td></tr>
<tr><td>No review</td><td>No review</td><td></td></tr>
</table>

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. **Critical Root Cause**: Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

Inquiry Area 1: Student Success

SMART Goal 2: YHS will increase the total number of students participating in work-based learning opportunities by 5% from the 2024/2025 school year to the 2025/2026 school year. During the 2024-2025 school year, YHS offered 357 work base learning opportunities with 1945 student participating in those opportunities.

Formative Measures: YHS will continue to track WBL opportunities for students. During collaboration, we will work as a staff to discuss what other opportunities we can provide to students this year. All WBL opportunities are tracked through the LCSD Multi-Media/Guest Speaker policy. This paperwork allows us to track the opportunities provided to students. Through School Links, students will also be able to track their WBL opportunities throughout the school year.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: We will continue to increase awareness and engagement of all stakeholders by expanding industry partnerships. We will continue to reach out to former students who have graduated to share return and their stories and pathways. We will also reach out to other stakeholders in the community, such as Peri and Sons, Wild West, and Wells Fargo to develop partnerships and allow them to come to the school to share opportunities at their businesses, just an example. We will also continue to encourage and enroll students in the PAES Lab and utilize School Links this upcoming school year.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Intentional student enrollment in PAES Lab	counselor & administrators	August & February
2	Roll out and PD for School Links	teachers & administrators	August & staff collaboration meetings
3	LCSD Multi-Media/Guest Speaker paperwork completion	teachers & administrators	monthly
4	School Links data analysis	teachers & administrators	biweekly

Position Responsible: staff, counselor & administrators

Resources Needed: PD for School Links

Evidence Level
Level 2: Moderate: Work Base Learning

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	409

SMART Goal 2 Problem Statements:

Student Success
Problem Statement 1: Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. **Critical Root Cause**: Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

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Inquiry Area 1: Student Success

SMART Goal 3: YHS will increase the graduation rate from to 94.68% to 95.5% by the end of the 2025/2026 school year.

Formative Measures: YHS will continue to run grades weekly, documenting meeting with students and families with strategies to help students pass their classes to graduate on time. The College and Career Coach will identify students through the early warning system in Infinite Campus and the MTSS team will focus on these students weekly with a focus on grades.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Academic supports and interventions needed to ensure the success of all students.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Review early warning system/CCRI data	CCRI and administration	weekly for MTSS meetings
2	After school tutoring	staff and administration	start tutoring after first 3 weeks of school for the remainder of the school year
3	Parent/student meetings	administration	as needed, weekly
4	Review failure rates	administration	weekly, every Monday
5	Seniors enrolled in credit recovery class during school year	counselor and administration	year long

Position Responsible: CCRI, staff and administration

Resources Needed: Title 1 funds for after school tutoring

Evidence Level
Level 2: Moderate: strong academic supports and interventions

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	411

SMART Goal 3 Problem Statements:

Student Success

Problem Statement 1: Despite using WIDA and MAP data to drive instruction, students are not actively monitoring their learning progress so they can increase accountability, set meaningful learning goals, and advocate for their personal growth. **Critical Root Cause**: Lack on tier 1 instruction that includes goal setting, meta cognition, and learning scales for students in all classrooms.

Inquiry Area 2: Adult Learning Culture

SMART Goal 1: YHS teachers will be taking a deeper drive into the NEPF instructional standards along with the Portrait of a Learner to create stronger supports for students and their learning. Through learning scales and goals along with differentiation, students can own more of their learning and teachers will be better equipped to help students with their learning gaps. YHS will increase the percentage of college bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT by 2%
from the 2024/2025 school year to the 2025/2026 school year. During the 2024-2025 school year, approximately 33% of YHS juniors who took the ACT received a composite score of 16 or above. In other words, 34 out of 103 students earned a composite score of 16 or above. Through more professional development as a staff on NEPF, we can better prepare students for the ACT. Having intentional conversations with students regarding the ACT and the ACT Work Keys with students will increase their awareness and knowledge about what the ACT can do for them and their future.

Formative Measures: YHS administration will be collecting observation data that includes more choices for students to demonstrate mastery of standards, differentiation, and learning goals and scales that will help with post conferences as well as the staff as a whole.

Aligns with District Goal

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Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	413

Improvement Strategy 1: YHS will focus on rigorous coursework, differentiation, along with goal setting and learning scaled that includes progress monitoring.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Teachers will be taking a deeper dive into NEPF instructional standards along with Portrait of a Learner to support strong learning in the classroom with pre and post conferences focused on differentiation and learning goals and scales.	Teachers and admininstrators	year long
2	ACT WorkKeys	Teachers and administrators	year long
3	Parent University regarding the ACT and ACT Work Keys to provide more knowledge for families and students along with what teachers are doing in the classrooms through NEPF to support students with the ACT and ACT Work Keys	Teachers, counselors, and administrators	November
4	ACT Work Keys PD for staff	District and administrators	fall, 2025
5	ACT practice exams	Teachers and administrators	fall, 2025 & early spring, 2026
6	Completion of ACT Work Keys exams for 10th graders	Teachers and administrators	spring, 2026

Position Responsible: teachers and administrators

Resources Needed: ACT Work Keys curriculum for students and teachers, PLC time to discuss curricula and roll out of the ACT Work Keys

Evidence Level
Level 2: Moderate: ACT WorkKeys and Instructional Strategies

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture

Problem Statement 1: While some teachers have kept up on developing learning goals and learning scales for classes, we need all teachers to provide this opportunity for students. Teachers also need to differentiate their instruction offering more ways for students to demonstrate mastery of the standards. Certified teachers along with long term subs need more support to understand the instructional practices within the NEPF standards and Portrait of a Learner in order for student to be able to rate where they are in their learning and have choices when it comes to showing what students know and have learned in the class. **Critical Root Cause**: Inconsistent practices in the classrooms with learning goals and scales along with differentiation. New staff and long term subs are not aware of the NEPF instructional standards and practices or Portrait of a Learner.

Inquiry Area 3: Connectedness

SMART Goal 1: YHS will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year. During the 2024-2025 school year, YHS had a total of 108 truancies, which included 136 students.

Formative Measures: Through the MTSS process and with the help from the attendance secretary, students who are absent will be identified daily to in order to reach the families and students regarding attendance. A more proactive approach daily will catch student absences and allow for data and communication logs between the school, student, and parent to ensure students are attending school.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Utilizing data, YHS will engage with students and families daily to provide early intervention to improve attendance and avoid chronic absenteeism.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Develop Attendance /Intervention Template through collaboration with the District's intervention template	MTSS team, attendance secretary, and assistant principal	fall, 2025
2	Attendance Data	attendance secretary, and assistant principal	daily
3	Monitor attendance on a weekly basis	MTSS team, attendance secretary, and assistant principal	weekly

Position Responsible: MTSS team, attendance secretary, administration

Resources Needed: intervention template/communication log

Evidence Level
Level 2: Moderate: early intervention

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	414

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism is an issue for YHS. If students are not in class, students develop holes in their learning. The holes that students get from being absent makes it hard to earn credits. If students don't earn the credits, students will not graduate on time. More collaboration and communication with families is needed. **Critical Root Cause**: Since Covid, parents allow their students to stay home because the student doesn't want to come to school, which in return creates issues with students being chronically absent from school. Parents believe that students can just get online and complete their work at home and not attend in-person. YHS also needs to do a better job working with families and students regarding absences. A formal plan that is created and monitored throughout the year is needed.

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Schoolwide and Targeted Assistance Title I Elements

2.1: School Performance Plan (SPP) developed with appropriate stakeholders

The school improvement plan which includes staff, a parent, a student, and the community such as our Native American liaison, meets twice a month to review the plan as a team. Once this team meets, feedback is shared with the entire staff.

Lyon County School District

Yerington Intermediate School

2025-2026 School Improvement Plan

Classification: 2 Star School

Title I



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Mission Statement

Yerington Intermediate School fosters a safe, mindful, and productive learning environment where every student builds the skills to be a lifelong learner, develops strong connections with others, and takes ownership of their learning journey through perseverance, communication, and discovery.

Vision

Yerington Intermediate School empowers students in grades 5 through 8 to grow as connected, capable, and confident individuals who are prepared for success in high school and beyond — academically, socially, and emotionally.

Demographics & Performance Information

Nevada Report Card

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

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Comprehensive Needs Assessment

Student Success

Student Success Areas of Strength

Yerington Intermediate School: Student Success Summary/ Areas of Strength (2025–2026)

Overview

Yerington Intermediate School (YIS) has continued to build on the momentum of previous years, showing strong growth in student academic performance and social-emotional learning (SEL). With a focus on targeted interventions, professional development, and a comprehensive SEL curriculum, YIS has successfully advanced student engagement, achievement, and well-being. The 2025–2026 School Performance Plan (SPP) continues this work with deeper integration of data-driven instruction, continuous improvement, and holistic development of all learners.

Academic Achievement

During the 2024–2025 school year, YIS saw sustained improvement in standardized test scores for both ELA and Mathematics. This success was fueled by:

- Continued use of targeted interventions such as PRIDE Fridays and after-school tutoring, offering additional academic support for students who need it most. 420
- Ongoing implementation of the iReady Math Curriculum, enabling personalized learning and measurable academic gains.
- A sustained school-wide commitment to data-driven instruction, using formative assessments to identify learning gaps and inform personalized instructional strategies.

Thanks to these efforts, YIS continued to meet or exceed district averages in several areas, with noticeable growth in the percentage of students reaching their projected MAP growth goals. For 2025–2026, YIS is setting its sights even higher—aiming for 80% of students to meet their growth targets in both ELA and Math, and for 97% to demonstrate measurable progress.

Social-Emotional Learning (SEL)

The 2024–2025 school year further solidified YIS's commitment to social-emotional development. All teachers consistently delivered SEL lessons, helping students strengthen critical life skills including self-regulation, empathy, and resilience. The result has been a more focused and positive school climate, reduced behavioral incidents, and greater academic engagement.

For 2025–2026, YIS will deepen SEL integration by:

- Monitoring and analyzing the impact of SEL on academic and behavioral outcomes.
- Expanding SEL efforts to include family and community partnerships, encouraging consistent support at home and school.

Focus Areas for 2025–2026

Data-Driven Instruction and Targeted Interventions

YIS will continue refining how student data is used to drive instruction and interventions. Quarterly data reviews and individualized support will remain a cornerstone of PRIDE Fridays and after-school tutoring.

Differentiated Instruction

Teachers will expand their use of differentiated strategies to meet the diverse learning needs of all students—those needing remediation as well as those ready for enrichment.

Family and Community Engagement

YIS will increase efforts to engage families in both academic and SEL learning. Family nights, workshops, and consistent communication will build strong partnerships between home and school.

Growth Targets for Underperforming Subgroups

Focused support will be provided to English Learners, students with IEPs, and economically disadvantaged students to close achievement gaps and ensure consistent academic growth.

Looking Ahead

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Yerington Intermediate School remains committed to supporting every student's academic and emotional growth. Our focus on cultivating a **mindful**, **productive**, and **safe** learning environment is central to our mission. With dedicated staff, involved families, and a strong community spirit, YIS is determined to ensure that all students thrive.

Student Success Strengths

- **Strong Academic Growth in Core Subjects**
  Students continue to show measurable progress in ELA and Math, especially in areas where interventions and support systems are in place.
- **Improved Behavior and Accountability**
  PBIS systems and Think Sheets promote student reflection, improved behavior, and accountability, fostering a safer and more respectful learning environment.
- **High Levels of Engagement in Extracurricular Activities**
  Participation in sports, arts, and clubs remains strong. These opportunities support academic success and help build confidence and leadership.
- **Growth in Social-Emotional Skills**
  SEL-focused lessons have helped students develop skills such as emotional regulation and conflict resolution, contributing to a healthier school culture.
- **Positive Attendance Trends**
  Attendance continues to improve, with students showing increased commitment to their education and understanding the value of being present.

- **Success with Project-Based Learning**
  PBL continues to be a strength, allowing students to apply their knowledge in real-world scenarios that require collaboration, problem-solving, and critical thinking.

- **Resilience and Adaptability**
  Students demonstrate adaptability to changing environments and instructional approaches, showing perseverance and a growth mindset across challenges.

Student Success Areas for Growth

Student Success Areas for Growth

Despite significant academic and behavioral improvements, Yerington Intermediate School remains committed to ongoing reflection and growth. The following areas have been identified as opportunities for further development to support student achievement and overall school improvement:

Closing Achievement Gaps for Subgroups

While overall academic performance continues to rise, disparities persist among English Learners, students with Individualized Education Programs (IEPs), and economically disadvantaged students. YIS will:

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- Implement targeted small-group instruction and interventions tailored to the needs of these subgroups.
- Provide ongoing professional development for teachers focused on differentiated instruction and culturally responsive practices.
- Increase access to academic supports such as in-class accommodations, co-teaching models, and peer tutoring.

Enhancing Academic Rigor and Engagement

Some students are not yet fully challenged or engaged in core academic areas. To foster deeper learning and higher-order thinking skills, YIS will:

- Strengthen implementation of project-based learning to increase academic rigor and real-world application.
- Integrate enrichment opportunities into regular classroom instruction to stretch high-achieving students.
- Provide coaching and planning time for teachers to align instruction with more rigorous standards and student interests.

Consistency in Behavior Expectations and Tiered Supports

Although PBIS and Think Sheets are widely used, there is a need for increased consistency in behavioral expectations, documentation, and follow-up across classrooms and grade levels. YIS will:

- Ensure all staff receive refresher training on PBIS protocols and the use of Think Sheets.
- Monitor fidelity of behavior intervention implementation through classroom walkthroughs and behavior data.
- Strengthen Tier 2 and Tier 3 behavioral supports for students who require more intensive interventions.

Student-Led Goal Setting and Ownership

YIS encourages student ownership, but further emphasis is needed on student-led goal setting and monitoring. To support this, YIS will:

- Introduce regular student conferences focused on personal and academic goals.
- Embed reflection and progress-monitoring routines into weekly PRIDE time.
- Expand the use of digital portfolios or goal tracking tools to help students visualize their growth.

Increasing Parent and Guardian Involvement

While family engagement has improved, more consistent and meaningful collaboration with families—especially those of underperforming students—is needed. YIS will:

- Develop new ways for families to participate in their child's learning, including flexible meeting times, virtual options, and home learning resources.
- Strengthen communication about academic expectations, student progress, and SEL development.
- Expand the role of the Title I Parent Advisory Committee to co-design events and supports that reflect family priorities.

Support for Attendance and Chronic Absenteeism

Although overall attendance has improved, chronic absenteeism continues to impact a subset of students. To address this, YIS will:

- Use attendance data to identify trends and target supports for students at risk.
- Partner with families and community resources to address barriers such as transportation, health, and housing.
- Implement positive attendance campaigns and incentives through the PBIS Rewards system to celebrate consistent attendance.

Student Success Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Limited academic vocabulary and language proficiency affect performance in content areas.	Implement daily designated English Language Development instruction and scaffolded content support within core subjects.
Foster/Homeless	High mobility and inconsistent access to school supplies, technology, and routines.	Partner with local agencies to provide wraparound services, offer school-based counseling, and maintain a consistent point-of-contact staff member.
Free and Reduced Lunch	Economic hardship impacts readiness to learn (e.g., hunger, lack of school materials).	Use Title I funds to provide school supplies, snacks, and access to academic support programs like after-school tutoring and PRIDE Fridays.
Migrant/Title1-C Eligible	Irregular attendance and gaps in education due to seasonal work and relocation.	Coordinate with the district Migrant Ed Liaison to provide flexible instructional supports and parent engagement opportunities that accommodate family schedules
Racial/Ethnic Minorities	Cultural disconnects and underrepresentation in leadership and enrichment programs.	424 Increase cultural representation in curriculum, celebrate diverse cultural heritage, and recruit diverse student voices for leadership roles and clubs.
Students with IEPs	Need for individualized supports to access grade-level curriculum effectively.	Strengthen inclusive practices through co-teaching, provide ongoing training in differentiation, and ensure timely implementation of IEP accommodations.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Despite overall academic growth, a significant percentage of underperforming student subgroups--such as English Learners, students with IEPs, and economically disadvantaged students--are not meeting grade-level proficiency in ELA and Math.
Critical Root Cause: Inconsistent differentiation and limited access to targeted interventions have made it difficult to address diverse learning needs effectively across all content areas.

Adult Learning Culture

Adult Learning Culture Areas of Strength

Adult Learning Culture Strengths

YIS benefits from a committed and collaborative staff that models the values of lifelong learning and shared leadership. The following strengths are foundational to our school's culture of continuous improvement:

Collaborative and Supportive Staff Culture

Teachers and staff at YIS demonstrate a strong sense of unity and shared purpose, supporting one another through teamwork and open communication. This culture fosters resilience, innovation, and a solutions-focused mindset.

Dedication to Professional Growth

Staff consistently engage in professional development opportunities, including voluntary after-school trainings, book studies, and external workshops. This dedication supports the implementation of new strategies aligned to school goals.

Alignment to Core Values and Mission

YIS staff embody the PBIS traits of being Mindful, Productive, and Safe. These values guide both student instruction and adult decision-making, creating a consistent and purpose-driven school environment.

Responsiveness to Coaching and Feedback

Teachers and staff actively seek feedback from peers, instructional coaches, and administrators. They are open to reflection and demonstrate a growth mindset in refining their instructional and behavioral practices.

Adult Learning Culture Areas for Growth

Adult Learning Culture Areas for Growth

Yerington Intermediate School (YIS) recognizes that a strong adult learning culture is essential to student success. While many supports are in place, the following growth areas have been identified to enhance teacher collaboration, professional development, and instructional impact:

Collaborative Planning and Vertical Alignment

Grade-level and content-area teams have limited opportunities to plan together in a structured and consistent way.

- **Solution:** Embed common planning times into the weekly schedule and implement monthly vertical team meetings to align instructional strategies, assessments, and

expectations across grade levels.

Data-Driven Instructional Practice

While data is collected regularly, there is inconsistency in how effectively it is analyzed and applied to drive instruction.

- **Solution:** Provide dedicated PLC time for deep dives into student data, paired with ongoing professional learning focused on using MAP, formative assessments, and progress monitoring to inform instruction.

Effective Use of Instructional Technology

Staff exhibit a range of proficiency levels when integrating digital tools for student engagement, differentiation, and assessment.

- **Solution:** Offer tiered technology PD, pairing beginner and advanced options, and build a peer-coaching model to support staff in applying tech tools purposefully in their instruction.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): While PLCs exist, there is inconsistency in how effectively data is analyzed and applied to instructional planning, leading to variability in instructional quality and student outcomes.
Critical Root Cause: Lack of structured protocols, ongoing training, and designated collaboration time has limited the depth and consistency of data-driven instructional practices among teaching staff.

Connectedness

Connectedness Areas of Strength

Connectedness Strengths

Yerington Intermediate School takes pride in its welcoming and inclusive environment. The school continues to build meaningful relationships that support academic and social success across all grade levels:

Strong Sense of Belonging Among Students

Students feel safe, welcomed, and accepted at school, supported by consistent PBIS expectations and a culture rooted in respect and mindfulness.

High Levels of Staff-Student Connection

Teachers and support staff maintain strong daily connections with students through proactive relationship-building, mentorship, and visibility throughout campus.

Community Partnerships and Involvement

YIS benefits from strong ties with local organizations, tribal leaders, and businesses, bringing real-world learning, cultural celebrations, and enrichment into the school community.

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Inclusive School Culture

School-wide events, recognition systems like PBIS Rewards, and student-led celebrations promote school pride and create shared experiences that foster inclusion and connection.

Connectedness Areas for Growth

Connectedness Areas for Growth

Yerington Intermediate School is dedicated to strengthening the bonds between students, staff, and families to ensure every member of the school community feels valued and included. The following areas have been identified for growth as we continue to build a more connected and supportive school environment:

Consistent Relationships with Trusted Adults

Some students report that they do not have a consistent, trusted adult to connect with at school on a regular basis.

Engagement of Hard-to-Reach Families

Families of some high-needs students remain underrepresented in school events and communication efforts, limiting their involvement in student learning and school culture.

Student Voice in Decision-Making

Opportunities for students to share feedback or help shape school decisions and initiatives are limited, particularly outside of classroom settings.

Connectedness Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers can limit participation in school events, peer relationships, and classroom discussions.	Provide bilingual staff support, translated materials, and create peer buddy systems to support social integration.
Foster/Homeless	**Frequent transitions and unstable housing reduce opportunities to build lasting school relationships.**	Assign consistent adult mentors or check-in staff and provide access to basic needs and school supplies through school-based supports.
Free and Reduced Lunch	Economic hardships may result in limited participation in extracurriculars, field trips, and other school experiences.	Offer fee waivers, scholarships, and targeted invitations to ensure all students can participate fully in school life.
Migrant/Title1-C Eligible	High mobility and irregular attendance disrupt continuity in peer and adult relationships.	Coordinate consistent outreach through the district Migrant Liaison and offer welcoming routines for returning students.
Racial/Ethnic Minorities	Cultural underrepresentation may contribute to feelings of isolation or exclusion from school identity.	Celebrate cultural diversity through schoolwide events, classroom lessons, and student leadership opportunities focused on inclusion.
Students with IEPs	Some students with disabilities may struggle to build peer relationships or feel included in general education settings.	Provide inclusive social opportunities, peer supports, and SEL instruction that promotes empathy and collaboration.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Chronic absenteeism remains a challenge for a subset of students, impacting academic progress and overall engagement with school.
Critical Root Cause: Some students and families lack strong relational ties to the school, and early interventions are not always timely or sustained, limiting efforts to build a sense of belonging and accountability.

Priority Problem Statements

Problem Statement 1: Despite overall academic growth, a significant percentage of underperforming student subgroups--such as English Learners, students with IEPs, and economically disadvantaged students--are not meeting grade-level proficiency in ELA and Math.

Critical Root Cause 1: Inconsistent differentiation and limited access to targeted interventions have made it difficult to address diverse learning needs effectively across all content areas.

Problem Statement 1 Areas: Student Success

Problem Statement 2: While PLCs exist, there is inconsistency in how effectively data is analyzed and applied to instructional planning, leading to variability in instructional quality and student outcomes.

Critical Root Cause 2: Lack of structured protocols, ongoing training, and designated collaboration time has limited the depth and consistency of data-driven instructional practices among teaching staff.

Problem Statement 2 Areas: Adult Learning Culture

Problem Statement 3: Chronic absenteeism remains a challenge for a subset of students, impacting academic progress and overall engagement with school.

Critical Root Cause 3: Some students and families lack strong relational ties to the school, and early interventions are not always timely or sustained, limiting efforts to build a sense of belonging and accountability.

Problem Statement 3 Areas: Connectedness

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- Credit Sufficiency/Deficiency/Retrieval data
- Criterion-Referenced Test in Mathematics
- Criterion-Referenced Test in Science
- Curriculum Based Measures
- Grades
- MAP Growth Assessment
- Multi-Tiered System of Supports (MTSS)
- Smarter Balanced (SBAC)
- Student Climate Survey, Student Voice
- Tier I Instructional Materials Assessments
- WIDA ACCESS for ELLs
- WIDA Alternate ACCESS (WAA)
- WIDA Screener

Adult Learning Culture

- Administrator evaluation
- Master schedule
- Professional Development Agendas
- School leadership data
- Student Climate Survey
- Teacher evaluation
- Teacher retention
- Teacher/Student Ratio
- Walk-through data

Connectedness

- Attendance
- Behavior
- Community surveys and/or other feedback
- Demographic data
- Enrollment
- Enrollment trends
- Gifted and talented data
- PBIS/MTSS data
- School safety data
- Volunteer opportunities, attendance, and participation

Inquiry Areas

Inquiry Area 1: Student Success

SMART Goal 1: At Yerington Intermediate School, at least 58% of students will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Formative Measures: i-Ready Diagnostics in Reading and Math
District/ School Usage Reports

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Improvement Strategy 1
Data driven instruction, regularly analyzing data to identify student strengths and weaknesses to help teachers tailor instruction to address a student's individual needs.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Monthly Data Chats	Administration, MTSS Coordinator, CCRI, Teacher Leaders	Monthly
2	District Wide Data Digs	Administration, Teacher Leaders	Fall, Winter, Spring
3	ELA and MATH IReady Data Analysis	Administration	Fall, Winter, Spring

Resources Needed: i-Ready Reading and Math Assessment Suite
i-Ready Math Curriculum
HMH ELA Curriculum
Study Sync ELA Curriculum
Ongoing Professional Learning
Time for Data Digs
District MTSS meetings
College and Career Readiness Interventionists (CCRI)

Evidence Level
Level 2: Moderate: Data Driven Instruction

Problem Statements/Critical Root Cause: Student Success 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	432

SMART Goal 1 Problem Statements:

Student Success
Problem Statement 1: Despite overall academic growth, a significant percentage of underperforming student subgroups--such as English Learners, students with IEPs, and economically disadvantaged students--are not meeting grade-level proficiency in ELA and Math. **Critical Root Cause**: Inconsistent differentiation and limited access to targeted interventions have made it difficult to address diverse learning needs effectively across all content areas.

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Inquiry Area 2: Adult Learning Culture

SMART Goal 1: SMART Goal - Adult Learning Culture
By June of 2026, 100% of certified teaching staff at Yerington Intermediate School will participate in at least one collaborative data-driven planning cycle per quarter (4 total), as measured by PLC agendas, attendance logs, and instructional planning artifacts, in order to strengthen instructional practices and increase student academic growth in ELA and Math.

Formative Measures: Attendance Logs
Survey Data

Aligns with District Goal

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Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	435

Improvement Strategy 1: Improvement Strategy:
Enhance the effectiveness of professional learning communities (PLCs) by embedding structured, data-driven collaboration cycles and providing targeted support for instructional planning.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	1. Establish and publish a quarterly PLC calendar with designated times for data analysis, planning, and reflection aligned to assessment windows.	Administration, MTSS Coordinator, Teacher Leaders	Quarterly
2	2. Provide targeted training to staff on analyzing student data and developing responsive instructional plans, with support from district and site-based coaches.	MTSS Coordinator, CCRI, Teacher Leaders	Biweekly
3	3. Collect and review PLC artifacts (agendas, student work samples, action plans) each quarter to ensure accountability and provide feedback for continuous improvement.	Administration, CCRI, Teacher Leaders	Quarterly

Resources Needed: Scheduled PLC Time
Student Data Access
Professional Development Materials
Facilitation Support
Digital Collaboration Tools
Technology Access
Feedback & Monitoring Tools

Evidence Level
Level 2: Moderate: Teacher Efficacy

Problem Statements/Critical Root Cause: Adult Learning Culture 1

SMART Goal 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: While PLCs exist, there is inconsistency in how effectively data is analyzed and applied to instructional planning, leading to variability in instructional quality and student outcomes. **Critical Root Cause**: Lack of structured protocols, ongoing training, and designated collaboration time has limited the depth and consistency of data-driven instructional practices among teaching staff.

Inquiry Area 3: Connectedness

SMART Goal 1: Yerington Intermediate School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Formative Measures: Monitor the number and percentage of students with 5 or more absences per month, identifying early patterns of chronic absenteeism (defined as missing 10% or more of the school year). Use Infinite Campus attendance data to update this tracker monthly and guide targeted interventions.

Aligns with District Goal

Improvement Strategy 1 Details

Improvement Strategy 1: Improvement Strategy:
Strengthen student and family engagement through early intervention, consistent communication, and a schoolwide culture that emphasizes the value of daily attendance and relationships.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	1. Identify students at risk of chronic absenteeism using attendance data and implement tiered intervention strategies.	Administration, MTSS Coordinator, Office Staff, Counselor	Weekly
2	2. Develop and run an attendance incentive program using PBIS Rewards to recognize improved and consistent attendance.	CCRI, MTSS Coordinator, Teacher Leaders, PBIS Team	Monthly
3	3. Increase family outreach and education on the impact of chronic absenteeism through events, newsletters, and one-on-one communication.	Administration, Teacher Leaders	Quarterly

Resources Needed: Attendance Monitoring Tools
PBIS Rewards System
Family Communication Platforms
Incentives and Recognition Materials
Staff Time for Monitoring and Follow-up
Translated and Accessible Materials

Evidence Level

Problem Statements/Critical Root Cause: Connectedness 1

Reviews

Status Check		EOY Reflection
Nov	Jan	May
No review	No review	436

SMART Goal 1 Problem Statements:

Connectedness
Problem Statement 1: Chronic absenteeism remains a challenge for a subset of students, impacting academic progress and overall engagement with school. **Critical Root Cause**: Some students and families lack strong relational ties to the school, and early interventions are not always timely or sustained, limiting efforts to build a sense of belonging and accountability.

Inquiry Area 3: Connectedness

SMART Goal 2: Yerington Intermediate School will increase inclusive engagement and communication with marginalized stakeholder groups, specifically Native American and Hispanic families, by establishing two-way communication systems and increasing cultural representation in school decision-making teams, with the goal of increasing the participation from these groups by 25% during the 2025-2026 school year.

Formative Measures: Attendance logs from Title I meetings, listening sessions, and committee membership (tracked monthly)

Family surveys or feedback forms asking about accessibility, cultural representation, and willingness to participate

Track invitations extended and follow-ups made with Native/Hispanic stakeholders

Number of culturally representative events co-planned with families or tribal partners

Aligns with District Goal

Improvement Strategy 1 Details	Reviews		
	Status Check		EOY Reflection
	Nov	Jan	May
	No review	No review	439

Improvement Strategy 1: Build trust, increase communication, and elevate the voices of Native American and Hispanic families through intentional outreach, partnership, and representation in decision-making structures.

Action #	Actions for Implementation	Person(s) Responsible	Timeline
1	Establish consistent communication and engagement with local community groups that represent Native American and Hispanic students, including tribal leadership and cultural organizations, to gather input on school climate, discipline, and family engagement.	School Administration, Title I Coordinator, Teacher Leaders	Initiate contact by September 2024; hold bi-monthly meetings through June 2026
2	Develop and distribute bilingual, culturally responsive communication materials to inform families of engagement opportunities and school events.	Title I Coordinator, School Office Staff, Teacher Leaders	Monthly, beginning August 2024 and continuing through the 2025-2026 school year

Position Responsible: School Administration, Office Staff, Teacher Leaders, PBIS/ MTSS coordinators.

Resources Needed: Contact lists and liaison support (tribal offices, cultural centers)

Meeting logistics (space, refreshments, interpreter services if needed)

Time for relationship-building and follow-up

Translation services

Communication platforms (Email, Phone, LCSD MASSCOMMS)

Printing supplies or digital tools (Google Docs, Canva)

Evidence Level

Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: Harman Bains, Executive Director of Operations

Re: Lyon CSD Bid #2023-1- Annual Renewal

Recommendation:
The Board of Trustees approve the annual renewal Lyon CSD Bid #2023-1.

Background Information:
Pursuant to NRS 332.195, the district operations and maintenance team developed a "Cooperative, Utilization, Joinder Agreement" (Lyon CSD Bid #2023-1) focused on "Flooring, Artificial Turf, and Gym Interior Finishes".

Pursuant to NRS 338.138, on April 20, 2023, the district published Lyon CSD Bid #2023-1 via public request for proposal (RFP). The district received two bids upon bid closing on June 2, 2023, both of which the Board of Trustees approved June 2023. Lyon CSD Bid #2023-1 contract allows the board the option for an annual renewal up to four additional years. LCSD is recommending this renewal.

The goal of a Lyon CSD Bid #2023-1 Cooperative Purchasing Agreement is to leverage the needs of other Nevada public organizations for related services and materials, streamlining the procurement process and saving the public organizations time and cost. The utilization of Lyon CSD Bid #2023-1 further creates continuity of delivery, labor and services and allows for more effective forecasting of procurement needs allowing for better overall budget and project management.

Lyon CSD Bid #2023-1, like Sourcewell, is a cooperative agreement which provides state government agencies, education, and nonprofit organizations maximum statewide buying power. Unlike Sourcewell, which has a national reach, Lyon CSD Bid #2023-1 specifically fulfills Nevada solicitation requirements and offers easy access to awarded contractor(s) allowing others in Nevada to "piggyback" on Lyon CSD Bid #2023-1 prices. What separates Lyon CSD Bid #2023-1 from Sourcewell agreements is the lack of overhead costs allowing for lower prices on products and services. Lyon CSD Bid #2023-1, is a zero-obligation bid for Lyon County School District, meaning the district reserves the right to use or not use the awarded vendors for any products or services.

Lyon CSD Bid #2023-1 was published as a 3-part bid (Floor Coverings, Artificial Turf & Play Fall Surfaces, Gym Interior Finishes) with over 300 price sheet items. Each contractor having the option to select which part they wanted to submit. Flooring Solutions of Nevada (FSI) selected all three parts and Contract Flooring and Interior Services selected Part 1. Both options being beneficial for Lyon County School District purposes as it provides the district with multiple contractor options, Contract Flooring and Interior Services based out of Northern Nevada and Flooring Solutions of Nevada (FSI) out of Southern Nevada.

Lyon CSD Bid #2023-1 benefits Lyon County School District in the same manner with pricing power as all other state funded government agencies, including but not limited to; K-12 public education, charter schools, local municipalities, city governments, community colleges, universities, and other nonprofit organizations with pricing power. In addition to pricing power, this agreement also benefits Lyon County School District with a 2% administrative warrant. The agreement's administrative management warrant (fee) will consist of 2% to be paid by the vendor to Lyon County School District for any cooperative services provided to any other public entities. The administration fee is designed to help manage the cost of development and ongoing costs of contract tracking and management. The vendor(s) will supply a quarterly report to Lyon County School District indicating those public entities that have adopted Lyon CSD Bid #2023-1. The district, unless otherwise directed by the Board of Trustees, plans to deposit all administrative warrant revenues into Captial Projects Fund 340.

Budget Considerations:
N/A

Discussed at Previous Meeting:
N/A

Attachment(s):
N/A

Respectfully Submitted,
Harman Bains, Executive Director of Operations

Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

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

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

Background Information:

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

Budget Considerations:

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

Discussed at Previous Meeting:
September 26, 2023

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

2023~~3~~5-2025~~5~~7

NEGOTIATED AGREEMENT

Between the

Lyon County School District Board
of School Trustees

And

Lyon County Administrators Association

LCAA

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Appendix A 2023~~3~~5-2025~~5~~7 Salary Schedule

PREAMBLE

WHEREAS, pursuant to the provisions of Chapter 288 of the laws of the State of Nevada, known as the *Local Government Employee Management Relations Act,* the Lyon County Administrators Association (LCAA) has been recognized by the Lyon County Board of School Trustees as the exclusive bargaining representative for the unit hereinafter described, and

WHEREAS, the Trustees and LCAA recognize a common responsibility to work together in cooperation in order to achieve high quality education and to cooperate in their common aims and their employer-employee relationships, and

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

1) Direct itsemployees;
2) Hire, promote, classify, transfer, assign, retain, suspend, demote, discharge or take disciplinary action against anyemployee;
3) Relieve any employee fromduty;
4) Maintain the efficiency of its operations;
5) Determine the methods, means and personnel by which its operations are to be conducted;
6) Take whatever actions may be necessary to carry out its responsibilities in an emergency.

NOW, THEREFORE, the said parties have as a result of joint discussions and negotiations agreed upon the following terms concerning the conditions of employment for all members of the bargaining unit represented byLCAA.

ARTICLE I—DEFINITIONS

Terms used in this Agreement shall have the meaning ascribed to them in the following definitions:

1-1 The term “NRS 288”, as used in this agreement, shall refer to the Statues of Nevada enacted by the 1969 session of the Nevada Legislature and revised by subsequent sessions of the Nevada Legislature, also known as the *Local Government Employee-Management Relations Act.*

1-2 The term “Administrators”, as used in this agreement, shall refer to all contracted administrative employees listed herein who are eligible for membership in the Lyon County Administrators Association (hereinafter referred to as LCAA), and who are qualified for and hold administrative positions including any administrative certification required by the Nevada Law and with the exception of such administrators who are excluded by NRS 288. 170. Any references to individual administrators in this Agreement in masculine terms such as “he,” “his,” or “him,” shall in every case be applicable to female employees as if they were written as “she,” or “hers,” or “her.” Probationary administrators as defined by NRS 391.3197(7) are covered by this agreement with the exception of Articles IV (Grievance Procedure) and XVIII (Reduction in Force) during their probationary period.

Positions covered by this Agreement are limited to the following:
Principals
Assistant Principals
Deans of Students

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

1-4 The term “Association or LCAA”, as used in this Agreement, shall mean the Lyon County Administrators Association and is the entity known as the Employee Organization in NRS 288.040, including its authorized officers and representatives.

1-5 The term “District or School District”, as used in this Agreement, shall mean the Lyon County School District.

1-6 The term “Superintendent”, as used in this Agreement, shall mean the Superintendent of Schools of the Lyon County School District.

1-7 The term “School Year”, as used in the Agreement, shall be defined in accordance with NRS 388.080, as amended, (1) which currently states “…the public school year commences on the first day of July and ends the last day of June.”

1-8 The term “Board”, as used in this Agreement, means the Local Government Employee Management Relations Board, as provided in NRS 288.030.

1-9 The term “Agreement”, as used in this Agreement, refers to the name of this document, being the Agreement between Lyon County School District and LCAA.

1-10 The term “Immediate Family”, as us in this Agreement, shall mean the employee’s spouse, children, parents, siblings, grandparents, grandchildren, any person similarly related by marriage, foster parents, and any person living in the immediate household of the employee. For purposes of bereavement leave only, the term “immediate family” will include a significant other in the employee’s life.

1-11 The term “Day”, as used in this Agreement, shall mean each day or portion of a day that the School District’s Superintendent’s Office is open for business.

1-12 The term “Contracted School Year”, as used in this Agreement, shall mean the period of time from the Administrator’s first contracted day through the last contracted day and includes the days teachers and students are present at the Administrator’s building site (s).

1-13 The term “Public Employees Retirement System” and “PERS”, as used in this Agreement, shall mean the Nevada Public Employees Retirement System.

ARTICLE II—RECOGNITION

2-1 Exclusive representation:
The Trustees recognize LCAA as the exclusive representative of all administrators employed by Lyon County Board of School Trustees and as defined in Article 1-2, with the exception of such employees are excluded by NRS 288.170.

ARTICLE III—FAIR PRACTICES

3-1 Impartial representation:
LCAA must represent equally all administrative personnel within the bargaining unit without regard to membership or participation in any other administrative employee organization, or on the basis of race, creed, color, national origin, sex, age, or disability.

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

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

Director of Human Resources
Lyon County School District

25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800
dhuckaby@lyoncsd.org

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

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

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

ARTICLE IV—GRIEVANCE PROCEDURE

4-1 Grievances

A grievance shall be defined as a dispute regarding the interpretation, application, or alleged violation of any of the provisions of this Agreement. Any post-probationary administrator in the school district covered by this Agreement may file a grievance.

4-1-1 *Filing grievances*

Individual administrators or groups of administrators who are directly affected by the dispute may bring a grievance. Grievances may be initiated or pursued at any step and to any higher step by an aggrieved administrator. A grievance filed by an administrator involving more than one administrator in more than one location may be commenced at step two of the grievance and arbitration procedure by filing a formal written grievance.

4-1-2 *Formal written grievances*

A grievance, as defined above, must be filed in writing, alleging the articles or provisions in dispute within 15 days of the incident or facts which gave rise to the grievance.

4-2 Grievance procedure

All grievances shall be handled in the following manner:

4-2-1 Informal grievance procedure

An administrator having grievance will first attempt to resolve it informally by meeting with his or her immediate supervisor. Neither party shall make a written report concerning the grievance. If the administrator is not satisfied with the response from the immediate supervisor he or she may proceed to step one. No grievance can be resolved in favor of the employee at this level without written approval of the Superintendent or designee.

4-2-2 Formal grievance procedure, step one

If a grievance is not satisfactorily resolved by informal procedures, as described in 4-2-1, it may be submitted to the aggrieved administrator's supervisor in writing within the timeframe set forth in 4-1-2. The written grievance shall identify the basis for the

grievance, including the articles or provisions of the Agreement allegedly violated, and shall state what informal efforts at resolution were attempted. A copy of the written grievance shall also be submitted to the Superintendent or his designee. No grievance can be resolved in favor of the employee at this level without written approval of the Superintendent or designee.

4-2-3 Receipt of grievance by the superintendent

Within five days from the superintendent's receipt of a written grievance, the superintendent or designee shall meet with the aggrieved administrator, an LCAA representative if requested by the employee, and the supervisor who is the subject of the grievance.

4-2-4 Superintendent's written response

Within ten days after step one grievance procedure meeting, the superintendent or designee shall submit to the aggrieved administrator a written response to the grievance, including the superintendent's position regarding the grievance and alleged violations.

4-2-5 Board of Trustees

Within fifteen days after receipt of the Superintendent's decision the grievance can be submitted to the Board of Trustees for review and action at the next regularly scheduled Board meeting and subject to the notice requirements of NRS Chapter 241. The Board shall issue its decision on the grievance at the meeting. The decision of the Board shall be final and binding on the parties except as provided in paragraph 4-2-6.

4-2-6 Mediation

If the grievant and/or Association is not satisfied with the disposition of the grievance by the Board of Trustees the grievance may be submitted to the mediation by informing the Superintendent within five (5) days after the Board's written decision. The Superintendent and the Association President would have to consent to the mediation. The mediator shall be appointed by the Federal Mediation and Conciliation Service. The mediation shall be conducted within thirty (30) days of the appointment of the mediator. The mediator has no binding authority. Any mediated agreement voluntarily agreed to by both parties will be final and binding and not subject to further appeal or court action. Any fees or cost imposed by FMCS will be equally split by the parties. If no agreement is reached in mediation the decision of the Board remains final and binding on the parties.

4-2-7 Failure to meet time limitations

A grievance shall be automatically advanced to the next step if the District fails to observe the time limitations outlined in the grievance procedure of the Agreement. Failure on the part of the aggrieved administrator to meet the required time limitations shall be deemed a withdrawal and forfeiture of the grievance.

4-2-8 Extension of time by mutual agreement

Time limitations outlined in the grievance procedure may be extended by mutual agreement of the parties.

ARTICLE V—USE OF FACILITIES

5-1 LCAA use of school facilities

LCAA may be allowed to the use of school facilities for Association meetings during non-duty or non-work hours. LCAA officers will schedule meetings with the appropriate administrator

of the school facilities in advance of meetings to assure that there are no conflicts.

ARTICLE VI—ASSOCIATION LEAVE

6-1 Leave for LCAA officers

For each separate fiscal year covered by the term of this Agreement, LCAA officers will be allocated a total aggregate of 5 days leave to attend Association meetings, conferences, legislative sessions, and conventions. These days must be applied for and approved by the superintendent. The Association will reimburse the District for any substitute costs caused by this leave.

ARTICLE VII—EXTENDED LEAVE OF ABSENCE

7-1 Extended leave

After three consecutive years of employment with the district, an administrator may apply for and be granted an unpaid leave of absence of not longer than one (1) school year for the following purposes, subject to approval by the Superintendent. An extended leave of absence may be granted for personal or family emergencies, birth or adoption, or to care for a sick or elderly family member. The following conditions shall apply to an extended leave of absence:

7-1-1 *Extended leave, benefits and limitations*

An administrator on an extended leave of absence, as described in 7-1, may continue to participate, at his or her expense, in the district group health insurance plan. Except for approved sabbatical leave, as provided in 7-2, administrators on long term leaves of absence are not eligible to receive salary, sick leave, or retirement credit.

7-1-2 Restoration of benefits after extended leave

Any and all benefits that an administrator was entitled to at the time his or her leave of absence commenced, including accumulated sick leave, shall be restored to the administrator upon his or her return. An administrator may be assigned to an open administrative or teaching position for which the administrator is qualified and licensed or may apply for any administrative opening. Salary on return based on applicable Collective Bargaining Agreement or as agreed to at time of approval of extended leave. Administrators returning from extended leave shall notify the superintendent on or before March 1 prior to the school year that he or she intends to return to the district or the administrator has no rights to return to the District.

7-1-3 Requesting extended leave

All extended leaves of absence shall be requested in writing from the trustees including the reasons for the leave and length of requested leave. When an administrator in the district requests an extended leave of absence, the superintendent and trustees shall provide written notice to the administrator approving or denying approval of the application, with an explanation if the application for extended leave is denied.

7-2 Sabbatical leave

Sabbatical leave for a period of up to one (1) school year may be granted to an administrator who wishes to pursue study or other activities that are directly related to his or her work assignment.

7-2-1 Sabbatical leave, eligibility

To be eligible for leave, the administrator must have completed seven full years of

continuous administrative service with the district, and an administrator in the district may only reapply for additional sabbatical leave every seven years, although trustees may approve an application for an extension of a sabbatical leave of up to 12 months.

7-2-2 Sabbatical leave, salary and benefits

During sabbatical leave, an administrator's salary shall be one-fourth of the salary less supervising stipend he or she would have normally received that contract year, less any extra duty pay. An administrator approved for sabbatical leave who wishes to be paid while on leave shall furnish a surety bond indemnifying the district against loss in the event the administrator fails to render the minimum service required after return from leave. If the administrator does not elect to furnish a surety bond, payment of sabbatical leave salary will be made in twenty-four monthly installments added to the salary received by the administrator during the subsequent 24-month period following the sabbatical leave. An administrator on sabbatical leave may continue to participate in the district health insurance program, at his or her expense.

7-2-3 Sabbatical leave, obligations

An administrator must agree to return to the district for a minimum of two school years of employment following sabbatical leave.

ARTICLE VIII-SHORT TERM LEAVE, SICK LEAVE

8-1 Sick leave

Sick leave is short-term leave that is granted an administrative employee, under the terms of this Agreement, for unavoidable absences due to personal illness, injury, medical appointments, maternity, paternity, or other medical events.

8-1-1 Sick leave credit and accrual

Administrative employees covered by this Agreement shall be credited with 15 days of sick leave at the beginning of the contracted school year. Unused sick leave may accrue from year to year without limitation.

8-1-2 Compensation for short-term sick leave

Absence due to illness, injury, medical appointments, maternity, or other medical events shall be compensated leave to the extent of the employee has earned or accrued sick leave in accordance with the above provisions.

8-1-3 Donated sick leave

a. An administrator in the District may donate up to three (3) earned or accrued sick leave days per year to another administrator in the bargaining unit based on the following requirements:
b. The donated sick days are used for long-term debilitating illnesses or disability with recovery time of more than fifteen (15) days which cause him/her to be unable to fulfill his/her job responsibilities with the District and who have exhausted his/her accumulated sick leave and all personal leave.
c. The event is one which would be considered a qualifying event under FMLA (even if employee is not covered under FMLA).
d. The event is not anxiety/depression except when employee is admitted into a treatment facility.
e. Donated days cannot be used for elective surgery, personal business, extended family illness or maternity leave.
f. The maximum number of days which any one employee can be granted from other administrators is sixty (60) days. All applicable leave will run concurrently with the Family and Medical Leave Act (FMLA) guidelines.

8-2 Family sick leave

An administrator in the district my use earned or accrued sick leave for illness, injury, medical appointments, or other medical events in his or her immediate family.

8-2-1 Donated Sick Leave To Spouse

If both spouses are employed by the District as part of the LCAA bargaining unit, one spouse may donate sick leave to the other spouse up to a maximum of twelve (12) weeks per the FMLA guidelines.

8-3 Sick leave and other short term Leave reimbursement on termination of employment.

Administrators leaving the employment of the district with at least eight (8) years of employment with the District shall be paid each day of unused sick/short term leave based on the following scale and providing they have: (a) at least five consecutive years of contracted employment in the district, (b) notified the district by March 1 of the current school year of their intent to terminate employment at the end of the contract year, and (c) have not been dismissed, pursuant to NRS 391. Administrators may not receive both payment and transfer of sick leave to another District.

Number of Days	Rate/Day	Maximum Benefit
181-300	$50.00	$15,000.00
162-180	$45.00	$8100.00
144-161	$40.00	$6440.00
126-143	$35.00	$5005.00
100-125	$30.00	$3750.00

The maximum aggregate payment for sick/short term leave for all full time Administrators covered by this agreement shall not exceed $50,000 each year. If the aggregate total exceeds the annual cap per year, payment shall be prorated to all recipients.

8-4 Sick leave bank

Administrators may participate in the LCEA sick leave bank subject to the terms and conditions of the LCEA sick leave bank and subject to written consent of the LCEA.

ARTICLE IX- SHORT TERM LEAVE, BEREAVEMENT LEAVE

9-1 Bereavement Leave

Full time administrators may be granted (5) days each school year for bereavement leave. Bereavement leave shall be deducted from short term leave. Additional time may be granted by the Superintendent.

ARTICLE X SHORT TERM LEAVE, CIVIC AND PERSONAL LEAVE

10-1 Leave to fulfill civic duties

The Superintendent shall grant leave to an administrator who has been summoned or compelled to be a witness or juror in a court of law. Leave shall be granted with no deduction in pay. The administrator shall turn over any reimbursement from the court to the district.

10-2 Personal Leave

Administrative employees shall be credited ~~three~~ four (4) personal leave days at the beginning of each contract year ~~except where an employee carries forward personal days in which case the three personal days will be reduced such that there are no more than a maximum of five personal days at the beginning of each contract year.~~ A maximum of ~~two~~ three (3) personal leave days may be accumulated or carried from year to year; no more than three (3) consecutive days can be used at one time. Except in emergencies, forty eight (48) hours advance notice will be given to the administrator's supervisor prior to taking personal leave.

ARTICLE XI COMPENSATION

11-1 Compensation for professional employment

Compensation for administrative employees shall be determined according to the attached salary schedule. ~~Ten percent (10.0%)~~ Twenty-five one-hundredth (0.25%) raise for the 2023~~3~~5-2024~~4~~6school year and ~~two and one half percent (2.5%)~~ one and seventy-five hundredths (~~2~~1.75~~5~~% raise for the 2024~~4~~6-2025~~5~~7 school year, absent any unforeseen, significant changes in state funding. This does not include the one and six hundred twenty-five thousandths-(1,625%) ~~one and eight hundred seventy-five thousandths of a percent (1.875%)~~ PERS increase payable by the District effective July 1, 2023~~3~~5- through June 30, 2025~~5~~7. ~~In addition, the District agrees to add $5,000 to the principal salary schedules, $2,000 to the high school assistant principal salary schedules, and $1,000 to the elementary and middle school assistant principal salary schedules beginning July 1, 2023.~~

11-2 Initial Credit for prior experience upon hire

Administrative Experience: Administrators will be given credit for previous experience on a 1:1 ratio if hired into a similar administrative position as determined by the District. When an administrator moves from an administrative position to another administrative position of greater responsibility as determined by the District, he/she will be given credit for previous experience on a 2:1 ratio. Example: With two years administrative experience as an Assistant Principal, the administrator is granted one year experience on the Principals' salary schedule. With four years administrative experience as an Assistant Principal, the administrator is granted two years experience on the Principal's salary schedule.

The comparability of experience will be discussed with the applicant in advance, and a decision will be made as to which experience does qualify.

New administrators hired as Principal, Assistant Principal or Dean of Students will be given credit for teaching experience on a 5:1 ratio for verified teaching experience.

In situations of the 2:1 and5:1 ratio causing a fractional or partial credit will be rounded up when the experience level is 50% or greater of a year, and rounded down when the experience level is less than 50% of a year

11-3 Extended Contracts for Extenuating Circumstances

The School Board may approve extended contracts for Administrators adding a contract day or days paid at the employee's daily rate of pay calculated on the employee's base contract for extenuating circumstances determined in the School Board's sole discretion such as opening a new school, emergencies or other unforeseen circumstances.

11.4 The District and the Association agree to establish a working group to fully examine the compensation structure offered by the District. The working group shall examine items; including, but not limited to: starting wages, ending wages, step increases, daily rates of pay for positions by grade level, the number of required days for each position by grade level, the amount of uncompensated work outside of the contractual number of days, and column increases.

The working groups shall complete their examination of the compensation structure no later than March 1, 2027. The work group shall begin its work no later than November 1, 2025. The District and the Association shall each select up to 5 members of the working group. Upon mutual agreement, the working group may be expanded.

ARTICLE XII HEALTH INSURANCE, DEATH AND DISABILITY BENEFITS, AND OTHER BENEFITS

12-1 ~~The district shall provide the same health insurance for administrators as it provides for other licensed employees in the district, and shall contribute up to $725.00 per month (for employees enrolled in the Lyon County School District Health Care Plan effective July 1, 2023 – June 30, 2024, and contribute up to $780 per month for employees enrolled in the Lyon County School District Health Care Plan effective July 1, 2024 – June 30, 2025.~~

~~Dependent coverage will be made available at full cost to the employee at the current rate. LCAA accepts that there may be some fluctuation in the benefits during the terms of this agreement.~~

Effective July 1, 2025 and upon the execution of this Agreement, the LCSD and LCAA agrees that the LCSD shall contribute 100% of the premium on the base health insurance plan for eligible employees (those scheduled to work twenty-five (25) hours or more per week) and contribute 35% towards dependent health insurance coverage from July 1, 2025 – June 30, 2026, with the agreement that the costs associated with this increase shall be included in the total compensation package negotiated for the successor agreement.

Effective July 1, 2026 – June 30, 2027, LCSD shall contribute the same amount of the premium of the prior year plus an additional 19.9% on the base health insurance plan for eligible employees (those scheduled to work twenty-five (25) hours or more per week) and contribute an additional 19.9% of the prior year's dependent cost up to 35% of dependent health insurance coverage, with the agreement that the costs associated with this increase shall be included in the total compensation package negotiated for the successor agreement.

12-2 Death and Dismemberment

The district shall maintain an insurance policy in the amount of $100,000 for Assistant Principals/Deans of Students and $250,000 for Principals to provide for the death or dismemberment of any administrator while acting in the performance of his or her administrative responsibilities and subject to the terms of the policy. The life insurance benefit and premium are reduced by 50% at age 70.

12-3 Comprehensive physical

The district shall pay the cost of providing each administrator with a comprehensive physical examination with the District's current contracted provider every two (2) years. Employees may request an annual comprehensive physical to the superintendent, if necessary.

12-4 Flexible Benefit Plan

The district offers its employees an Internal Revenue Code Section 125 Flexible Benefits Plan.

12-5 LCAA membership dues

The district agrees to facilitate the payment of membership dues for those district administrators who elect membership in LCAA through a monthly payroll deduction. LCAA will establish the dues amount on an annual basis for the subsequent school year before the start of that year. LCAA shall be responsible to communicate the dues amount to the district. The District will not collect dues from any administrator not authorizing the collection in writing at the beginning of the school year. The District is not responsible for collecting dues from employees notifying the District to terminate dues deductions at any time during the year. The Association shall indemnify and hold the District harmless including the payment of the District's attorney's fees and costs in any dispute arising from the District collecting or failing to collect dues from employees.

ARTICLE XIII PROCTECTION AGAINST LITIGATION

13-1 Legal Defense

The district shall bear the expense of a legal defense when any litigation or claim arises from the actions of an administrator who is functioning within the proper course and scope of his or her duties and responsibilities as required by Nevada law. Legal assistance to an administrator shall be provided up to the limits of the district's liability insurance policy, which the district shall maintain for this purpose.

ARTICLE XIV SALARY CREDITS FOR PROFESSIONAL DEVELOPMENT

14-1 Salary credit for administrator professional development

All Administrators must have a Master's Degree and Nevada Administrative Certification. Recognizing the value of professional development for improving the quality of administrative services and overall educational program in the district, the district agrees to provide salary credits for administrators who continue their own professional growth as provided in this Article.

14-1-1 Undergraduate and graduate credits

The district agrees to accept undergraduate for two-thirds credit and graduate credits for full credit on the salary schedule when: (a) the course taken meets the requirements for the administrator's licensure and/or (b) the course is taken to improve expertise in the administrator's area of licensure. Courses qualifying for credit must be pre-approved by the Superintendent or designee in writing. Credits for initial placement and educational advancement must meet the following:

a. Is accepted by the Nevada Department of Education for licensing or relicensing and is:
b. Directly related to the Administrator's certification or;
c. Directly related to the Administrator's current assignment or;
d. Directly related to an accredited Doctorate degree.

14-1-2 *Initial Placement*

When hired, or assigned the Administrator shall be place on the Article XI, section 11-1 salary schedule by the District Personnel Office upon receipt of official sealed transcripts from the granting accredited institution(s) and verification of previous experience in accordance with Article 11-2.

14-1-3 Educational Advancement

Salary adjustments for additional credits are made semi-annually. Official sealed transcripts from accredited institution(s) and official notices of completion of District approved workshop/in-service classes can be submitted as soon as they are earned. Credits must be submitted by January 15 for adjustment on the salary schedule beginning the first day of the second semester. Credits must be submitted by September 15 for adjustment on the salary schedule beginning during the September pay period. In-service and post-secondary credits not part of an advanced degree or program must be received within three (3) years of the date of completion. In-service credits sponsored by the District will not be applied to salary advancement if earned during the regular employee work day or if paid for by the District.

14-1-4 Appeal of Denial for Credit for Educational Advancement

Any denial of credit may be appealed under the requirements of the negotiated grievance procedure.

ARTICLE XV PUBLIC EMPLOYEES RETIREMENT SYSTEM BENEFITS

15-1 District contribution to PERS
The district will pay the standard employer contribution for each administrator to PERS pursuant to the requirements of Nevada law including increase/decrease of salaries based on increase/decrease to PERS contribution.

ARTICLE XVI- NO STRIKE AGREEMENT

16-1 Conformance with NRS 288.160
District trustees agree to recognize LCAA as the sole bargaining unit for the administrators in the district as defined in Article I, 1-2. LCAA agrees to abide by the provisions of NRS 288.160 in that its members pledge not to strike against the district under any circumstances. "Strike" shall have the meaning ascribed to it in NRS 288.070.

ARTICLE XVII-REDUCTION IN FORCE

17-1 The School District retains the right to determine when a reduction in force is necessary, the number of individuals who will be reduced, and areas where reductions in force will occur.

17-2 When a reduction in force occurs, the District will notify the Association. The Association will form an advisory committee to review the District's proposed reduction in force and provide recommendations to the District regarding how to proceed.

17-3 The parties agree that the following criteria as alphabetized below will be used when a reduction of force becomes necessary:

17-3-1 (a) Administrators that voluntarily resign their position with the District shall be first reduced from the work force. (b) Effective/Highly Effective performance evaluations from the past three consecutive school years. (c) Seniority as defined in 17.4 of this Agreement.

17-3-2 An administrator whose position is eliminated as a result of a reduction in force shall be offered any equivalent administrative position where a vacancy occurs. For purposes of this Article, an equivalent administrative position is one that is comparable to the position currently held by the administrator; that is, a principal will be offered a principalship; an assistant principal will be offered an assistant principalship.

17-3-3 If no administrator voluntarily resigns and/or no other equivalent administrative vacancy is available, then the administrator that is subject to a reduction in force will have the right to bump the least senior administrator in his or her administrative category, i.e., principal or assistant principal. A more senior principal shall have the right to bump the least senior principal and a more senior assistant principal shall have the right to bump the least senior assistant principal.

17-3-4 In the event that a more senior principal bumps the least senior principal, the least senior principal shall have the right to bump the least senior assistant principal in the District. In no case shall an assistant principal have the right to bump a principal in the District.

17-3-5 In the event that the least senior assist principal is bumped, the District shall offer to place him or her in a teaching position in the District for which he or she is

qualified by licensure.

17-3-6 In the event that a reduction in force occurs in the District office and the District office administrator affected by the reduction has previous site level principal experience in the District, he or she shall have the right to bump the least senior principal, if he or she has greater seniority than the least senior principal.

17-4 For purposes of this Article, seniority shall be defined as follows:

17-4-1 Total years of District administrative experience in the administrator's current assignment, i.e., principal or assistant principal. For purposes of determining seniority, District office administrative experience, including the Superintendency, Deputy Superintendency, associate Superintendency, and Directorships, shall be counted the same as experience in the principalship.

17-4-2 In the event that two or more administrators are affected by a reduction in force and these administrators have the same total years of administrative experience in their current assignment, the administrator with the greatest overall administrative experience in the District shall be considered the most senior administrator as determined by board hire date.

17-4-3 In the event that either of the criteria in 17.4.1 or 17.4.2 fail to distinguish the most senior administrator, i.e., they have the same total years of experience in their current assignment and the same total years of administrative experience in the District, a lottery will be used to determine the most senior administrator.

17-5 A principal assigned to an assistant principalship as a result of a reduction in force shall retain the salary he or she had prior to the reduction in force for the period of one academic year. A principal or assistant principal assigned to a teaching position as a result of a reduction in force shall retain the salary he or she had prior to the reduction in force for the period of two academic years.

17-6 A principal or assistant principal assigned to a teaching position as a result of a reduction in force shall retain the administrative seniority he or she had at the time the reduction in force occurred for as long as he or she continues to teach in the District.

17-7 Administrators affected by a reduction in force shall be recalled to a position equivalent to the one he or she held prior to the reduction, i.e., principals to a principalship; assistant principals to an assistant principalship, by seniority, as defined in 17.4, with the most senior principal receiving call back first, and so forth to the least senior assistant principal affected by the reduction. If no equivalent position is available, then the most senior principal affected by the reduction shall be offered the first available assistant principalship, pending availability of a vacant principalship. In no case shall an assistant principal be offered a principalship upon recall although he or she may apply for a principalship in the District if there are no principals awaiting recall.

17-8 Until an administrator is placed in a position equivalent to the one he or she held prior to the reduction, he or she shall continue to have the right of recall for up to two (2) academic years from the time the administrator was subject to the reduction in force. The right of recall for administrators that have become subject to a reduction in force, including the right of notice outlined in 17.9 shall continue for a period of two years from the effective date of the reduction/layoff. If, however, within the two-year period, an administrator refuses a District

position for which he or she is licensed and qualified, the administrator's recall rights, administrative salary, and all other administrative rights shall be forfeited. Any vacant site administrative position in the District must first be offered to administrators awaiting recall before opening the position to other administrative applicants.

17-9 The District shall notify affected administrators and the LCAA leadership, to the last known contact information, of the availability of administrative positions in the District. The administrator who has been notified shall have 2 days to notify the District with his or her acceptance or rejection of the offer. If the administrator accepts the position, he or she shall have 20 days to return to work, or the offer will be withdrawn.

17-10 New administrators assigned to temporary positions, such as one-year only (or other time-limited positions) or grant or bond funded positions will not be eligible for the protections of this Article in the event of a reduction in force until he or she has at least five (5) years of continuous employment with the District. However, other administrators transferred into such positions shall retain the protections of this Article.

ARTICLE XVIII-DISCIPLINE

18-1 Corrective and disciplinary action, when necessary, shall be designed to provide a fair and structured way for employees to improve and/or correct their job performance and/or behaviors, which do not meet the standards or demands of their positions. This shall provide a fair and equitable treatment for all employees. The District shall give employees an opportunity to improve and/or correct their job performances and/or behaviors, which do not meet the standards or demands of their positions. The goal of the corrective discipline system is to correct or improve Ineffective or Minimally Effective performance/behavior, and the measures utilized will be commensurate with the deficiency to be corrected. Should the disciplinary action be deemed necessary, it is the expectation that the standard rules of progressive discipline shall apply.

18-2 No administrator shall be disciplined, suspended, reduced in rank or compensation, adversely evaluated, transferred or dismissed without just cause. Any such action as outlined above without just cause asserted by the District or representative thereof shall be subject to the Professional Grievance Procedure. All information forming the basis for such disciplinary action will be made available to the administrator and the Association.

18-3 Before the District proceeds with a suspension of an administrator, except when an immediate suspension is necessary where the Superintendent believes that cause exists for the dismissal of the administrator and it is necessary in the best interest of students in the District, the administrator shall be notified of the proposed suspension and have a period of ten school days after the receipt of the notice within which to file a grievance under the Professional Grievance Procedure, Article VI of the Negotiation Agreement, to challenge whether the District has just cause to impose the suspension. If no such grievance is filed, the District shall immediately impose the suspension. This method of challenging any proposed suspension shall be in lieu of any other challenge, including but not limited to any challenge under NRS 391.314 or NRS 391.317.

18-4 An administrator is entitled to representation when meeting with his/her supervisor or

designee on job related matters that may result in disciplinary action. Representation for the employee and the District shall be purposeful to the resolution of issues.

18-5 A letter of admonition, and/or any like written communication issued to an administrator, who within the time granted for improvement has met the standards set for him/her by the District Administration who issued the admonition and/or communication, shall be removed from the records of the employee not later than three (3) years after it is issued.

18-6 Vexatious Complaints

18-6-1 Definition: A complaint against an Employee covered by this Agreement shall be deemed vexatious if it is determined to have been made maliciously, frivolously, or without reasonable grounds, or if it is intended primarily to harass, annoy, or otherwise subject the employee to unnecessary investigation or discipline.

18-6-2 A complaint shall be deemed repeated if it contains substantially the same allegations or facts as a prior complaint that has already been fully investigated and resolved under the grievance, complaint, or disciplinary procedures outlined in this Agreement or District Policies. If the administrator believes a complaint is vexatious, they must submit a written summary outlining the specific concerns and rationale supporting the determination within two (2) working days in receipt of the complaint. This is submitted to the Executive Director of Human Resources and investigated by the Superintendent or designee.

18-6-3 Any such complaint deemed vexatious shall be dismissed and shall not be placed in the employee's personnel file.

18-6-4 Prior to dismissing a complaint under this Section, the District shall notify the affected employee and the Association in writing, providing the basis for the determination that the complaint is vexatious or repeated. The Association shall have the right to request a joint review meeting within five (5) working days after the investigation has been completed.

18-6-5 No employee shall suffer adverse consequences for asserting that a complaint is vexatious or repeated, or for requesting its dismissal under this Section.

18-6-6 If a complaint is dismissed as vexatious or repeated, no record of the complaint shall be maintained in the employee's personnel file or used in any future disciplinary or evaluative action.

ARTICLE XIX-TERMS OF THE AGREEMENT

19-1 Time frame and application of the Agreement
Upon ratification of the Agreement by members of LCAA, the terms of the Agreement shall remain in full force and effect and shall be binding on both parties to the Agreement until

June 30, 2025~~5~~7 or until a successor Agreement shall be reached between parties and ratified by the membership of LCAA.

During the course of the two years (July 1, 202~~3~~5-June 30, 2025~~-~~7), any non-monetary items will be addressed through an agreed upon Memorandum of Agreement (MOA).

19-2 Notice of intent to reopen negotiations

Either party to this Agreement shall give written notice to the other party on or before February 1st of any year following the term of this agreement, of its intention to reopen negotiations on any provisions of the Agreement. If the parties agree to a contract with a term of more than 1 year the contract cannot be reopened for negotiations during its term without the written consent of both parties to this Agreement. The parties are limited to each opening a maximum of five (5) Articles unless mutually agreed otherwise in writing.

ARTICLE XX-ADMINISTRATIVE VACANCIES

20-1 Administrative openings
Whenever an administrative opening occurs either by vacancy or the creation of a new position, the district shall post the position for a period of 3 days internally for qualified administrators.

20-2 Voluntary transfer
Qualified principals in the district who wish to transfer to an equivalent open position (lateral transfer) may be transferred to the equivalent or lower position at the discretion of the superintendent. Qualified assistant principals and deans of students in the district who wish to transfer to an equivalent open position (lateral transfer) may be transferred to the equivalent or lower position at the discretion of the superintendent and with input from the principal with the vacant position. If more than one qualified administrator applies for the position, the district shall select an administrator after interviewing all qualified district administrators. A qualified administrator shall be one that is properly licensed to hold the position, currently holds the equivalent position, or a higher position, and has received an "effective" or"highly effective" evaluation in the past two contract years.

20-3 Administrator participation on interview panels
When interviewing for administrative openings at either the site or district level, the district shall include at least one administrator as a participant on the interview panel, unless it is clearly not feasible to do so.

20-4 Emergency appointments
Administrative vacancies that occur after August 1st for the coming year or after the student's first day of school may be filled by appointment of the Superintendent.

ARTICLE XXI-GENERAL SAVINGS CLAUSE

21-1 This Agreement is the sole agreement of the parties extinguishing all prior agreements, understandings and practices whether written or unwritten. If any provisions of this Agreement or any application thereof to any employee or group of employees is found contrary to law, then such provisions or applications of this Agreement. Except for those parts that shall be considered null and void, this Agreement shall remain in full force and effect and shall be binding upon the parties for the term of the Agreement.

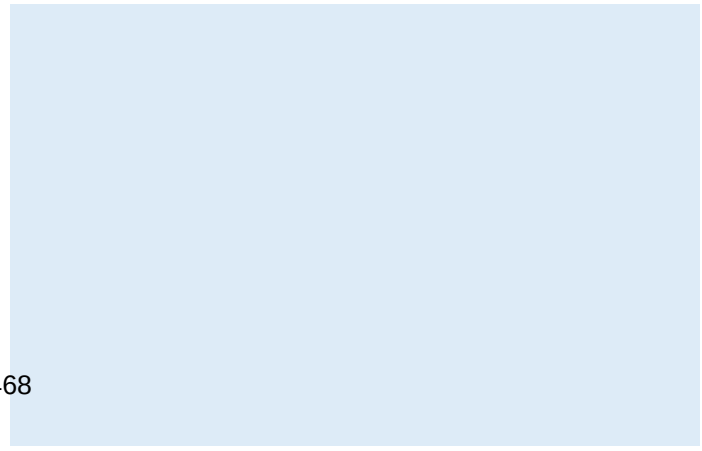
ARTICLE XXII-PRINCIPAL/ADMINISTRATOR ADVISORY COMMITTEE (P/AAC)

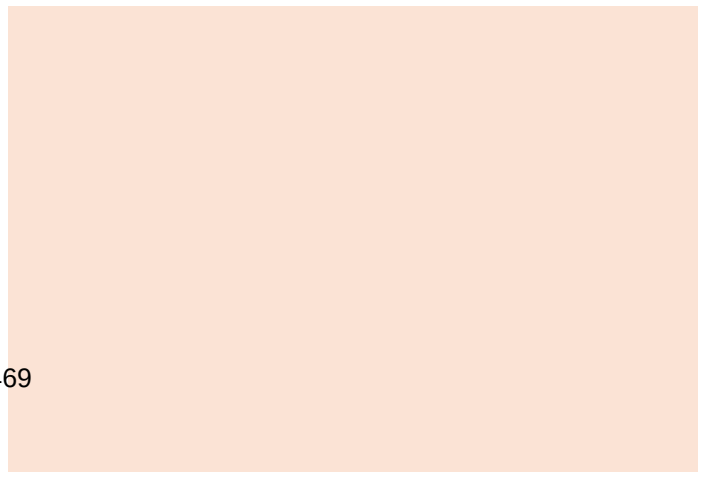
22-1 The purpose of the Principal/Administrator Advisory Committee (P/AAC) shall be to advise the Superintendent/District Leadership of district issues and concerns. P/AAC members shall consist of LCAA Leadership and/or a LCAA representative from each attendance area.

22-2 The Superintendent and the LCAA Leadership shall mutually agree to a date for the first meeting, which shall be on or before August 31st of the school year. The superintendent and the P/AAC shall meet no less than once a month during the school year, unless both parties agree not to meet.

22-3 The Principal/Administrator Advisory Committee shall seek objectives such as the following:

1. Improve the morale of the administrative staff;
2. Apprise the superintendent of actual and potential problems involving the administrative staff of the schools;
3. Secure the maximum productive and constructive involvement of all members of the administrative staff in the prime goals of the district, namely, the education of the students enrolled;
4. Improve communications between the superintendent/cabinet members and the LCAA.





LCAA and LYON COUNTY SCHOOL DISTRICT TERM OF

AGREEMENT SIGNATURE PAGE

* * * \

MEMORANDUM OF UNDERSTANDING

Child Assault Prevention (CAP) Project and Lyon County School District Regarding Elementary Child Self-Protection Workshops

Period of Agreement: August 1, 2025 through June 30, 2026

Parties Involved: Child Assault Prevention (CAP) Project
Lyon County School District

Common Objective: This partnership between the Child Assault Prevention (CAP) Project and the Lyon County School District is being formed for the purpose of providing child self-protection workshops to students enrolled in first through fifth grades in the Lyon County School District. CAP will strive to accommodate the needs of each individual school.

Partnership Background: The Child Assault Prevention (CAP) Project has been providing an elementary child self-protection to the students in Washoe County since 1984 and expanded its program to include the elementary schools and students in Lyon County. This partnership was established in 2013.

Distribution of Functions:

Child Assault Prevention (CAP) Project: Will provide staffing, transportation, workshop materials, follow-up activities, testing and questionnaires to the elementary schools in Lyon County. CAP will schedule the one-hour workshop presentations at the grade level(s) specified by the Lyon County School District. CAP will schedule presentations with the school counselors and teachers and will provide confirmations to all parties as well as school principals. CAP will facilitate the one-hour workshop presentation in each individual classroom or provide a video presentation to the classroom via an online portal. CAP is responsible for collecting all demographics and data on each workshop presentation.

Lyon County School District: Will allow CAP the one-hour workshop presentation time in individual classrooms at the grade level(s) requested by the Lyon County School District. Lyon County School District will allow CAP to schedule the workshop presentations with the school counselors and teachers, who agree to abide by the confirmed schedule that is sent via email and via mail to counselors and principals at the schools. Arbitrary schedule changes, cancelations or consolidation of multiple classrooms into single presentations are not allowed unless previously approved by CAP. Lyon County School District will allow CAP to collect demographic information,

CHILD ASSAULT PREVENTION PROJECT – WORKSHOP OVERVIEW

1. We talk to the students about the right to have safe places to be and safe people to be with. If ever they don't feel safe, we help them identify people they can go to for help, like mom, dad, grandparents, guardians, teachers, counselors, school nurse. We talk to the students about being strong and standing up for themselves as well as being strong enough to talk about things that are bothering them. We talk about the right of being free to make choices that affect them, like choosing good friends and making safety decisions that can keep them from harm. Our motto is "Safe, Strong and Free!"

2. We discuss bullying and how to get help if a child is being bullied. We do a lot of role-playing with the students that show what bullying looks like, how it feels and how fighting doesn't solve the problem. We discuss reporting a problem vs tattling. We discuss conflict resolution and how children can learn to get along with each other even if they aren't good friends.

3. We discuss stranger dangers and some of the tricks that a stranger might use to confuse children and lure them into a dangerous situation. We role-play safety ideas and make sure that students talk to parents and get permission before going anywhere with anyone. We discuss not going into someone's house or yard or car without their parents knowing about it first. We talk about safety on computers, phones and the internet. We want children to make sure they talk to their parents about activity on social media.

4. We discuss safe, unsafe and secret touching so children know the difference between them. We encourage children to talk with parents and/or other trusted adult helpers if they are having any issues that are making them feel uncomfortable. We want the children to know that keeping feelings and concerns a secret doesn't help solve the situation.

5. We demonstrate how a child can talk to an adult helper about their feelings. This is a role-play that we do with the school counselor, so all of the students know the school protocol for going to the counselor and can see that the counselor is a good adult helper at school.

6. We give each child a pencil that says "Safe, Strong and Free!" and we also send a newsletter home with the students for the parents to review. This way, parents know what we've talked about and how to reinforce our safety messages with their children.

That's our workshop! We are a SAFETY presentation. We don't discuss body parts or anything like that. Our mission is to help kids learn how to get help for bullying situations, how stay safe from stranger danger and how to talk with parents and adult helpers when they don't feel safe.

Confidentiality: While CAP collects a lot of data, we do not collect confidential or financial information on any of the families or students. CAP does not collect personal information on any of the students. Disclosures of abuse are handled within the guidelines and protocol of the Lyon County School District. CAP does not photograph any of the children or any of the workshops without consent of parents and the Lyon County School District. Any information on disclosures of abuse is left with the school counselors to be handled with the protocol of the Lyon County School District. Any document, file, report or questionnaire containing information that is considered confidential is kept secured in locked files in the CAP office. CAP does not share confidential information.

Disputes: Should disagreements arise between the Child Assault Prevention (CAP) Project and the Lyon County School District each party will document the concerns in writing and every step will be taken to assure a quick and satisfactory resolution for both parties.

Amendment: If either party sees the need to make an amendment to this Memorandum of Understanding, it will be documented in writing citing the change to be made and the reasoning for making the change. Upon agreement of both parties to make the change, a new Memorandum of Understanding will be issued for signatures.

IN WITNESS HEREOF, the parties hereto have executed this agreement this day and year herein set forth:

Representing Child Assault Prevention (CAP) Project

By: _____ Date: 7/14/2025
Rebecca LeBeau, Executive Director

Representing Lyon County School District

By: _____ Date: 7/14/2025

Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: Rachel Stewart, Executive Director of Special Services

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

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

Background Information:
In 2021, the LCSD Board of Trustees approved the position of an Adaptive PE teacher to assist in supporting students with disabilities. Since this time, LCSD has been participating in the Unified Champion Schools Program (UCS) through Special Olympics Nevada, Inc. Each year students with and without disabilities have participated in the UCS Basketball Tournament in the winter as well as the LCSD Track and Field Meet in the spring. In the 2024-2025 school year, the LCSD was able to hold several basketball tournaments between our schools at school sites with funding from Special Olympics Nevada.

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

Discussed at Previous Meeting:
N/A

Attachment(s):
Special Olympics MOU 2025-2026

Respectfully Submitted,
Rachel Stewart, Executive Director of Special Services

MEMORANDUM OF UNDERSTANDING BETWEEN LYON COUNTY SCHOOL DISTRICT AND SPECIAL OLYMPICS NEVADA, INC. FOR THE UNIFIED CHAMPION SCHOOLS PROGRAM 2025-2026

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

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

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

1. Unified Sports
    a. Unified Sports combines students with and without disabilities on sports teams for training and competition.
        i. Traditional Special Olympics Sports and skills are offered where appropriate and can involve students receiving special education services. Students can train and compete with and against each other in sports such as soccer, basketball, track & field, and etc.
        ii. Non-traditional sports activities such as corn-hole, kickball, color runs, and etc. can also be included in this category.
2. Inclusive Youth Leadership
    a. Inclusive Youth Leadership offers opportunities for youth with and without intellectual disabilities to become agents of change within their school, community, and state.
3. Whole School Engagement
    a. Whole School Engagement activities positively impact school climate by including all students, teachers, staff, and administrators.

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

1. **Term:** The Agreement will become effective upon approval by the District's governing board and will remain in effect through July 2026. Any renewal, amendment, or modification of this Agreement must be accomplished in writing and executed by both District and Special Olympics and approved by the governing board.
2. **Responsibilities of Special Olympics:** Special Olympics will support the UCS Program as follows:
    a. Provide a financial grant (the Grant) to the District in the amount specified in Exhibit A to defray the costs incurred by the District for transportation, to implement, promote, develop, and operate Special Olympics UCS program. Special Olympics will pay the Grant to the District in two installments on or about the first day of November 2025 and April 2025, as specified in Exhibit A. No installment payment will be made by Special Olympics unless and until all prior payments made under this Agreement have been negotiated. This grant's disbursement is contingent upon approved funding from Special Olympics North America (SONA). Special Olympics Nevada, Inc. will receive an update on the status of our grant application and will inform District if funds have been approved no later than August 1, 2025. Special Olympics will determine the amount of the Grant for subsequent years if the Agreement is renewed.
    b. Assist the District's assigned Coordinator(s) (the Coordinator(s), as defined herein in paragraph 3b). Final selection of the Coordinator(s) can be made by the District or by Special Olympics.
    c. Provide training to the Coordinator(s) and other District representatives as may be necessary for the successful implementation and operation of the UCS Program.
    d. Provide the sports equipment required to conduct the UCS Program. Said equipment will remain the property of Special Olympics and will be returned to Special Olympics upon termination of this Agreement, should this Agreement not be renewed. Special Olympics will further provide Special Olympics materials and support to assist the District with implementation of the UCS Program.
3. **Responsibilities of the District:** The District will implement the Unified Champion Schools Program as follows:
    a. Provide the UCS Program for students in grades K-12 at district sites through June 2026. Engage a minimum of 6 schools in the successful implementation of all three components of the UCS Program: Unified

Sports, Inclusive Youth Leadership, and Whole School Engagement. The UCS Program will include sports training, competition, and whole school engagement initiatives as well as the *Mindset Matters* mental health and stress management resources either in-person or virtually.

b. Supporting a teacher(s) with a current Nevada teaching credential, who is regularly employed by the District, serving as the Coordinator(s) The Coordinator(s) shall promote, coordinate, and operate the UCS Program in accordance with the terms of this Agreement. The Coordinator(s) shall utilize Special Olympics materials to recruit, train, and coordinate volunteers, teachers, and classroom aides in order to ensure that they are prepared for their responsibilities in working with the students who participate in the UCS Program, and to satisfy all statutory and other qualification requirements.
c. Securing the necessary facilities for the UCS Program including for both sports training and competition activities.
d. Involving general education students as active participants in the UCS Program, including as Unified Sports partners, coaches, volunteers, peers, leaders, and supporters.
e. Appropriately acknowledging Special Olympics and any other organizations or individuals which or who provide funding and/or other support for the UCS Program.
f. Providing program participation data to Special Olympics monthly. Such shall include the number of students participating in sports training and competition, *Mindset Matters*, number of students participating in whole school engagement, number and type of competitions hosted, and the number and type of whole school engagement initiatives hosted. It will be the responsibility of the Coordinator(s) to collect and report this data to Special Olympics. Special Olympics will provide the necessary forms for data reporting.
g. The District will appoint and support a minimum of one District Liaison. The District Liaison(s) will assist schools in achieving UCS status, assume specific duties as it relates to Unified events, and one District Liaison shall be designated by the District as the lead contact for Special Olympics.

4. **License to Use Special Olympics Marks:** Special Olympics hereby grants to the District a non-exclusive and non-transferable license to use the Special Olympics name and logo (collectively, the “Special Olympics Marks”) for the UCS Program’s promotion and operation. However, any use of the Special Olympics Marks will be subject to Special Olympics’ prior approval as to usage, style, and content. The license granted under this Agreement will terminate when this Agreement terminates.

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

Special Olympics Nevada

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

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

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

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

   The District acknowledges that Special Olympics is a party covered by any photography and video releases executed on behalf of any District students participating in any aspect of the Unified Champion Schools Program.

8. **Notices:** With the exception of the notice requirements of Paragraph 6b above, any notice provided by a party under this Agreement will be in writing and either served personally or sent by prepaid, first-class mail or by commercial overnight mail or courier, addressed to the other party as follows:

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

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

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

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

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

MEMORANDUM OF UNDERSTANDING
EXHIBIT A

PART I: PROGRAM SPECIFICATIONS

District: Lyon County School District

School Year: 2025 – 2026

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

Grant Amount: **$4,200.00**

Grant Payment Installment Schedule:

- Grant payments will be made to the District in two installments.
  - The first on or about the first day of November 2025.
  - The second on or about the first day of April 2026.
- Grant payment installments will begin November 2025 if the Memorandum of Understanding is completed by then. The payments will be made retroactively if it is executed after then.
- This grant's disbursement is contingent upon approved funding from Special Olympics North America (SONA). Special Olympics Nevada, Inc. will receive an update on the status of our grant application and will inform District if funds have been approved no later than August 1, 2025.

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

- Bowling/Fall
- Basketball/Winter
- Track & Field/Spring
- Young Athlete Program (age 2-7)
- Flag Football, Corn-hole, and other Unified sports scheduled throughout the year
- *Mindset Matters* mental health and stress management resources either in-person or virtually.

PART II: 2025 – 2026 ANNUAL PLAN

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

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

1. Unified Sports/Activity

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

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

2. Inclusive Youth Leadership

3. Whole School Engagement

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

a. 2024-2025 Goal for participation: **Minimum of 6 returning schools.**

b. **Unified Champion School status: Goal of 6 Champion Schools (three activations)**

c. Utilize current Special Olympics Nevada/Washoe County Schools list of schools as a guideline for targeting participation.

Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: Stacey Griffin-Cooper, Deputy Superintendent

Re: Annual Report of Sportsmanship Violations According to Policy GBAA: Coaching Athletics

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Recommendation: That the LCSD Board of Trustees approve the annual report of sportsmanship violations according to policy GBAA: Coaching Athletics.

Background Information:

Policy GBAA: Coaching Athletics has been a policy that has been around for many years and the policy has always been important in setting the expectations for our coaches regarding required trainings, proper behavior, and their role in student-athletes' lives. On April 26, 2022, the board revised Policy GBAA to include the statement "School/District and NIAA sponsored athletics are learning opportunities for students as an extension of the traditional classroom". This statement still stands true as we want our sports fields, courts, tracks, swim centers and gyms to be a place where students can learn valuable lessons outside of the classroom.

The policy states that the athletic director or athletic administrator of each school is required to provide a report of unsportsmanlike behaviors resulting in fouls, penalties, ejections, removals, or anything similar. These behaviors may be caused by spectators, student-athletes, or coaching personnel. The information is then compiled into an annual report to be submitted to the Board of Trustees at each July meeting.

Below is the information gathered from schools who have reported violations in their athletic programs. Any sport or school not shown on the chart is because they had no reported violations in that school or sport.

School	Baseball	Volleyball	Basketball	Football	Soccer	Softball	Wrestling	**Total**
Dayton High School	1							**1**
Fernley High School					4			**4**
Silver Stage High School		1		2				**3**
Silverland Middle School			1					**1**
Smith Valley Schools			1					**1**
Yerington High School			2					**2**
Yerington Intermediate			1					**1**
GRAND TOTAL	**1**		**5**	**2**	**4**	**0**	**0**	**13**

The information reported to each school allows administrators to get information quickly of any violations and address them within days of the violation. It also helps the school and the district to see larger areas of concern and address them appropriately.

Budget Considerations: N/A

Discussed at Previous Meeting:
July 23, 2024

Attachment(s): Policy GBAA - Coaching Athletics

COACHING ATHLETICS

It is the policy of the Lyon County School District Board of Trustees to assure that students are safe and supervised at all times. The Trustees expect the standards of the persons selected to coach student athletic events to be commensurate with those expected in the schools/District. No child shall be put at undue risk while participating in sanctioned sporting events, nor the preparation of these events. School/District and NIAA sponsored athletics are learning opportunities for students as an extension of the traditional classroom. These opportunities allow students to experience life lessons in a safe and structured learning environment. Because it is an extension of the classroom, all rules, policies, and laws governing the classroom/school are applicable to athletics. Coaches are expected to adhere to the vision, mission, and values of the school/District and model their behavior accordingly. They are to maintain the highest standards and instruct their student athletes to do the same. This is especially true as it applies to the treatment of the opposing team and athletic officials. Coaches shall never use racially charged language, profanity, obscene/aggressive/threatening/ degrading language and/or gestures, nor allow their student athletes to do so. Coaches will ensure that the bench area, locker room, bus, or any other part of the facility used for practice, competition, or travel is clean and orderly before departing from the event/activity. Coaches will always enforce and strive for the goal of earning the highest sportsmanship recognition award provided by the NIAA, division, league, etc. Coaches receiving fouls, penalties, ejections, removals, or anything similar in a sport for unsportsmanlike behavior are subject to discipline at the discretion of school administration. This may include suspension, reduction in pay (fine) and/or termination. Coaches are responsible for reporting fouls, penalties, ejections, removals, or anything similar in a sport for unsportsmanlike behavior to their athletic director/administrator immediately, but not later than 24 hours after the occurrence. This reporting requirement includes coaches', student athletes', and parents'/guardians'/spectators' unsportsmanlike behaviors resulting in fouls, penalties, ejections, removals, or anything similar. A verbal report will satisfy the time requirement, but a written report on the approved form will be submitted within 5 school/business days to the athletic director/administrator. The athletic director/administrator for each school will provide a report of these incidents to the office of the superintendent after each athletic season. An annual report will be submitted to the LCSD Board of Trustees each year during the regularly scheduled meeting in July.

The Trustees seek to assure that all persons selected for coaching positions hold to the highest standards forth herein and by the Nevada Interscholastic Activities Association (hereafter NIAA) in section (NAC) NAC 385B.798 which states:

Coaches: Required certification and courses. A coach of a school is not eligible to coach during the school year after the year the school hires him as a coach unless he is certified in cardiopulmonary resuscitation and completes the following courses, or the equivalent of those courses, offered by the Coaches Education Program of the National Federation of State High School Associations:
Coaching Principles; and
Sport First Aid
Head Injuries/Concussion

All paid coaches and assistants will need to be at least twenty-one (21) years of age. Due to the need to verify the aforementioned requirements, as well as to verify other facts submitted as part of the application process, all submissions for coaching positions shall be presented to the Lyon County School District Board of Trustees no later than two (2) calendar months previous to the commencement of the season for that particular sport. If practices would be expected to start earlier than two (2) months prior to the season starting, the submission will be presented at least two (2) months prior to the beginning of

practices for that sport. Submitted candidates are expected to be those chosen by the School Administrator due to their superior qualifications. In the event that a position becomes unexpectedly vacant (coach not available due to unforeseen circumstances), the school shall appoint an interim coach from the available applicants, the chosen applicant will be put before the board for approval.

In order to assure that all students receive the attention in coaching that they deserve, no coach will be allowed to coach more than one sport at a time, nor will any individual be allowed to coach more than four sports in any calendar year, unless approved by the Superintendent or designee due to extenuating circumstances. All coaches will be evaluated by the principal or athletic administrator within two weeks of the conclusion of the respective sport's state tournament. This evaluation will include a survey of the student athletes who participated in the respective sport. If the coach receives a "Highly Effective" evaluation for a given sport, a letter of intent to coach the following season will be issued, therefore not requiring the coach to reapply for the position he/she currently holds, regardless of whether the coach is a LCSD permanent employee or non-LCSD permanent employee. If a coach resigns or receives an "Ineffective" evaluation for a given sport, the principal will advertise the position, conduct interviews, and submit the name of the best candidate to the Board of Trustees for approval. Any non-LCSD permanent employee coach receiving an "Effective" evaluation will be required to re-interview for their respective coaching position. Any coach receiving an "Ineffective" evaluation will not be eligible to apply for that particular coaching position for at least two years. All coaching positions being filled with non-LCSD permanent employee coaches will be opened for interviews each year unless the coach received a "Highly Effective" evaluation.

All of the expectations outlined above will be reviewed each year to ensure they are properly maintained.

This policy shall apply to coaching of athletics at all grade levels in the Lyon County School District.

Policy GBAA
Revised 4/26/2022

COACHING ATHLETICS: Administrative Regulations

Note: This report may be made using an electronic submission such as Google Forms, but must include all the information listed below.

School Name: _____

Coach's Name: _____

Sport/Team Name: _____

Name of individual receiving the penalty: _____

Classification of person receiving penalty (coach, student/athlete, spectator): _____

Date of unsportsmanlike penalty received: _____

Type of unsportsmanlike penalty received: _____

Including this penalty, how many has the individual received this school year? _____

Explanation of events leading up to the unsportsmanlike penalty: _____

_____

_____

_____

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_____

Witnesses or other information important to this unsportsmanlike penalty:

_____

_____

_____

_____

Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: Rachel Stewart, Executive Director of Special Services

Re: Aversive Interventions and Physical and Mechanical Restraints Report for Students with Disabilities

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Recommendation:
That the LCSD Board of Trustees approve the 2024-2025 Aversive Interventions and Physical and Mechanical Restraints Report for Students with Disabilities.

Background Information:
In accordance with N.R.S. § 388.5317, on or before August 15 of each year, each school district must prepare and submit to the Nevada Department of Education (NDE) a report by school that includes the following information:

1. The number of instances in which physical restraint was used during the previous school year, which must indicate the number of instances per teacher and per pupil without disclosing personally identifiable information about the teacher or the pupil;
2. The number of instances in which mechanical restraint was used during the previous school year, which must indicate the number of instances per teacher and per pupil without disclosing personally identifiable information about the teacher or the pupil; and
3. The number of violations of the statute, by type of violation, which must indicate the number of violations per teacher and per pupil without disclosing personally identifiable information about the teacher or the pupil.

The information gathered from the districts' reports are compiled by the NDE. The NDE then prepares a report (disaggregated by school district) to be submitted by October 1 to the following individuals:

- In even-numbered years, the Director of the Legislative Counsel Bureau
- In odd-numbered years, the Legislative Committee on Education.

Please note that only schools with reports of physical and mechanical restraints are included in this report. If a school is not included, they did not report any instances of such events.

Budget Considerations:
None

Attachment(s):
2024-2025 School and District Aversive Interventions and Physical and Mechanical Restraints Report for Students with Disabilities

Lyon County
Restraints Reported by School
2024-2025

Attendance Area	Site	Permissable Physical	Permissable Mechanical	Non-Permissable Physical	Non-Permissable Mechanical	Aversive	**Total**
	DES			1			**1**
	RES						**0**
	SES	8					**8**
	DIS						**0**
Dayton	DHS	5					**5**
	CES	1					**1**
	EVES	7					**7**
	FES	3					**3**
	FIS	1					**1**
	SMS	2					**2**
Fernley	FHS	4					**4**
	SSES	11					**11**
	SSMS						**0**
Silver Stage	SSHS						**0**
	YES	3		1			**4**
	YIS						**0**
Yerington	YHS						**0**
Smith	SVS						**0**
		45	**0**	**2**	**0**	**0**	**47**

Lyon County
Restraints Reported by Student
2024-2025

Student	Permissable Physical	Permissable Mechanical	Non-Permissable Physical	Non-Permissable Mechanical	Aversive	**Total**
Student #1	6					**6**
Student #2	1					**1**
Student #3	12					**12**
Student #4	0		1			**1**
Student #5	1					**1**
Student #6	1					**1**
Student #7	2					**2**
Student #8	1					**1**
Student #9	3					**3**
Student #10	1		1			**2**
Student #11	1					**1**
Student #12	1					**1**
Student #13	2					**2**
Student #14	1					**1**
Student #15	1					**1**
Student #16	2					**2**
Student #17	1					**1**
Student #18	2					**2**
Student #19	1					**1**
Student #20	1					**1**
Student #21	1					**1**
Student #22	2					**2**
Student #23	1					**1**
	45	**0**	**2**	**0**	**0**	**47**

Lyon County
Restraints Reported by Teacher
2024-2025

Teacher	Site	Permissable Physical	Permissable Mechanical	Non-Permissable Physical	Non-Permissable Mechanical	Aversive	Total
Teacher #1	EVES	1					1
Teacher #2	DHS	2					2
Teacher #3	SSES	3					3
Teacher #4	DES			1			1
Teacher #5	FES	1					1
Teacher #6	SMS	1					1
Teacher #7	SSES	3					3
Teacher #8	SSES	1					1
Teacher #9	SSES	1					1
Teacher #10	YES	1					1
Teacher #11	FES	1					1
Teacher #12	YES	1					1
Teacher #13	SES	4					4
Teacher #14	SMS	1					1
Teacher #15	YES			1			1
Teacher #16	FIS	1					1
Teacher #17	EVES	3					3
Teacher #18	YES	1					1
Teacher #19	FES	1					1
Teacher #20	SSES	2					2
Teacher #21	EVES	1					1
Teacher #22	FHS	3					3
Teacher #23	DHS	3					3
Teacher #24	EVES	2					2
Teacher #25	SES	1					1
Teacher #26	CES	1					1
Teacher #27	SES	2					2
Teacher #28	FHS	1					1
Teacher #29	SES	1					1
Teacher #30	SSES	1					1
		45	0	2	0	0	47

Information Technology
Service Ticket Report
06/01/2025 - 06/30/2025

Created 06/01/25 - 06/30/25

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent		0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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		5	0	3	0	0	4	1	5	1	0	2	0	0	0	1	1	0	1	4	2	0	2	1	0	33
Normal		26	1	3	1	0	13	18	27	75	1	20	10	29	74	23	23	80	41	30	32	8	33	11	13	592
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		31	1	6	1	0	17	19	32	76	1	22	10	30	74	24	24	80	42	34	34	8	35	12	13	626

Closed 06/01/25 - 06/30/25

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Closed	5	0	3	0	0	3	0	4	1	0	0	0	1	0	1	1	0	0	1	2	0	1	1	0	24
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
	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	5	0	3	0	0	3	0	4	1	0	0	0	1	0	1	1	0	0	1	2	1	1	1	0	25
Normal	Closed	24	2	3	1	0	8	24	29	40	1	8	8	25	7	50	23	41	44	30	33	5	6	15	20	447
	Cancelled	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	3	0	6
	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	24	2	3	1	0	8	24	29	40	1	9	8	25	8	50	23	41	45	30	33	5	6	18	20	453
Project	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	Closed	29	2	6	1	0	11	24	33	41	1	8	8	26	7	51	24	41	44	31	35	5	7	16	20	471
	Cancelled	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	1	0	0	1	0	3	0	7
	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	29	2	6	1	0	11	24	33	41	1	9	8	26	8	51	24	41	45	31	35	6	7	19	20	478

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	2	0	0	1	0	0	0	0	2	0	1	0	1	2	0	1	1	2	0	13
I. T. Tech		25	2	6	1	0	9	24	31	39	1	8	7	26	6	51	23	41	44	29	35	5	6	17	20	456
Oasis Support		4	0	0	0	0	0	0	2	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	8

Information Technology
Service Ticket Report
06/01/2025 - 06/30/2025

Open as of 06/30/25

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Open	0	0	0	0	0	1	0	0	1	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0	5
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	2	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6
	Total	2	0	0	0	0	2	1	2	1	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0	11
Normal	Open	15	0	0	0	0	61	27	5	71	0	28	34	46	121	6	6	389	0	4	2	24	53	19	50	961
	Pending	0	0	0	0	0	1	0	5	4	0	1	3	3	1	0	1	4	0	1	0	2	0	0	1	27
	On Hold	2	0	0	0	0	3	31	42	52	0	4	3	38	26	35	33	71	3	1	2	2	0	0	0	348
	Total	17	0	0	0	0	65	58	52	127	0	33	40	87	148	41	40	464	3	6	4	28	53	19	51	1336
Project	Open	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	Total	3	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
Total	Open	16	0	1	0	0	63	27	5	72	0	29	34	46	121	6	6	389	0	6	2	24	53	19	50	969
	Pending	0	0	0	0	0	1	0	5	0	0	1	3	3	1	0	1	4	0	1	0	2	0	0	1	23
	On Hold	6	0	0	0	0	4	32	44	52	0	4	3	38	26	35	33	71	3	1	2	2	0	0	0	356
	Total	22	0	1	0	0	68	59	54	128	0	34	40	87	148	41	40	464	3	8	4	28	53	19	51	1352

494

Yearly Closed Comparison	DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
2025	209	58	25	11	1	122	147	197	213	1	59	87	312	151	157	96	326	167	233	253	38	170	181	242	3456
2024	168	35	26	20	0	132	173	203	380	1	93	82	602	200	151	85	749	147	242	240	62	183	223	146	4343
2023	149	36	16	6	0	152	156	198	267	2	76	103	495	242	173	120	1098	93	158	170	71	185	137	159	4262
2022	154	4	12	2	0	145	80	160	173	2	126	90	334	144	110	126	645	117	160	135	62	103	137	133	3154

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:	2024-2025
Submission Quarter:	April 1 - June 30 // Q4
School District:	Lyon
Superintendent's Name:	Tim Logan

Primary CSR Contact:	Kyle Rodriguez
Title:	Chief Financial Officer
Email:	krodrugiez@lyoncsd.org
Phone:	775-463-6800

District-Wide Class Size Ratios by Grade

Kindergarten:	17	Fourth Grade:	23
First Grade:	20	Fifth Grade:	24
Second Grade:	23	Sixth Grade:	23
Third Grade:	23		

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:	Both New and Renewal Variances

Overall for this quarter, the district's number of variance requests has:	Increased

CERTIFICATION

I, Tim Logan hereby certify that to the best of my knowledge, the information contained in this report is accurate and complete.

Tim Logan
Signature, Superintendent

7/15/2025
Date

Please submit **one** Request for Class Size Variance Renewal that summarizes **all schools** that have exceeded the prescribed ratio of pupils per class in a given grade **and** have previously submitted and had approved a New Variance Justification Request. Only those schools, grades, and ratios that have previously been approved may request a renewal. Schools and grades eligible for the Request for Class Size Variance Renewal are any school/grade that calculates "Yes" under Column W, "Renewal Variance" within the District Data Entry Tab. Please complete each of the following sections completely.

School Year:	2024-2025
Submission Quarter:	April 1 - June 30 // Q4
School District:	Lyon

CERTIFICATION

I, Tim Logan hereby request these variance renewals from the Nevada State Board of Education and certify that the schools and grades cited here are both eligible and accurate.

Tim Logan
Signature, Superintendent

7/15/2025
Date

The following schools, grades, and ratios have had New Variance Justification Forms submitted and approved within the current school year for exceeding the prescribed ratio of pupils per class in a given grade. Since there have been no substantive changes to the reason for the request, the justification for exceeding the ratio, the plan of action to reduce the ratios, nor the ratios themselves, we respectfully request that the following variances be renewed pursuant to the justification and request cited in their respectively approved FY23 New Variance Justifications:

Elementary School	Grade	Ratio
Cottonwood Elementary School	K	19
Cottonwood Elementary School	1	23
Cottonwood Elementary School	2	24
Cottonwood Elementary School	3	26
East Valley Elementary School	K	21
East Valley Elementary School	2	24
East Valley Elementary School	3	23
Fernley Elementary School	K	18
Fernley Elementary School	1	24
Riverview Elementary School	K	17
Riverview Elementary School	2	23
Silver Stage Elementary School	3	24
Sutro Elementary School	K	17
Sutro Elementary School	2	27
Sutro Elementary School	6	27
Yerington Elementary School	2	23
Yerington Elementary School	3	26

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:	2024-2025
Submission Quarter:	Q4
School District:	Lyon
Elementary School:	Yerington Intermediate School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	#N/A	4	#N/A
1	#N/A	5	26
2	#N/A	6	#N/A
3	#N/A		

Reason for Variances

☑	Facility Limitations	☑	Difficulty Hiring	☑	Funding Limitations	☐	Other

Justification for Variances

In order to accomate class size requirements the district would have to remodel most elementary schools in order to have available classrooms. Construction alone would exceed 10s of millions of dollars of capital funding the district does not have access to. The district has difficulties hiring teachers in all Lyon CSD schools due to the rural setting and five unique areas within the District. The district has designated Elementary teachers as a critical labor shortage in efforts to filling the classrooms with qualified teachers.

School-Level Plan to Address the Student-Teacher Ratios

The enrollment numbers have been stable for our district for years. If class sizes do grow larger we would open an allocation and work on hiring additional teachers. This will be re-evaluated at the start of each quarter.

CERTIFICATION

I, Tim Logan hereby request this variance from the Nevada State Board of Education and certify that the justifications cited are accurate and complete.

Tim Logan

Signature, Superintendent

7/15/2025

Date

Questions? Email sidcompliance@doe.nv.gov

Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

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

Re: Excess Workers' Compensation Insurance

Recommendation
That the Board of Trustees approve the renewal contract for excess workers' compensation insurance with Warren Reed Insurance for the 2025-2026 school year in the amount of $37,749.

Background Information
LCSD is part of a public agency insurance pool, called the POOL, which offers a variety of liability coverage, including excess workers' compensation insurance. Last year, the renewal brought to the Board was $39,343.

Budget Considerations
The premium for the 2025-2026 school year is down 4.1% for a total of $37,749, compared to the premium of $39,343, which is a savings of $1,594.

Discussed at Previous Meeting
This is renewed annually and was last approved June 25, 2024.

Attachment(s)
Warren Reed Insurance Renewal 2025-26 Invoice



1521 Hwy 395 N
Gardnerville, NV 89410
Phone: (775) 782-2277
Fax: (775) 782-8923

Invoice # 2834	Page 1 of 1
Account Number	Date
LYONCOU-01	6/30/2025
Balance Due On	
7/1/2025	
Amount Paid	Amount Due
	$37,749.00

Lyon County Schools
Shani Dues
25 E Goldfield
Yerington, NV 89447

PLEASE TEAR OFF TOP PORTION AND RETURN WITH YOUR REMITTANCE!

Worker's Compensation Policy Number: SP4069476 Effective: 7/1/2025 to 7/1/2026

Item #	Trans Eff Date	Due Date	Trans	Description	Amount
96871	7/1/2025	7/1/2025	RENB	2025-2026 Renewal of Workers Compensation	$37,749.00

Total Invoice Balance: $37,749.00

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: Harman Bains & Kirk McCallum

SCHOOL: District Office

NAME OF CONFERENCE: (Do Not Use Acronyms) RTM 2025 Fall School Facilities & Safety Congress

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Orlando, FL

DATE OF DEPARTURE: 10/4/2025 DATE OF RETURN: 10/7/2025

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 500 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.

This invitation-only PD and networking event gathers leaders in School Facilities and Safety from across the nation. With a focus on tackling shared challenges and exchanging innovative solutions in K-12 schools, the event is capped at 70 attendees, ensuring a unique opportunity for networking and collaboration in a focused setting.

TRAVEL APPROVED: Date 6/25/25

Site administrator or supervisor signature

TRAVEL APPROVED: Date 6/25/25

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 6/25/25

Board Approved: Yes ( ) No ( ) Date:

Conference Information

Conference Dates & Times:	Sunday, October 5, 2025 @ 10:00 A.M. through Tuesday, October 7, 2025 @ 12:00 P.M.
Name of where conference/ training is being held (i.e. Hotel, School, College, Convention Center):	Omni Orlando Resort at ChampionsGate

Airline Information

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy GBCF: Work-Related Travel.

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

Date & Time you wish to **DEPART:**	Saturday, 10/4/25 @ 5:35 A.M.
Date & Time you wish to **RETURN:**	Tuesday, 10/7/25 @ 10:35 P.M.
List any special notes here:	

501

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) : _____	All travelers agree to share lodging as appropriate?	☐ **Yes** ☑ **No**
Register under what name(s)?	Harman Bains & Kirk McCallum	
Name, Address, Phone number of lodging establishment:	Omni Orlando Resort at ChampionsGate 1500 Masters Blvd, Champions Gate, FL 33896	

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

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

GRAND TOTAL $575.44 USD

Oct 4 - Oct 5 | 2 rooms, 2 guests | MODIFY

Arrival Date	Sat, Oct 4th 2025
Nights	1 night
Guests	2 adults
Rooms	2 rooms
Check-In	After 4:00 PM EDT
Check-Out	Before 11:00 AM EDT

502

DELUXE ROOM - 1 KING BED $287.72 USD

Non Flexible Prepaid Rate (1 Adult)

Daily Rate Sat, Oct 4th	$208.28 USD
Taxes	$36.44 USD
Resort Charge	$43.00 USD
Subtotal	$287.72 USD
Additional Taxes	$0.00 USD

NON CANCELLABLE RESERVATION
Deposit of 287.72 is due by 06/18/25

DELUXE ROOM - 1 KING BED $287.72 USD

Non Flexible Prepaid Rate (1 Adult)

Daily Rate Sat, Oct 4th	$208.28 USD

This website uses cookies and other tracking technologies to enhance user experience and to analyze performance and traffic on our website. We also share information about your use of our site with our social media, advertising and analytics partners. If we have detected an opt-out preference signal then it will be honored. Further information is available in our **Privacy Policy**.

Manage Cookie Preferences

Decline

Accept All

Deposit of 287.72 is due by 06/18/25

GRAND TOTAL	$575.44 USD
DUE TODAY	$575.44 USD
DUE AT HOTEL	$0.00 USD

1500 Masters Boulevard, Champions Gate, Florida, 33896

Phone: 407-390-6664

More Contact Options

503

Gift Cards

About Omni Hotels

Media Center

Blog

Travel Agents

Careers

)

SELECT GUEST LOYALTY PROGRAM

Earn free nights and enjoy a complimentary welcome drink and Wi-Fi starting on your first stay. Join for Free

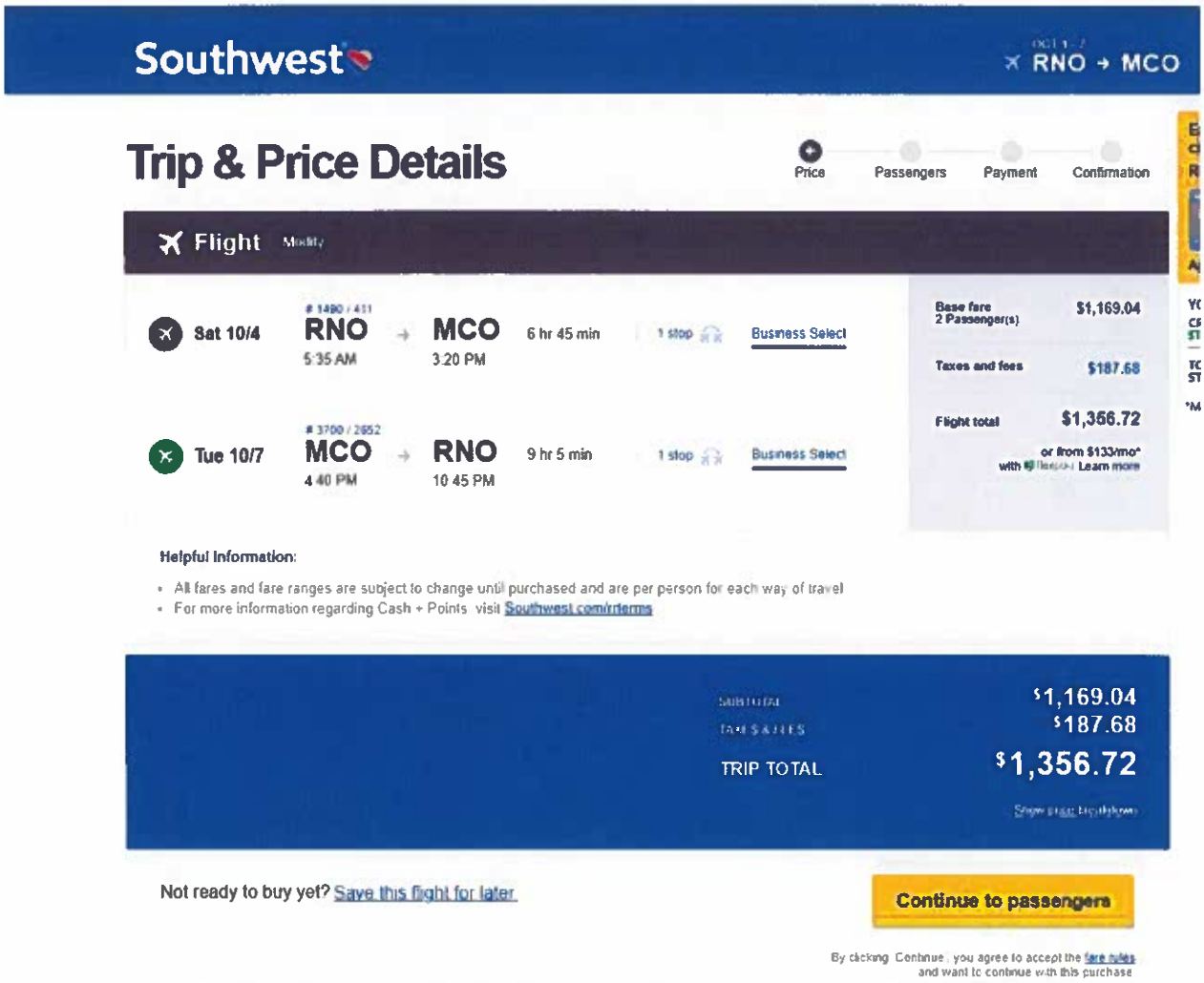
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Accessibility Sitemap Terms Privacy Policy Do Not Share My Personal Data

Privacy Preference Center Reservation FAQ

For reservation inquiries, please call 888-444-6664 for assistance.

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Southwest
RNO → MCO
Trip & Price Details
Price
Passengers
Payment
Confirmation
Flight
Sat 10/4
RNO
5:35 AM
MCO
3:20 PM
6 hr 45 min
1 stop
Business Select
Tue 10/7
MCO
4:40 PM
RNO
10:45 PM
9 hr 5 min
1 stop
Business Select
Base fare
2 Passenger(s)
$1,169.04
Taxes and fees
$187.68
Flight total
$1,356.72
Helpful Information:
All fares and fare ranges are subject to change until purchased and are per person for each way of travel
For more information regarding Cash + Points visit Southwest.com/terms
$1,169.04
$187.68
TRIP TOTAL
$1,356.72
Not ready to buy yet? Save this flight for later
Continue to passengers
Add a Car
No worries, your flight will remain in your cart while you search for a car.

U.S. General Services Administration

FY 2025 per diem rates for Orlando, Florida

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

Primary destination	County	M&IE total	Breakfast	Lunch	Dinner	Incidental expenses	First and lastday of travel
Orlando	Orange	$80	$20	$22	$33	$5	$60.00

2025 Fall School Facilities & Safety Congress

Omni Orlando Resort at Champions Gate, Florida

OCTOBER 5TH - 7TH 2025

Request To Join **See Speakers**

Request to Join

Connect with peers and industry experts in an environment conducive to collaboration. Forge meaningful connections, share best practices, and engage in discussions that go beyond the surface, fostering a network of leaders committed to the safety and excellence of educational facilities.

Explore a diverse array of topics designed to provide actionable solutions for the unique challenges faced by leaders in operations, facilities, and safety departments. From recruitment strategies to security measures, each session is crafted to equip you with practical tools.

Participate in engaging workshops offering practical guidance for implementation. From crisis communication to sustainable schools, these workshops aim to provide tangible takeaways for enhancing the safety and functionality of educational spaces.

Request To Join

Topics Of Discussion

Attracting and Retaining Operations Staff in Today's Competitive Environment

Classrooms, Not Courtrooms: Mental Health Interventions to Redirect the School-to-Prison Pipeline

Navigating the Backlog: Addressing Challenges in Deferred Facility Maintenance

The Schedule

DAY 01
Sunday

DAY 02
Monday

DAY 03
Tuesday

10:00 am - 6:00 pm

Event Registration

12:20 pm - 1:20 pm

Opening Keynote

1:30 pm - 3:30 pm

Strategy Sessions/Business Meetings

3:15 pm - 3:35 pm

Afternoon Refreshments & Networking

3:35 pm - 5:45 pm

Strategy Session/Business Meetings/Roundtable Discussions/Workshops

5:45 pm - 6:45 pm

Free Time

7:00 pm - 8:30 pm

Welcome Reception & Dinner

The Schedule

DAY 01
Sunday

DAY 02
Monday

DAY 03
Tuesday

7:00 am - 8:00 am

Networking Breakfast

8:00 am - 9:00 am

Morning Keynote/Panel Session

9:00 am - 10:30 am

Strategy Sessions/Business Meetings

10:30 am - 11:00 am

Morning Refreshments & Networking

11:00 am - 11:45 am

Strategy Sessions/Business Meetings

11:45 am -
12:30 pm

Workshop/Roundtable Discussions

12:30 pm -
1:30 pm

Networking Luncheon

1:30 pm -
3:30 pm

Roundtables/Business Meetings/Workshops

3:30 pm -
4:00 pm

Afternoon Refreshments & Networking

4:00 pm -
5:00 pm

Strategy Sessions/Business Meetings

5:00 pm -
5:45 pm

Closing Day Keynote

5:45 pm -

6:45 pm

Free Time

6:45 pm -
8:30 pm

Networking Reception & Dinner

The Schedule

DAY 01
Sunday

DAY 02
Monday

DAY 03
Tuesday

8:00 am - 8:15 am

Morning Refreshments & Networking

8:20 am - 9:05 am

Workshops/Roundtable Discussions

9:10 am - 9:55 am

Brunch

10:05 am - 11:05 am

Strategy Sessions/Business Meetings

11:15 am - 12:00 pm

Closing Keynote

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: Kayleen Larkins and Natasha Valiska

SCHOOL: District

NAME OF CONFERENCE: (Do Not Use Acronyms) National Association for the Education of Homeless Youth and Children

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Dallas Texas

DATE OF DEPARTURE: 11/1/2025 DATE OF RETURN: 11/5/2025

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.

Attendees engage in a wide range of sessions tailored to the diverse needs of homeless students. These sessions include legal updates on the McKinney-Vento Act, strategies for identifying and serving unaccompanied youth, trauma-informed practices, improving school attendance, community partnerships, and removing barriers to extracurricular and academic participation. The conference also includes workshops on data collection and compliance, ensuring districts are effectively monitoring progress and meeting federal requirements. National experts provide current research, legislative insights, and evidence-based strategies to support systems-level change.

Participation in this conference is a required element of the McKinney-Vento Grant, as it ensures staff are properly trained in compliance and best practices to serve our most vulnerable students. The knowledge and expertise gained through attendance are directly aligned with the grant's objectives of providing equitable access to education and ensuring that all children, regardless of housing status, can achieve their full potential.

TRAVEL APPROVED: Date 7/10/25

Kayleen Larkins

Site administrator or supervisor signature

TRAVEL APPROVED: Date 7-10-25

Stacey Kloos

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 7/11/25

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

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Grants

			Total	District Office	Grant	School Site	Other
BUDGET#	280.688.0000.000.2500.330.10000.00.000						
Registration Fees:	Attendees 2	x $875.00 Reg. fee	$ 1750		✓		
BUDGET#	280.688.0000.000.2500.580.10000.00.000						
Travel By:	Flights 2 x $332.00		$ 664.00		✓		
(Air, district car, private car for personal convenience, etc.)							
BUDGET#	280.688.0000.000.2500.580.10000.00.000						
Lodging:	Room rate $ 188.86	x 4 nights	$ 755.44		✓		

(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.*

						District Office	Grant	School Site	Other
Meals:	Breakfast	$ 20	x 2x2 days	$ 80			✓		
	Lunch	$ 22	x 3x2 days	$ 132			✓		
	Dinner	$ 33	x 4x2 days	$ 264			✓		
	Incidental	$ 5	x 5x2 days	$ 50			✓		
Substitutes:	# of Days		x $ /day						
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)				$ Uber			✓		
				$					
Other Miscellaneous expenses: (attach explanation)				$					
TOTAL EXPENSES				$ 3,695.44					

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

Conference Information

Conference Dates & Times:	11/2-4/2025 7:15am - 5:00pm
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Hyatt Regency Dallas 300 Reunion Blvd Dallas, TX 75207 USA

Airline Information

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy GBCF: Work-Related Travel.

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

Date & Time you wish to **DEPART:**	11/1/25 6:00am
Date & Time you wish to **RETURN:**	11/5/25 2:30pm
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) : 170	All travelers agree to share lodging as appropriate?	☑ **Yes** ☐ **No**
Register under what name(s)?	Kayleen Larkins and Natasha Valiska	
Name, Address, Phone number of lodging establishment:	Hyatt Regency Dallas 300 Reunion Blvd Dallas, TX 75207 USA	

DEADLINE DATE : 8/15/25 **Code Information:** n/a

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



2025 CONFERENCE SCHEDULE

Our conference is comprised of mealtime keynote sessions, followed by concurrent (breakout) sessions. Concurrent (breakout) sessions may include content from the following tracks:

- Academic Achievement
- Access to Services
- Child Welfare/Foster Care
- Early Childhood
- Effective Practices and Implementation
- Post-Secondary
- Social Emotional/Behavioral Health

- Unaccompanied Homeless Youth

2025 *DRAFT* CONFERENCE SCHEDULE

Saturday November 1, 2025

9:30 a.m. - 12:30 p.m. AM Pre-Conference Sessions

1:30 p.m. - 4:30 p.m. PM Pre-Conference Sessions

1:30 p.m. - 4:30 p.m. McKinney-Vento State Coordinator Meeting (By Invitation)

Sunday November 2, 2025

7:15 a.m. - 8:45 a.m. Breakfast

8:00 a.m. - 9:30 a.m. Opening Keynote/General Session

9:45 a.m. - 11:00 a.m. Concurrent Sessions 1

11:30 a.m. - 12:30 p.m. Luncheon Networking Session

1:15 p.m. - 2:30 p.m. Concurrent Sessions 2

3:00 p.m. - 4:15 p.m. Concurrent Sessions 3

4:30 p.m. - 5:30 p.m. NAEHCY Annual Meeting

5:30 p.m. - 7:00 p.m. Opening Night Reception

Monday November 3, 2025

7:15 a.m. - 8:45 a.m. Breakfast

8:00 a.m. - 9:30 a.m. Breakfast Keynote/General Session

9:45 a.m. - 11:00 a.m. Concurrent Sessions 4

11:30 a.m. - 1:00 p.m. Luncheon Networking Session/NAEHCY Awards and Scholarships

1:15 p.m. - 2:30 p.m. Concurrent Sessions 5

3:00 p.m. - 4:15 p.m. Concurrent Sessions 6

Tuesday November 4, 2025

7:15 a.m. - 8:45 a.m. Breakfast

8:00 a.m. - 9:30 a.m. Closing Keynote/General Session

9:45 a.m. - 11:00 am Concurrent Sessions 7

SESSION SCHEDULE

Our call for Presenters will open May 15, 2025, and run until July 17, 2025.

Search

No sessions found.

Breakfast is included daily, and lunch is included Sunday and Monday. We will also have comfort breaks each morning and afternoon.

Register Now

Already registered?

WELCOME

Register now for the 2025 Annual Conference!

Register Now

Already registered?

WHO WE ARE

The National Association for the Education of Homeless Children and Youth (NAEHCY) is a national nonprofit, membership association. Our mission is dedicated to ensuring educational equity and excellence for children and youth experiencing homelessness, including high mobility children and youth, through collaboration, learning, leadership and capacity building of our members.

We fulfill our mission by providing technical assistance and sharing best-practice implementation strategies to build the capacity of individuals, agencies, and organizations to ensure the academic success of children. As such, we support state and federal administrators, homeless liaisons, educators, community service providers, advocates, parents and youth. In addition, we collaborate with partners to advocate for public policy change to ensure all children and youth succeed in school. Our members serve the approximately 1.5 million children and youth experiencing homelessness.

DETAILS

WHEN

November 1, 2025 – November 4, 2025
8:00 AM-5:00 PM CT
Viewing in Central Time **Adjust**

Add to Calendar

WHERE

Hyatt Regency Dallas
300 Reunion Blvd
Dallas, TX 75207
USA

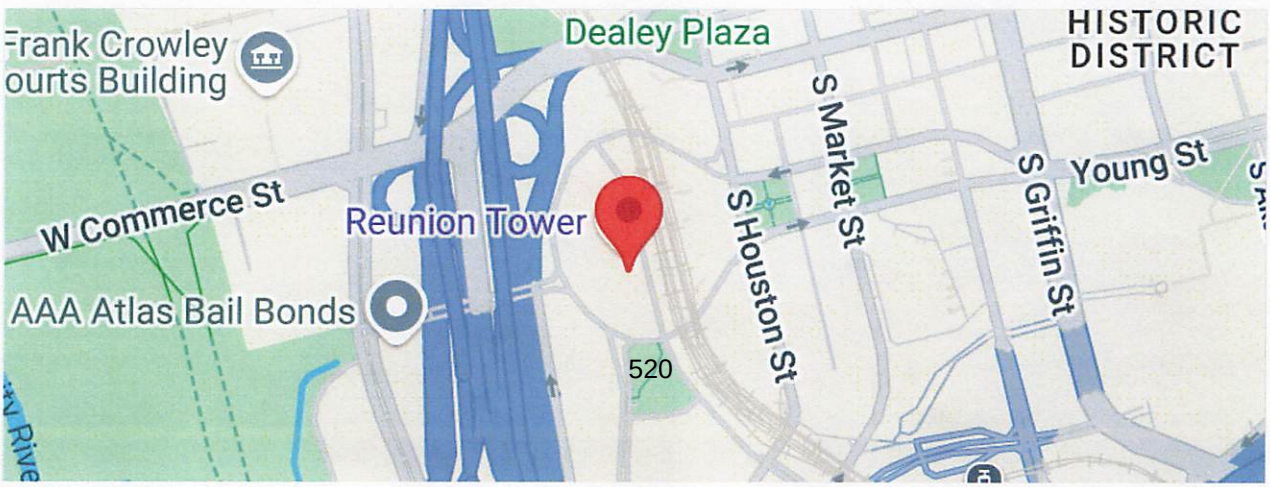
PLANNER

SPARGO, Inc.

Conference Registration Customer Service Line:
1-866-470-2935

naehcyregistration@spargoinc.com

Contact Us



Pre-Conference and Conference Registration (Sat-Tues)

Member - In-Person - Full Conference On-Site

$900.00

Changes to **$950.00** after Friday, Aug. 15, 2025

Non-refundable

Member - Virtual - Full Conference Virtual

$650.00

Changes to **$700.00** after Friday, Aug. 15, 2025

Non-refundable

Non Member - In-Person - Full Conference On-Site

$950.00

Changes to **$1,000.00** after Friday, Aug. 15, 2025

Non-refundable

Non Member - Virtual - Full Conference Virtual

$725.00

Changes to **$775.00** after Friday, Aug. 15, 2025

Non-refundable

Conference Only Registration (Sun-Tues)

Member - In-Person - Conference Only On-Site

$775.00

Changes to **$825.00** after Friday, Aug. 15, 2025

Non-refundable

Member - Virtual- Conference Only Virtual

$600.00

Changes to **$650.00** after Friday, Aug. 15, 2025

Non-refundable

Non Member - In-Person - Conference Only On-Site

$875.00

Changes to **$900.00** after Friday, Aug. 15, 2025

Non-refundable

Non Member - Virtual- Conference Only Virtual

$700.00

Changes to **$725.00** after Friday, Aug. 15, 2025

Non-refundable

Student Conference Only Registration (Sun-Tues)

Student In-Person Registration

$800.00

Non-refundable

Student Virtual Registration

$600.00

Non-refundable

Exhibitor Registration

For-Profit/Corporate Exhibitors

$900.00

Non-Profit Exhibitors

$750.00

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

Trip & Price Details

Price · Passengers · Payment · Confirmation

Flight Modify

Sat 11/1	# 4326 / 4694	RNO 6:55 AM	→	DAL 2:25 PM	5 hr 30 min	1 stop · Basic
Wed 11/5	# 634 / 2085	DAL 11:15 AM	→	RNO 3:55 PM	6 hr 40 min	1 stop · Basic

Base fare 1 Passenger(s)	~~$285.58~~
Discount total	-$52.19
Subtotal	$233.39
Taxes and fees	$69.67
Flight total	$332.00

or from $33/mo* with flexpay Learn more

Helpful Information:

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

Upgrade Flight

Upgrade to Wanna Get Away *plus*®



- ✔ No cancel fee (12-month Transferable Flight Credit™ from original ticketing date)[5]
- ✔ Changes allowed, fare difference applies[7]
- ✔ Free same-day change/standby *(taxes and fees may apply)*[9]
- ✔ 6x Rapid Rewards® points per dollar[3]
- ⓘ Checked bag fees may apply[2]

*Please read the fare rules associated with this purchase.

Prices shown per passenger, per one-way.

- ○ Upgrade departing trip for $40
- ○ Upgrade returning trip for $40
- ○ Upgrade both for $80

Apply upgrade

SUBTOTAL	$285.58
DISCOUNT	−$52.19
TAXES & FEES	$69.67
TRIP TOTAL	$332.00

Show price breakdown

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

Continue to passengers

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

WORLD OF HYATT®



Hyatt Regency Dallas

2 Queen Beds
Sat, Nov 1, 2025 - Wed, Nov 5, 2025
1 Room, 1 Guest
Naehcy 2025 A...

HYATT REGENCY

Contact Information

Already a member? Sign In for faster booking, or continue as a guest. SIGN IN

Prefix (Optional) *** Given / First Name** *** Surname / Last Name**

*** Email**

*** Phone Number**

US +1

Text Me Updates
(Optional)

By turning on the switch, I provide my signature to agree to receive automated texts with info about reservations, offers & promos from Hyatt and its agents to the number I provided. Consent to texts is not a requirement or condition of purchase. Msg & data rates apply. I agree to the **Terms**.

Payment Information

Credit Card

Price Summary

Total Cost Per Room*	**$755.41**
4 Night Stay	**$644.00**
Sat, Nov 1	$161.00
Sun, Nov 2	$161.00
Mon, Nov 3	$161.00
Tue, Nov 4	$161.00
Taxes & Fees	**$111.41**
Tourism pid	$12.88
State/local tax	$98.53

Hide Price Details

*Changes in taxes or fees will affect the total price.

EXCLUSIVE OFFER

Earn up to **$350** in statement credits on Hyatt purchases*
PLUS, 5,000 BONUS POINTS

Price for stay	$755.41
Statement credit	-$350.00
Total after Statement Credit	**$405.41**

FY 2025 per diem rates for Dallas, Texas

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

Primary destination	County	M&IE total	Breakfast	Lunch	Dinner	Incidental expenses	First and lastday of travel
Dallas	Dallas	$80	$20	$22	$33	$5	$60.00

FY 2025 per diem rates for Dallas, Texas

Daily lodging rates (excluding taxes) | October 2024 - September 2025

Primary destination	County	2024 Oct	Nov	Dec	2025 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Dallas	Dallas	$170	$170	$170	$191	$191	$191	$170	$170	$170	$170	$170	$170

Uber

Ride | Rental Cars | Courier | Eat

Reserve a ride

Dallas Love Field Airport (DAL)

Hyatt Regency

Flight info

Arrives on Aug 1

DL1104, 11:44 pm arrival

Ready when you land

We'll monitor your flight for delays. When you land, use the Uber app to let your driver know you're ready.

How it works

Choose a ride

Rides we think you'll like



UberX 4
Recommended
$21.93



UberXL 6
Affordable rides for groups up to 6
$40.07



Comfort 4
Newer cars with extra legroom
$34.98



UberXXL 6
Rides for 6 with room for extra luggage
$44.81

Economy

Add Payment Method

Request UberX



526

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: LCSD Grant Department and Executive Director Of Operations- Up to 4 travelers (TBD)

SCHOOL: District Office

NAME OF CONFERENCE: (Do Not Use Acronyms) BruMan Fall Forum '25- Oversight or Undersight?

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: New Orleans, LA 70112

DATE OF DEPARTURE: 12/2/2025 DATE OF RETURN: 12/5/2025

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 BruMan team will be hosting its Fall Forum in person, at The Roosevelt New Orleans, A Waldorf Astoria Hotel. LCSD will get questions answered regarding the Final EDGAR (Education Department of General Administrative Regulations) and UGG Rules (Uniform Grant Guidance), LCSD will be able to once again network with colleagues about the federal regulations pertaining to the federal funds we receive each year. Attendees will learn the Hierarchy of authorities related to grants management, the status of OMBs (Office of Management and Budget) proposed regulatory changes to the Uniform Grant Guidance, the pass-through entity requirements, particularly related to subrecipient monitoring and lastly the internal control requirements for time and effort documentation.

TRAVEL APPROVED: Date 7/10/25 Kayleen Larkins
Site administrator or supervisor signature

TRAVEL APPROVED: Date 7/11/25 Stacey Lloyd
Superintendent or designee signature

District Office Use Only

Received by District Office Date: 7/10/25

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

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title I

					District Office	Grant	School Site	Other
BUDGET#	280.633.0000.2515.330.10000.00.000			Total				
Registration Fees:	Attendees 4	x 1,595.00	Reg. fee	$ 6,380.00		✔		
BUDGET#	280.633.0000.2515.587.10000.00.000							
Travel By:	Airline fees reflect round trip *4* $477.90			$ 1,911.60		✔		
(Air, district car, private car for personal convenience, etc.)								
BUDGET#	280.633.0000.2515.587.10000.00.00							
Lodging:	Room rate $ $309 per night	X 3 Rooms x 3	nights	$ 2,781.00		✔		
(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 $ 20	x 4 x 1	days	$ 80.00		✔		
	Lunch $ 22	x 4 x 4	days	$ 352.00		✔		
	Dinner $ 33	x 4 x 4	days	$ 528.00		✔		
	Incidental $ 5	x 4 x 4	days	$ 80.00		✔		
Substitutes:	# of Days 0	x $0	/day					
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)				$ Parking & Uber		✔		
				$				
Other Miscellaneous expenses: (attach explanation)								
TOTAL EXPENSES				$ 12,112.60				

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

Conference Information

Conference Dates & Times:	Dec. 3, 2025- Dec. 5, 2025 8:00 AM- 5:00 PM
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	The Roosevelt- New Orleans, LA

Airline Information

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy GBCF: Work-Related Travel.

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

Date & Time you wish to **DEPART:**	December 2, 2025 @ 6:00 AM
Date & Time you wish to **RETURN:**	December 5, 2025 @ 10:05 PM
List any special notes here:	

Are you renting a car? ☐ **Yes** ☑ **No** How many days? 0

Note: Car insurance should be declined as the district insurance provides adequate coverage.

Lodging Information

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

Lodging GSA (Per Diem Rate) : $157.00	All travelers agree to share lodging as appropriate?	☑ Yes ☐ No
Register under what name(s)?	TBD	
Name, Address, Phone number of lodging establishment:	The Roosevelt New Orleans, A Waldorf Astoria Hotel130 Roosevelt WayNew Orleans, LA 70112	

DEADLINE DATE : N/A _____ **Code Information:** _____

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

THE BRUMAN GROUP PLLC

Oversight or Undersight?

Managing Federal Grants Under the Current Administration

The Roosevelt – New Orleans, LA

2025 Fall Forum Agenda

Tuesday, December 2, 2025

3:30 – 5:00pm **Early Fall Forum Check-In (All Attendees)**

Wednesday, December 3, 2025

Pre-Session Registered Attendees ONLY

*Attendees registered for the pre-session will be issued a **GREEN nametag** which will be required to enter the breakfast and the pre-session area. If you are not registered for the pre-session but wish to add it to your registration, please see our Registration Desk.*

7:30 – 8:30am **Pre-Session Check-In**

Hot Continental Breakfast

8:30 – 11:00am **Pre-Session 1: EDGAR and the UGG**
Steve Spillan and Michael Brustein, Bruman Group, PLLC

This pre-session will provide a detailed review of the Office of Management and Budget's (OMB) final amendments to the Uniform Grants Guidance (UGG). Last October, OMB released proposed changes to the UGG that affect mandatory reporting, financial management, procurement, inventory and more. The final version went into effect on October 1, 2024. Learn about how the final changes will affect your agency and how to proceed in this new regulatory landscape.

8:30 – 11:00am **Pre-Session 2: Monitoring Subrecipients for Federal Compliance**
Bonnie Graham, Tiffany Kesslar and Shane Morrisey, Bruman Group, LLC

Are you confident in your subrecipient monitoring process? This pre-session will focus on oversight by pass-through entities. We will review examples of subrecipient monitoring determinations made by pass-through entities and discuss best practices for findings versus recommendations and corrective actions. The session will also discuss general oversight responsibilities and what steps must be taken to resolve identified noncompliance.

THE BRUMAN GROUP PLLC

Oversight or Undersight?

Managing Federal Grants Under the Current Administration

The Roosevelt – New Orleans, LA

2025 Fall Forum Agenda

Wednesday, December 3, 2025

10:00 – 4:00 **General Fall Forum Check-In (All Attendees)**

General Sessions

1:00 – 1:10 **Introduction**
Tiffany Kesslar, Bruman Group, PLLC

1:10 – 1:15 **Welcome**
Dr. Cade Brumley, Louisiana State Superintendent of Education *(invited)*

1:15 – 2:00 **Federal Updates**
Julia Martin and Kelly Christiansen, Bruman Group, PLLC

2:00 – 2:45 **Overview of Federal Court Cases and Injunctions**
Bonnie Graham, Bruman Group, PLLC

2:45 – 3:15 **Coffee Break**

3:15 – 4:15 **Panel: Increased Monitoring Burdens for Pass-Through Entities**
Moderated by Michael Brustein, Bruman Group, PLLC

4:15 – 5:00 **Mechanics of GAO Oversight in Federal Programs**
Officials from U.S. Government Accountability Office (*invited*)

5:00 – 6:00 **Networking Reception**

THE BRUMAN GROUP PLLC

Oversight or Undersight?

Managing Federal Grants Under the Current Administration

The Roosevelt – New Orleans, LA

2025 Fall Forum Agenda

Thursday, December 4, 2025

GENERAL SESSIONS

7:30 – 8:30 **Hot Continental Breakfast**

8:30 – 9:15 **Conducting an Internal Control Risk Assessment**
Tiffany Kesslar, Bruman Group, PLLC

9:15 – 10:15 **OIG Updates and Initiatives**
Keith Cummins, Director of State and Local Advisory and Assistance Team, Office of Inspector General, U.S. Department of Education

10:15 – 10:45 **Break**

CONCURRENT BREAKOUT SESSIONS

10:45–12:00	**Federal Grants Management Test** Steven Spillan and Blake Hite *Introductory Session*	**ESEA Recent Guidance** Shane Morrisey and Kelly Christiansen *Intermediate Session*	**IDEA Recent Guidance** Bonnie Graham and Tiffany Kesslar *Intermediate Session*
Lunch (12:00 – 1:30)			
1:30 – 2:45	**Updating Policies and Procedures** Brandi Wills *Intermediate Session*	**Using Federal Funds to Leverage School Choice** Tiffany Kesslar and Kelly Christiansen *Introductory Session*	**Perkins, AEFLA and WIOA Hot Topics** Michael Brustein and Steven Spillan *Intermediate Session*
Break (2:45 – 3:15)			
3:15 – 4:30	**Being Direct About Indirect** Bonnie Graham and Brandi Wills *Intermediate Session*	**Serving Private School Students under ESEA** Julia Martin and Shane Morrisey *Introductory Session*	**Hot Topics in Higher Education** Michael Brustein and Blake Hite *Introductory Session*

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Oversight or Undersight?

Managing Federal Grants Under the Current Administration

The Roosevelt – New Orleans, LA

2025 Fall Forum Agenda

Friday, December 5, 2025

GENERAL SESSIONS

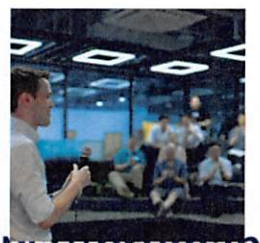
7:30 – 8:30	**Hot Continental Breakfast**
8:30 – 9:15	**Panel: Managing Federal Grants With Fewer Resources** Moderated by Steven Spillan, Bruman Group, PLLC
9:15 – 10:00	**Monitoring Compliance with Less Federal Oversight** Steven Spillan and Shane Morrisey, Bruman Group, PLLC
10:00 – 10:30	**Break**
10:30 – 11:30	**AI in Education** Julia Martin, Bruman Group, PLLC
11:30 – 12:00	**Civil Rights Responsibilities of Grantees and Subgrantees** Brandi Wills and Blake Hite, Bruman Group, PLLC
12:00 – 12:30	**Questions and Answers Panel** Bruman Group Attorneys

THE BRUMAN GROUP PLLC (https://bruman.com/)

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RNO → MSY

Trip & Price Details

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Flight Modify

Tue 12/2	# 4185 / 1483	RNO 6:00 AM	→	MSY 1:50 PM	5 hr 50 min	1 stop · Anytime
Fri 12/5	# 1211 / 3509	MSY 5:55 PM	→	RNO 10:05 PM	6 hr 10 min	1 stop · Wanna Get Away Plus

Base fare 4 Passenger(s)	~~$1,846.92~~
Discount total	-$254.72
Subtotal	$1,592.20
Taxes and fees	$319.40
Flight total	$1,911.60

or from $188/mo* with flexpay Learn more

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- For more information regarding Cash + Points, visit Southwest.com/rrterms

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TAXES & FEES	$319.40
TRIP TOTAL	$1,911.60

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The Roosevelt New Orleans, A Waldorf Astoria Hotel

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1 King Bed Deluxe Room

Max Guests: 2

Details

Individual or Couple will enjoy 250-300 sq.ft. of classic elegance. Our

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Dec

Tue 2	Wed 3	Thu 4
USD 309	USD 309	USD 309

USD 309.00
Average nightly rate
+Taxes & Fees

1 rooms

1 guests

Select

View policies



2 Queen Beds Deluxe Room

Max Guests: 4

Details

Accommodates up to four guests with 325-350 sq.ft. of classic elegance.

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Dec

Tue 2	Wed 3	Thu 4
USD 309	USD 309	USD 309

USD 309.00
Average nightly rate
+Taxes & Fees

1 rooms

1 guests

Select

View policies

escription





e Roosevelt Hotel, a member of the prestigious Waldorf=Astoria Hotels & Resorts, provides guests with a sense of history and place. The el was conceived with Business and Leisure travelers in mind and combines old-world service with todays modern conveniences. Offering l luxuriously appointed guestrooms and suites, the Roosevelt is the ideal headquarters for your business meetings or that weekend getaway lew Orleans. The Roosevelt is adjacent to the world famous French Quarter (one block from Bourbon St.) and is convenient to the Canal eetcar Line, Super Dome, Harrahs Casino, Mississippi River attractions, and the New Orleans Convention Center.

Reservation Summary

Check-in
Tue, Dec 2, 2025

Checkout
Fri, Dec 5, 2025

Rooms
1

Guests per room
1

THE ROOSEVELT NEW ORLEANS, A WALDORF ASTORIA HOTEL

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' 2025 per diem rates for Louisiana

ily lodging rates (excluding taxes) | October 2024 - September 2025

Primary destination	County	2024 Oct	Nov	Dec	2025 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Se
andard Rate	Applies for all locations without specified rates	$110	$110	$110	$110	$110	$110	$110	$110	$110	$110	$110	$11
exandria / Leesville / ıtchitoches	Allen / Jefferson Davis / Natchitoches / Rapides / Vernon Parishes	$112	$112	$112	$112	$112	$112	$112	$112	$112	$112	$112	$11
ew Orleans	Orleans / Jefferson Parishes	$157	$157	$157	$157	$179	$179	$179	$179	$133	$133	$133	$15

' 2025 per diem rates for Louisiana

·als and incidental expenses (M&IE) rates and breakdown

Primary destination	County	M&IE total	Breakfast	Lunch	Dinner	Incidental expenses	First and lastday of travel
andard Rate	Applies for all locations without specified rates	$68	$16	$19	$28	$5	$51.00
exandria / Leesville / ıtchitoches	Allen / Jefferson Davis / Natchitoches / Rapides / Vernon Parishes	$68	$16	$19	$28	$5	$51.00
ɜw Orleans	Orleans / Jefferson Parishes	$80	$20	$22	$33	$5	$60.00

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.

Please Download & TYPE the following information.

Staff Member: Matia Dreyer

School: SVS

Conference: Southwest Agricultural Professional Development

Staff Assignment: Teacher

Do not use acronyms

Location of Conference: Las Cruces, NM

Dates Attended: 6.22.25-6.28.25

General Overview: Do not use acronyms

During my trip, I explored a range of agricultural industries and natural landmarks throughout southern New Mexico. I toured livestock operations at Santa Teresa Livestock Crossing and learned about livestock research at New Mexico State University. I also visited plant research facilities and the Farm and Ranch Heritage Museum, where I gained a deeper understanding of crop science and the region's farming history. In Hatch, I toured chile farms and the local high schools agriculture program, and new vet clinic. I also explored pistachio farming at Pistachioland and checked out agricultural programs at Deming and Roswell High Schools. Along with these visits, I experienced stunning natural sites like White Sands National Park, Lincoln Monjeau Lookout, Fort Stanton, and the unique landscapes around Ruidoso. The trip included historic site visits in Columbus and Palomas, Mexico, blending agricultural learning with cultural and environmental exploration.

How will this impact student learning in a positive way?

This trip will positively impact student learning by exposing them to diverse beef production systems and innovative watering techniques that differ from those typically used in our area. Seeing various beef operations firsthand will broaden their understanding of livestock management, including how ranchers adapt to different environments and challenges. Learning about alternative watering methods will deepen their knowledge of sustainable resource use and water conservation in agriculture. These experiences will help students appreciate the diversity within the beef industry and inspire them to think critically about how to apply new practices to improve efficiency and sustainability in their own agricultural studies.

How will I implement what I learned and how will I share this information with my colleagues?

I will share what I learned with my colleagues through informal discussions and collaborative meetings, where I can highlight the diverse agricultural practices, livestock operations, crop research, and water and land management techniques from the trip. I'll provide practical examples and resources to help them incorporate these ideas into their teaching. By fostering ongoing conversations, we can work together to integrate these insights into our curriculum and support student learning across different subjects.

Other Comments:

Duane Mattice
Site Principal/Supervisor Approval

7/11/2025
Date

Stacy L Cooper, Ed D
Deputy Superintendent Approval

7/11/25
Date

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: Jenifer Sexson

School: YHS

Conference: Southwest Ag PD in Las Cruces, NM

Staff Assignment

Do not use acronyms

Location of Conference: Las Cruces, NM

Dates Attended: June 22-28

General Overview: Do not use acronyms

New Mexico State University hosted a PD opportunity to introduce agricultural educators throughout the U.S. to southwest agriculture. This PD included farm visits, visiting prominent agricultural education programs in NM, white sands national park, exploring Pistachioland, and a trip to Puerto Palomas, Mexico. Each stop of the trip, agricultural educators learned about various aspects of agriculture and how we could relate it back to our regions and educate our students about the opportunities available to them. From imports to export markets, to working internationally with various farm and ranches, to educational opportuinities available to students through their involvment in FFA, having SAE projects, and being in Ag class.

542

How will this impact student learning in a positive way?

By attending this tour I have learned more about agrculture opportuities for students, from seeing other ag programs and how they teach various units, to how New Mexico runs their FFA programs, and how they incorporate SAEs into the classroom. With all of this I can now take this back to my classroom and share my experience with the students, using some of the ideas and skills I learned from this to help them get excited to learn more about ag and see the big picture, that there is more to Ag than just farming.

How will I implement what I learned and how will I share this information with my colleagues?

I will definitley been sharing my experience with my colleagues, I will recommend them to attend this PD next year. I plan on giving a presentation to the Nevada Ag Teachers at the Summer meeting about all of the things I learned on this trip. I plan on using the ideas that I heard over this last week in my classroom, and even promote to my students the opportunities that are available to them, such as this trip.

Other Comments:

Thank you so much for approving this PD. It is one that I will always be greateful I was able to attend, the networking that was made with teachers from across the country, and seeing how others teach Ag. I greatly appreaciate being able to attend this PD.

K B Edgerton
Site Principal/Supervisor Approval

Stacy L Cooper, EdD
Deputy Superintendent Approval

6/30/2025
Date

7/11/25
Date

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.

Please Download & <u>TYPE</u> the following information.

Staff Member: Ryan Robinson

School: DO - Transportation

Conference: NDE State Transportation Summit

Staff Assignment

Do not use acronyms

Location of Conference: Henderson Nevada

Dates Attended: 7/7/25 - 7/8/25

General Overview: Do not use acronyms

The Nevada Department of Education Transportation Summit is an annual gathering of transportation departments from all school districts across the state. The summit provides important updates on new and existing laws and procedures at both the federal and state levels. Key topics include the review and adjustment of out-of-service criteria, updates to the Nevada Minimum Standards for school buses and other student transportation vehicles, and revisions to driver training procedures and documentation.

Attendees also collaborate on updates to the state's school bus driver certification test to ensure it reflects current standards and practices. This year's summit featured presentations from the Nevada Department of Public Safety and the Nevada State Police, focusing on human trafficking awareness. These sessions included strategies for implementing preventative measures within school transportation departments and training for bus drivers and aides to recognize signs of trafficking.

In addition, the summit included a review of the SafeVoice program, with a focus on how its data and reporting processes relate to school transportation safety and student well-being.

How will this impact student learning in a positive way?

School transportation departments play a crucial role in supporting student learning and overall success. Bus drivers are often the first school-related adult a student interacts with each morning and the last they see at the end of the day, making them key contributors to setting the tone for a student's school experience.

The Nevada Department of Education Transportation Summit ensures that transportation staff across the state remain informed and compliant with current laws, regulations, and best practices related to student safety. By attending this summit, our department is better equipped to implement updated procedures that directly enhance the safety, reliability, and efficiency of student transportation.

When students are transported safely and consistently, they arrive at school ready to learn, free from anxiety or distractions caused by unsafe or unpredictable travel. The summit also reinforces the importance of professional development for transportation staff, empowering them to better support students not only on daily routes but also during athletic and co-curricular trips, which are essential components of a well-rounded education.

How will I implement what I learned and how will I share this information with my colleagues?

Information gained from this summit will be used to update the training manuals and handbooks within the Lyon County School District's Transportation Department. These updates ensure that our materials reflect the most current state and federal regulations, safety practices, and procedural standards. All transportation staff in the Lyon County School District receive annual training on our local policies and procedures during in-service sessions, and the insights from this summit will be integrated into that training to enhance staff readiness and student safety.

Other Comments:

Site Principal/Supervisor Approval

Stacy L Cooper, EdD

Deputy Superintendent Approval

7/16/2025

Date

7/16/25

Date

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1476 **Voucher Date:** 06/05/2025 Prepared By: _____

Printed: 07/15/2025 11:43:53 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $60,650.84 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

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

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$38,969.46
230	Adult Education	$30.69
240	State Grants	$8,127.99
250	Special Education	$96.80
280	Federal Funds	$12,613.34
830	Gifts & Donations Scholarship Fund	$812.56
		$60,650.84

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1476 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T LONG DISTANCE	18214			
		100.101.0000.000.2510.533.10000.00.00 Check #: 4071	Telephone - Land Line phone services	$0.07
		100.108.0000.000.2620.533.10000.00.00 Check #: 4071	Telephone - Land Line phone services	$7.80
		100.121.0000.000.2410.533.10201.10.00 Check #: 4071	Telephone - Land Line phone services	$0.72
		100.122.0000.000.2410.533.10202.10.00 Check #: 4071	Telephone - Land Line phone services	$7.89
		100.123.0000.000.2410.533.10203.10.00 Check #: 4071	Telephone - Land Line phone services	$0.56
		100.125.0000.000.2410.533.10205.10.00 Check #: 4071	Telephone - Land Line phone services	$0.99
		100.126.0000.000.2410.533.10206.10.00 Check #: 4071	Telephone - Land Line phone services	$0.53
		100.127.0000.000.2410.533.10210.10.00 Check #: 4071	Telephone - Land Line phone services	$0.97
		100.128.0000.000.2410.533.10211.10.00 Check #: 4071	Telephone - Land Line phone services	$1.33
		100.129.0000.000.2410.533.10209.10.00 Check #: 4071	Telephone - Land Line phone services	$0.46
		100.132.0000.000.2410.533.10302.20.00 Check #: 4071	Telephone - Land Line phone services	$7.02
		100.134.0000.000.2410.533.10304.20.00 Check #: 4071	Telephone - Land Line phone services	$0.86
		100.135.0000.000.2410.533.10305.31.00 Check #: 4071	Telephone - Land Line phone services	$0.61
		100.136.0000.000.2410.533.10208.31.00 Check #: 4071	Telephone - Land Line phone services	$0.82
		100.161.0000.000.2410.533.10601.32.00 Check #: 4071	Telephone - Land Line phone services	$0.72
		100.162.0000.000.2410.533.10602.50.00 Check #: 4071	Telephone - Land Line phone services	$2.39

Voucher Supplement Account Summary

Voucher Batch Number: 1476 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2410.533.10603.32.00 Check #: 4071	Telephone - Land Line phone services	$11.74
		100.164.0000.000.2410.533.10604.32.00 Check #: 4071	Telephone - Land Line phone services	$1.42
		100.165.0000.000.2410.533.10605.32.00 Check #: 4071	Telephone - Land Line phone services	$1.24
		100.170.0000.000.2710.533.10000.00.00 Check #: 4071	Telephone - Land Line phone services	$0.20
		230.231.0000.610.2500.533.10000.00.00 Check #: 4071	Telephone - Land Line phone services	$0.97
			Vendor Total:	$49.31
A T & T MONTHLY STATEMENT	99712			
		100.101.0000.000.2510.533.10000.00.00 Check #: 4072	Telephone - Land Line phone services	$1,023.13
		100.101.0000.000.2670.533.10203.10.00 Check #: 4072	Telephone - Land Line phone services	$218.45548
		230.231.0000.610.2500.533.10000.00.00 Check #: 4072	Telephone - Land Line phone services	$29.72
			Vendor Total:	$1,271.30
ABSOLUTE MUSIC, LLC	98589			
		100.161.0000.100.1000.610.10601.32.00 Check #: 4073	General Supplies	$299.00
			Vendor Total:	$299.00
ALHAMBRA WATER	97540			
		100.101.0000.000.2510.610.10000.00.00 Check #: 4074	General Supplies	$81.40
		100.170.0000.000.2700.610.10000.00.00 Check #: 4074	General Supplies	$173.39
			Vendor Total:	$254.79
ANN W. DRENDEL				
		280.667.0000.000.2200.340.10000.00.00 Check #: 4075	Other Professional Services	$715.00

Voucher Supplement Account Summary

Voucher Batch Number: 1476 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$715.00
BATEMAN, CINDY					
		280.642.0000.200.2213.585.10000.00.00 Check #: 4076	Travel - Other Licensed Personnel		$287.34
				Vendor Total:	$287.34
BERRINGTON, SUSAN					
		240.289.0000.000.2213.580.10000.00.00 Check #: 4077	Travel		$179.64
				Vendor Total:	$179.64
BLACKORBY, TERRA					
		240.289.0000.000.2213.580.10000.00.00 Check #: 4078	Travel		$145.00
				Vendor Total:	$145.00
BUNYARD, CARI	96835				
		240.289.0000.000.2213.580.10000.00.00 Check #: 4079	Travel		$234.28
				Vendor Total:	$234.28
CAREER & TECHNICAL EDUCATION CONSORTIUM					
		280.631.0000.300.2200.320.10000.00.00 Check #: 4080	Professional Educational Services		$2,296.00
				Vendor Total:	$2,296.00
DE YOUNG, ALICIA R					
		240.289.0000.000.2213.580.10000.00.00 Check #: 4081	Travel		$199.27
				Vendor Total:	$199.27
FOLI, DAYLENE					
		240.289.0000.000.2213.580.10000.00.00 Check #: 4082	Travel		$241.48
				Vendor Total:	$241.48
GOODHEART-WILCOX	8600				

Voucher Supplement Account Summary

Voucher Batch Number: 1476 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.104.0000.100.1000.641.10000.00.00 Check #: 4083	Textbooks		$13,792.66
		280.634.0000.310.1000.641.10603.32.00 Check #: 4083	Textbooks		$5,999.97
				Vendor Total:	$19,792.63
GREENHOUSE MEGASTORE					
		240.300.0000.310.1000.610.10603.32.00 Check #: 4084	General Supplies		$1,470.98
				Vendor Total:	$1,470.98
HEGGERTY					
		240.290.0000.100.1000.653.10000.10.00 Check #: 4085	Web-based and similar programs		$1,675.80
				Vendor Total:	$1,675.80
HOUK, DUSTI	94820				
		100.121.0000.000.2410.610.10201.10.00 Check #: 4086	General Supplies		$67.44
				Vendor Total:	$67.44
INFINISOURCE, INC.	99766				
		100.102.0000.000.2570.340.10000.00.00 Check #: 4087	Other Professional Services		$168.00
				Vendor Total:	$168.00
JONES, ELIZABETH A					
		240.289.0000.000.2213.580.10000.00.00 Check #: 4088	Travel		$221.11
				Vendor Total:	$221.11
JOSTENS_10600	10600				
		100.161.0000.000.2410.610.10601.32.00 Check #: 4089	General Supplies		$1,522.95
				Vendor Total:	$1,522.95
KOPS, GERALD C					
		280.667.0000.000.2200.340.10000.00.00 Check #: 4090	Other Professional Services		$1,609.76

Voucher Supplement Account Summary

Voucher Batch Number: 1476 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$1,609.76
NEVADA FFA ASSOCIATION	97581				
		240.300.0000.300.2700.510.10000.00.00 Check #: 4091	Student Transportation Services		$3,190.00
				Vendor Total:	$3,190.00
ORTIZ, ALEJANDRA					
		240.289.0000.000.2213.580.10000.00.00 Check #: 4092	Travel		$186.54
				Vendor Total:	$186.54
PITNEY BOWES GLOBAL FINANCIAL	101970				
		100.121.0000.000.2410.442.10201.10.00 Check #: 4093	Rental of Equipment and Vehicles		$65.97
				Vendor Total:	$65.97
SARAH FORSYTHE					
		280.642.0000.200.2213.331.10000.00.00 Check #: 4094	Training & Development-Instruct Licensed Personnel		$129.00
				Vendor Total:	$129.00
SHRED-IT USA					
		100.121.0000.000.2410.421.10201.10.00 Check #: 4095	Garbage / Disposal		$37.00
				Vendor Total:	$37.00
SILVER SPRINGS MUTUAL WATER CO	19183				
		100.108.0000.000.2610.411.10000.00.00 Check #: 4096	Water / Sewer		$13,885.37
		100.170.0000.000.2730.411.10000.00.00 Check #: 4096	Water / Sewer		$178.21
				Vendor Total:	$14,063.58
SIMPLY YEARBOOK					
		100.123.0000.000.2220.640.10203.10.00 Check #: 4097	Books and Periodicals		$421.63
				Vendor Total:	$421.63

Voucher Supplement Account Summary

Voucher Batch Number: 1476 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
STOOD, HEATHER				
		280.642.0000.200.2213.581.10000.00.00 Check #: 4098	Travel - Instructional Licensed Personnel	$357.56
			Vendor Total:	$357.56
TURNER, JENNIFER				
		240.289.0000.000.2213.580.10000.00.00 Check #: 4099	Travel	$238.89
			Vendor Total:	$238.89
UNR - OFFICE OF STUDENT FINANCIAL AID				
		830.052.0000.000.2410.890.10000.00.00 Check #: 4100	Miscellaneous Expenditures	$312.56
		830.053.0000.000.2410.890.10000.00.00 Check #: 4100	Miscellaneous Expenditures	$500.00
			Vendor Total:	$812.56
VESTIS				
		100.121.0000.000.2620.422.10201.10.00 Check #: 4101	Janitorial / Custodial Services	$73.83
			Vendor Total:	$73.83
VIRGINIA RICHARDSON	101893			
		280.633.0000.000.2400.580.10209.10.00 Check #: 4102	Travel	$240.00
			Vendor Total:	$240.00
WASS, BRHIANNA M				
		240.289.0000.000.2213.580.10000.00.00 Check #: 4103	Travel	$145.00
			Vendor Total:	$145.00
WESTERN NEVADA COLLEGE_99219	99219			
		100.104.0000.100.1000.560.10000.00.00 Check #: 4104	Tuition	$2,492.63
			Vendor Total:	$2,492.63
WESTERN PSYCHOLOGICAL SERVCIE	22589			

Voucher Supplement Account Summary

Voucher Batch Number: 1476 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
		250.105.0000.200.2160.610.10000.00.00 Check #: 4105	General Supplies		$96.80
				Vendor Total:	$96.80
WOODBURN PRESS					
		280.633.0000.000.3300.610.10203.10.00 Check #: 4106	General Supplies		$978.71
				Vendor Total:	$978.71
XEROX CORPORATION					
		100.121.0000.000.2410.430.10201.10.00 Check #: 4107	Repairs and Maintenance Services		$503.03
		100.121.0000.000.2410.442.10201.10.00 Check #: 4107	Rental of Equipment and Vehicles		$333.74
		100.122.0000.000.2410.430.10202.10.00 Check #: 4107	Repairs and Maintenance Services		$247.08
		100.122.0000.000.2410.442.10202.10.00 Check #: 4107	Rental of Equipment and Vehicles		$221.06
		100.125.0000.000.2410.442.10205.10.00 Check #: 4107	Rental of Equipment and Vehicles		$672.51
		100.134.0000.000.2410.442.10304.20.00 Check #: 4107	Rental of Equipment and Vehicles		$971.75
		100.136.0000.000.2410.430.10208.31.00 Check #: 4107	Repairs and Maintenance Services		$664.74
		100.136.0000.000.2410.442.10208.31.00 Check #: 4107	Rental of Equipment and Vehicles		$121.16
		100.163.0000.000.2410.442.10603.32.00 Check #: 4107	Rental of Equipment and Vehicles		$357.17
		100.163.0000.100.1000.610.10603.32.00 Check #: 4107	General Supplies		$327.82
				Vendor Total:	$4,420.06
				Grand Total:	$60,650.84

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1475 **Voucher Date:** 06/05/2025 Prepared By: _____

Printed: 07/15/2025 11:45:40 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $250,075.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

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

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$87,318.48
230	Adult Education	$11,000.00
240	State Grants	$5,832.02
250	Special Education	$71,595.64
280	Federal Funds	$47,651.14
703	Workers Compensation	$26,677.72
		$250,075.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1475 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
ACE HARDWARE	200				
		100.101.0000.000.2510.610.10000.00.00 0	General Supplies		$192.39
				Vendor Total:	$192.39
AIR FILTER SALES AND SERVICE	98789				
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies		$597.00
				Vendor Total:	$597.00
AMAZON BUSINESS					
		100.123.0000.000.2130.610.10203.10.00 0	General Supplies		$325.33
		100.123.0000.000.2220.640.10203.10.00 0	Books and Periodicals		$49.93
		100.123.0000.000.2575.610.10203.10.00 0	General Supplies		$588.80
		100.127.0000.000.2120.610.10210.10.00 0	General Supplies		$95.67
		100.127.0000.000.2220.640.10210.10.00 0	Books and Periodicals		$76.80
		100.127.0000.000.2410.610.10210.10.00 0	General Supplies		$85.12
		100.127.0000.100.1000.610.10210.10.00 0	General Supplies		$1,676.60
		100.129.0000.000.2620.610.10209.10.00 0	General Supplies		$231.53
		100.129.0000.100.1000.616.10209.10.00 0	Teacher Supplies		$18.00
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies		$106.98
		100.161.0000.100.1000.610.10601.32.00 0	General Supplies		$17.98
		100.161.0000.100.1000.616.10601.32.00 0	Teacher Supplies		$270.12
		100.161.0000.383.1000.610.10601.32.00 0	General Supplies		$26.97
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies		$109.96

Voucher Supplement Account Summary

Voucher Batch Number: 1475 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.165.0000.100.1000.610.10605.32.000	General Supplies		$304.69
		240.289.0000.000.3300.610.10000.00.000	General Supplies		$2,357.03
		240.290.0000.100.1000.640.10000.00.000	Books and Periodicals		$2,755.00
		280.633.0000.000.2100.610.10203.10.000	General Supplies		$5,347.25
		280.633.0000.000.2100.610.10209.10.000	General Supplies		$83.88
		280.633.0000.000.2100.610.10305.31.000	FY21 Grants Budget Loads-Title I		$2,670.85
		280.633.0000.000.2100.610.10605.32.000	General Supplies		$3,779.34
		280.633.0000.100.1000.610.10209.10.000	General Supplies		$152.20
				Vendor Total:	$21,130.03
APEX CYBER SYSTEMS					
		100.101.0000.000.2660.654.10302.20.000	Supplies - IT Related <$999 > 1 year useful life		$12,791.99
				Vendor Total:	$12,791.99
ATTAINMENT COMPANY	1340				
		280.763.0000.200.1000.641.10000.00.000	Textbooks		$7,129.08
				Vendor Total:	$7,129.08
BOUND TREE MEDICAL, LLC					
		240.300.0000.391.1000.610.10601.32.000	General Supplies		$719.99
				Vendor Total:	$719.99
BRADY INDUSTRIES					
		100.121.0000.000.2620.610.10201.10.000	General Supplies		$3,874.66
				Vendor Total:	$3,874.66
CCMSI					

Voucher Supplement Account Summary

Voucher Batch Number: 1475 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
		703.102.0000.000.2570.270.10000.00.00 0	Workers" Compensation		$20,277.72
				Vendor Total:	$20,277.72
CMC TIRE					
		100.170.0000.000.2730.611.10000.00.00 0	Tires/Flooring		$341.60
				Vendor Total:	$341.60
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC					
		250.101.0000.200.2150.340.10000.00.00 0	Other Professional Services		$43,175.00
				Vendor Total:	$43,175.00
DECKER, INC.	5403				
		100.129.0000.000.2620.610.10209.10.00 0	General Supplies		$42.85
				Vendor Total:	$42.85
FLYERS ENERGY, LLC	102216				
		100.170.0000.000.2730.626.10000.00.00 0	Gasoline		$5,571.66
				Vendor Total:	$5,571.66
FRONTIER					
		100.101.0000.000.2320.533.10000.00.00 0	Telephone - Land Line phone services		$308.52
				Vendor Total:	$308.52
GANNETT MEDIA CORP / GANNETT NEVADA/UTAH					
		100.108.0000.000.2620.540.10000.00.00 0	Advertising		$14,223.96
				Vendor Total:	$14,223.96
IN PLAIN SIGHT MARKETING LLC					
		230.231.0000.610.2500.540.10000.00.00 0	Advertising		$11,000.00
				Vendor Total:	$11,000.00
INLAND SUPPLY CO., INC.	10000				

Voucher Supplement Account Summary

Voucher Batch Number: 1475 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.122.0000.000.2620.610.10202.10.000	General Supplies		$1,156.98
		100.125.0000.000.2620.610.10205.10.000	General Supplies		$2,822.22
		100.129.0000.000.2620.610.10209.10.000	General Supplies		$1,760.00
		100.163.0000.100.1000.616.10603.32.000	Teacher Supplies		$156.16
				Vendor Total:	$5,895.36
INNOVATIVE CUTTING SYSTEMS INC					
		280.912.0000.300.1000.610.10000.00.000	General Supplies		$3,296.00
		280.912.0000.300.1000.730.10000.00.000	Equipment		$8,880.54
				Vendor Total:	$12,176.54
JIM MENESINI PETROLEUM					
		100.170.0000.000.2730.626.10000.00.000	Gasoline		$6,163.74
				Vendor Total:	$6,163.74
M & R SINNING, LLC					
		280.763.0000.200.2200.340.10000.00.000	Other Professional Services		$15,312.00
				Vendor Total:	$15,312.00
MATTA, SAGE					
		250.101.0000.200.2160.340.10000.00.000	Other Professional Services		$4,370.00
				Vendor Total:	$4,370.00
SILVER STATE INTERNATIONAL					
		100.170.0000.000.2710.614.10000.00.000	Parts		$7,027.78
				Vendor Total:	$7,027.78
SOLIANT HEALTH, LLC					
		250.101.0000.200.2100.340.10000.00.000	Other Professional Services		$12,175.64

Voucher Supplement Account Summary

Voucher Batch Number: 1475 **06/05/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$12,175.64
STATE OF NEVADA					
		703.102.0000.000.2570.340.10000.00.00 0	Other Professional Services		$6,400.00
				Vendor Total:	$6,400.00
STATE OF NEVADA_98141	98141				
		100.102.0000.000.2329.210.10000.00.00 0	Group Insurance		$22,841.57
				Vendor Total:	$22,841.57
TAHOE SUPPLY CO.	11238				
		100.123.0000.000.2620.610.10203.10.00 0	General Supplies		$512.34
		100.164.0000.000.2620.610.10604.32.00 0	General Supplies		$1,249.94
				Vendor Total:	$1,762.28
TRILOGY EDUCATION CONSULTING					
		280.639.0000.200.2200.340.10000.00.00 0	Other Professional Services		$1,000.00
				Vendor Total:	$1,000.00
WILD ROOTS OCCUPATIONAL THERAPY					
		250.101.0000.200.2160.340.10000.00.00 0	Other Professional Services		$11,875.00
				Vendor Total:	$11,875.00
WILLIAM V. MACGILL & CO.	22793				
		100.132.0000.000.2575.610.10302.31.00 0	General Supplies		$1,698.64
				Vendor Total:	$1,698.64
				Grand Total:	$250,075.00

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1480 **Voucher Date:** 06/12/2025 Prepared By: _____

Printed: 07/15/2025 11:46:08 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $145,221.62 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

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

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$73,346.81
230	Adult Education	$157.45
250	Special Education	$240.06
280	Federal Funds	$243.27
290	Food Service Funds	$40.03
310	Residential Construction Tax	$54,044.00
340	Governmental Services Tax (GST)	$17,150.00
		$145,221.62

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1480 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712			
		100.101.0000.000.2510.533.10000.00.00 **Check #: 4108**	Telephone - Land Line phone services	$22.24
		230.231.0000.610.2500.533.10000.00.00 **Check #: 4108**	Telephone - Land Line phone services	$28.36
			Vendor Total:	$50.60
ALCALA, JOE				
		100.107.0000.000.2580.580.10000.00.00 **Check #: 4109**	Staff Travel	$344.00
			Vendor Total:	$344.00
Alfredo Martinez				
		100.125.0000.000.2410.533.10205.10.00 **Check #: 4110**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
BIG T RECREATION				
		310.035.0000.000.4600.739.10201.10.00 **Check #: 4111**	Other Equipment	$54,044.00
			Vendor Total:	$54,044.00
CASTANEDA, KAYTLAIN L				
		100.128.0000.000.2410.533.10211.10.00 **Check #: 4112**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
CERRIS SYSTEMS RENO, INC				
		100.108.0000.000.2620.430.10603.32.00 **Check #: 4113**	Repairs and Maintenance Services	$3,473.00
			Vendor Total:	$3,473.00
CLEARLY IP, INC				
		100.107.0000.000.2580.533.10000.00.00 **Check #: 4114**	Telephone - Land Line phone services	$43.12
		100.121.0000.000.2410.533.10201.10.00 **Check #: 4114**	Telephone - Land Line phone services	$43.03

Voucher Supplement Account Summary

Voucher Batch Number: 1480 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.122.0000.000.2410.533.10202.10.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.123.0000.000.2410.533.10203.10.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.125.0000.000.2410.533.10205.10.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.126.0000.000.2410.533.10206.10.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.127.0000.000.2410.533.10210.10.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.128.0000.000.2410.533.10211.10.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.129.0000.000.2410.533.10209.10.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.132.0000.000.2410.533.10302.20.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.133.0000.000.2410.533.10303.10.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.134.0000.000.2410.533.10304.20.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.135.0000.000.2410.533.10305.31.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.136.0000.000.2410.533.10208.31.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.161.0000.000.2410.533.10601.32.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.162.0000.000.2410.533.10602.50.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.163.0000.000.2410.533.10603.32.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.164.0000.000.2410.533.10604.32.00 Check #: 4114	Telephone - Land Line phone services	$43.03
		100.165.0000.000.2410.533.10605.32.00 Check #: 4114	Telephone - Land Line phone services	$43.03

Voucher Supplement Account Summary

Voucher Batch Number: 1480 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.170.0000.000.2710.533.10000.00.00 Check #: 4114	Telephone - Land Line phone services		$43.03
		230.231.0000.610.2500.533.10000.00.00 Check #: 4114	Telephone - Land Line phone services		$129.09
				Vendor Total:	$989.78
COBRA CONCRETE, LLC					
		100.108.0000.000.2620.430.10605.32.00 Check #: 4115	Repairs and Maintenance Services		$12,650.00
		340.101.0000.000.2620.430.10601.32.00 Check #: 4115	Repairs and Maintenance Services		$17,150.00
				Vendor Total:	$29,800.00
FP MAILING SOLUTIONS					
		100.125.0000.000.2410.531.10205.10.00 Check #: 4116	Postage		$104.22
				Vendor Total:	$104.22
GRIMM, COLLEEN LYNN					
		100.102.0000.000.2570.334.10000.00.00 Check #: 4117	Training & Development - Admin Non-Licensed		$450.00
				Vendor Total:	$450.00
HARRIS WELDING SUPPLY					
		100.161.0000.384.1000.610.10601.32.00 Check #: 4118	General Supplies		$2,876.31
				Vendor Total:	$2,876.31
HENRY, LEE W					
		100.107.0000.000.2580.580.10000.00.00 Check #: 4119	Staff Travel		$418.35
				Vendor Total:	$418.35
HOLSTIN, DAPHNE S					
		100.101.0000.000.2213.560.10000.00.00 Check #: 4120	Tuition		$338.83
				Vendor Total:	$338.83
HYPE SOCKS, LLC					

Voucher Supplement Account Summary

Voucher Batch Number: 1480 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.2100.610.10605.32.00 **Check #: 4121**	General Supplies	$243.27
			Vendor Total:	$243.27
IML SECURITY SUPPLY				
		100.108.0000.000.2620.610.10000.00.00 **Check #: 4122**	General Supplies	$1,223.16
			Vendor Total:	$1,223.16
ITEACH US,LLC				
		100.101.0000.000.2213.560.10000.00.00 **Check #: 4123**	Tuition	$1,016.53
			Vendor Total:	$1,016.53
JOHN'S SPRING SERVICE, INC.				
		100.170.0000.000.2730.430.10000.00.00 **Check #: 4124**	Repairs and Maintenance Services	$8,443.42
			Vendor Total:	$8,443.42
JOSTENS_10600	10600			
		100.134.0000.100.1000.640.10304.20.00 **Check #: 4125**	Books and Periodicals	$2,357.50
			Vendor Total:	$2,357.50
JOSTENS_97170	97170			
		100.104.0000.000.2213.610.10000.00.00 **Check #: 4126**	General Supplies	$266.00
			Vendor Total:	$266.00
KORF, ERIN				
		100.125.0000.000.2410.533.10205.10.00 **Check #: 4127**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
KUHN, RACHEL				
		100.128.0000.000.2410.533.10211.10.00 **Check #: 4128**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20

Voucher Supplement Account Summary

Voucher Batch Number: 1480 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
LYON COUNTY SCHOOL DIST._99346	99346			
		100.104.0000.000.2210.610.10000.00.00 Check #: 4129	General Supplies	$437.50
			Vendor Total:	$437.50
MCMACKIN, SHAUN				
		100.135.0000.000.2410.533.10305.31.00 Check #: 4130	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
MEEKS BUILDING SUPPLY	12930			
		100.108.0000.000.2620.610.10201.10.00 Check #: 4131	General Supplies	$1,417.11
		100.108.0000.000.2620.610.10303.10.00 Check #: 4131	General Supplies	$293.84
		100.108.0000.000.2620.610.10304.20.00 Check #: 4131	General Supplies	$606.72
			Vendor Total:	$2,317.67
MILLIMAN INC				
		100.101.0000.000.2510.340.10000.00.00 Check #: 4132	Other Professional Services	$5,000.00
			Vendor Total:	$5,000.00
RUFF, JAMES				
		100.104.0000.000.2210.580.10000.00.00 Check #: 4133	Staff Travel	$214.10
			Vendor Total:	$214.10
SERVICE EXPRESS, LLC				
		100.107.0000.000.2580.651.10000.00.00 Check #: 4134	Supplies - Technology - Software	$7,776.00
			Vendor Total:	$7,776.00
SHRED-IT USA				
		100.125.0000.000.2410.421.10205.10.00 Check #: 4135	Garbage / Disposal	$170.38

Voucher Supplement Account Summary

Voucher Batch Number: 1480 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.127.0000.000.2410.421.10210.10.00 Check #: 4135	Garbage / Disposal	$36.00
			Vendor Total:	$206.38
SILVER SPRINGS G.I.D	19181			
		100.108.0000.000.2610.411.10000.00.00 Check #: 4136	Water / Sewer	$2,112.00
			Vendor Total:	$2,112.00
Steve Henderson				
		100.135.0000.000.2410.533.10305.31.00 Check #: 4137	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
SWANK MOVIE LICENSING USA				
		100.121.0000.000.2410.610.10201.10.00 Check #: 4138	General Supplies	$632.00
		100.122.0000.100.1000.610.10202.10.00 Check #: 4138	General Supplies	$609.00
			Vendor Total:	$1,241.00
TAMMIE MONIZ				
		100.135.0000.000.2410.533.10305.31.00 Check #: 4139	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
THE PARTS HOUSE	23100			
		100.170.0000.000.2710.614.10000.00.00 Check #: 4140	Parts	$2,401.72
			Vendor Total:	$2,401.72
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2510.534.10000.00.00 Check #: 4141	Telephone - Cell phone services	$160.04
		100.104.0000.000.2210.534.10000.00.00 Check #: 4141	Telephone - Cell phone services	$160.04
		100.108.0000.000.2620.534.10000.00.00 Check #: 4141	Telephone - Cell phone services	$193.90

Voucher Supplement Account Summary

Voucher Batch Number: 1480 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.000.2410.533.10205.10.00 Check #: 4141	Telephone - Land Line phone services	$38.78
		100.170.0000.000.2710.534.10000.00.00 Check #: 4141	Telephone - Cell phone services	$38.78
		250.105.0000.000.2321.535.10000.00.00 Check #: 4141	Data Communications, Internet, Video, T-lines, etc	$40.01
		290.180.0000.000.3100.534.10000.00.00 Check #: 4141	Telephone - Cell phone services	$40.03
			Vendor Total:	$671.58
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00 Check #: 4142	Data Communications, Internet, Video, T-lines, etc	$125.03
		100.101.0000.000.2520.534.10000.00.00 Check #: 4142	Telephone - Cell phone services	$132.60
		100.107.0000.000.2580.534.10000.00.00 Check #: 4142	Telephone - Cell phone services	$456.80
		100.108.0000.000.2620.534.10000.00.00 Check #: 4142	Telephone - Cell phone services	$650.70
		100.170.0000.000.2710.534.10000.00.00 Check #: 4142	Telephone - Cell phone services	$116.34
		250.105.0000.000.2321.535.10000.00.00 Check #: 4142	Data Communications, Internet, Video, T-lines, etc	$40.01
			Vendor Total:	$1,521.48
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2520.534.10000.00.00 Check #: 4143	Telephone - Cell phone services	$78.79
		100.104.0000.000.2210.535.10000.00.00 Check #: 4143	Data Communications, Internet, Video, T-lines, etc	$120.05
		100.107.0000.000.2580.534.10000.00.00 Check #: 4143	Telephone - Cell phone services	$38.78
		100.108.0000.000.2620.534.10000.00.00 Check #: 4143	Telephone - Cell phone services	$349.02

Voucher Supplement Account Summary

Voucher Batch Number: 1480 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.000.2410.533.10205.10.00 Check #: 4143	Telephone - Land Line phone services	$0.00
		100.170.0000.000.2710.534.10000.00.00 Check #: 4143	Telephone - Cell phone services	$387.80
		250.105.0000.000.2321.535.10000.00.00 Check #: 4143	Data Communications, Internet, Video, T-lines, etc	$40.01
			Vendor Total:	$1,014.45
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2520.534.10000.00.00 Check #: 4144	Telephone - Cell phone services	$0.00
		100.104.0000.000.2210.535.10000.00.00 Check #: 4144	Data Communications, Internet, Video, T-lines, etc	$350.25
		100.107.0000.000.2580.534.10000.00.00 Check #: 4144	Telephone - Cell phone services	$25.02
		100.108.0000.000.2620.534.10000.00.00 Check #: 4144	Telephone - Cell phone services	$0.00
		100.125.0000.000.2410.533.10205.10.00 Check #: 4144	Telephone - Land Line phone services	$0.00
		100.170.0000.000.2710.534.10000.00.00 Check #: 4144	Telephone - Cell phone services	$40.01
		250.105.0000.000.2321.535.10000.00.00 Check #: 4144	Data Communications, Internet, Video, T-lines, etc	$120.03
			Vendor Total:	$535.31
VESTIS				
		100.127.0000.000.2620.430.10210.10.00 Check #: 4145	Repairs and Maintenance Services	$113.43
		100.132.0000.000.2620.422.10302.20.00 Check #: 4145	Janitorial / Custodial Services	$334.40
			Vendor Total:	$447.83
WALKER, MICHAEL				
		100.127.0000.000.2410.610.10210.10.00 Check #: 4146	General Supplies	$59.97

Voucher Supplement Account Summary

Voucher Batch Number: 1480 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.127.0000.000.2410.615.10210.10.00 Check #: 4146	Snacks, Food & Beverages		$48.81
				Vendor Total:	$108.78
WAYLAND SMITH, JAMIE					
		100.123.0000.000.2410.533.10203.10.00 Check #: 4147	Telephone - Land Line phone services		$202.09
				Vendor Total:	$202.09
WESTERN GOVERNORS UNIVERSITY					
		100.101.0000.000.2213.560.10000.00.00 Check #: 4148	Tuition		$4,025.00
				Vendor Total:	$4,025.00
WESTERN NEVADA COLLEGE_99219	99219				
		100.104.0000.100.1000.560.10000.00.00 Check #: 4149	Tuition		$3,301.75
				Vendor Total:	$3,301.75
XEROX CORPORATION					
		100.128.0000.000.2410.430.10211.10.00 Check #: 4150	Repairs and Maintenance Services		$1,731.42
				Vendor Total:	$1,731.42
XEROX FINANCIAL SERVICES					
		100.107.0000.000.2580.442.10000.00.00 Check #: 4151	Rental of Equipment and Vehicles		$22.19
				Vendor Total:	$22.19
				Grand Total:	$145,221.62

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1479 **Voucher Date:** 06/12/2025 Prepared By: _____

Printed: 07/15/2025 11:46:29 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $2,757,741.35 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

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

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$1,022,611.09
230	Adult Education	$700.00
240	State Grants	$854.37
280	Federal Funds	$25,476.90
340	Governmental Services Tax (GST)	$497,176.61
360	Bond Issues	$1,210,922.38
		$2,757,741.35

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1479 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
ADVANCED INTEGRATED PEST MANAGEMENT					
		100.108.0000.000.2620.430.10000.00.00 0	Repairs and Maintenance Services		$5,210.00
				Vendor Total:	$5,210.00
ALL OUT GUTTERS	102049				
		100.108.0000.000.2620.430.10201.10.00 0	Repairs and Maintenance Services		$11,300.00
				Vendor Total:	$11,300.00
AMAZON BUSINESS					
		100.101.0000.000.2310.610.10000.00.00 0	General Supplies		$26.99
		100.101.0000.000.2510.610.10000.00.00 0	General Supplies		$219.35
		100.109.0000.000.2213.610.10000.00.00 0	General Supplies		$77.22
		100.109.0000.100.1000.640.10000.00.00 0	Books and Periodicals		$344.41
		100.121.0000.000.2410.610.10201.10.00 0	General Supplies		$1,347.55
		100.121.0000.000.2410.612.10201.10.00 0	Inventoried Supplies/Equipment	<$5000	$1,050.00
		100.122.0000.000.2575.610.10202.10.00 0	General Supplies		$79.73
		100.122.0000.000.2620.610.10202.10.00 0	General Supplies		$95.85
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies		$83.59
		100.128.0000.100.1000.610.10211.10.00 0	General Supplies		$4,775.82
		100.129.0000.000.2620.610.10209.10.00 0	General Supplies		$37.77
		100.132.0000.100.1000.610.10302.20.00 0	General Supplies		$213.00
		100.133.0000.000.2575.610.10303.31.00 0	General Supplies		$1,239.91

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1479 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.100.1000.610.10303.10.000	General Supplies	$879.22
		100.136.0000.100.1000.610.10208.31.000	General Supplies	$1,148.21
		100.162.0000.100.1000.616.10602.50.000	Teacher Supplies	$189.41
		100.163.0000.000.2410.610.10603.32.000	General Supplies	$599.00
		100.163.0000.000.2575.610.10603.32.000	General Supplies	$157.16
		100.163.0000.100.1000.616.10603.32.000	Teacher Supplies	$192.19
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$408.96
		100.164.0000.100.1000.616.10604.32.000	Teacher Supplies	$76.33
		100.164.0000.190.1000.610.10604.32.000	General Supplies	$483.44
		100.164.0000.920.1000.610.10604.32.000	General Supplies	$59.99
		100.170.0000.000.2700.610.10000.00.000	General Supplies	$422.70
		240.290.0000.100.1000.610.10000.00.000	General Supplies	$305.78
		240.290.0000.100.1000.640.10000.00.000	Books and Periodicals	$502.80
		240.300.0000.380.1000.610.10605.32.000	General Supplies	$9.89
		240.300.0000.391.1000.610.10603.32.000	General Supplies	$35.90
		280.631.0000.320.1000.610.10604.32.000	General Supplies	$21.97
		280.631.0000.320.1000.640.10604.32.000	Books and Periodicals	$594.98
		280.631.0000.360.1000.610.10605.32.000	General Supplies	$179.40
		280.633.0000.000.2100.610.10201.10.000	General Supplies	$2,291.19

Voucher Supplement Account Summary

Voucher Batch Number: 1479 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.2100.610.10202.10.000	General Supplies	$5,306.84
		280.633.0000.000.2100.610.10209.10.000	General Supplies	$54.98
		280.633.0000.000.2100.610.10601.32.000	FY19 Title IA FHS Budget Load	$1,574.69
		280.633.0000.000.3300.610.10209.10.000	General Supplies	$137.00
		280.633.0000.000.3300.610.10304.20.000	General Supplies	$1,344.58
		280.633.0000.100.1000.610.10304.20.000	FY18 Title IA SSMS Budget Load	$3,023.84
		280.688.0000.000.2100.610.10000.00.000	General Supplies	$149.43
			Vendor Total:	$29,741.07
APEX CYBER SYSTEMS				
		100.101.0000.000.2660.430.10201.10.000	Repairs and Maintenance Services	$479.00
		100.101.0000.000.2660.654.10000.00.000	Supplies - IT Related <$999 > 1 year useful life	$4,795.99
		100.101.0000.000.2660.654.10603.32.000	Supplies - IT Related <$999 > 1 year useful life	$4,643.89
			Vendor Total:	$9,918.88
BRADY INDUSTRIES				
		100.123.0000.000.2620.610.10203.10.000	General Supplies	$399.31
			Vendor Total:	$399.31
CAPITAL CITY AUTO PARTS	102852			
		100.170.0000.000.2710.614.10000.00.000	Parts	$1,005.17
			Vendor Total:	$1,005.17
CONWAY COMMUNICATIONS INC				
		100.107.0000.000.2580.430.10000.00.000	Repairs and Maintenance Services	$9,246.04

Voucher Supplement Account Summary

Voucher Batch Number: 1479 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$9,246.04
FAST GLASS, INC	7052				
		100.165.0000.000.2620.430.10605.32.000	Repairs and Maintenance Services		$785.00
				Vendor Total:	$785.00
FATBEAM, LLC					
		100.107.0000.000.2580.535.10000.00.000	Data Communications, Internet, Video, T-lines, etc		$290.00
				Vendor Total:	$290.00
FLYERS ENERGY, LLC	102216				
		100.170.0000.000.2730.626.10000.00.000	Gasoline		$4,639.71
				Vendor Total:	$4,639.71
IMAGINE LEARNING, LLC					
		100.104.0000.100.1000.653.10000.00.000	Web-based and similar programs		$2,730.00
				Vendor Total:	$2,730.00
INLAND SUPPLY CO., INC.	10000				
		100.108.0000.000.2620.430.10000.00.000	Repairs and Maintenance Services		$2,878.38
		100.122.0000.000.2620.610.10202.10.000	General Supplies		$1,519.76
				Vendor Total:	$4,398.14
LUMOS AND ASSOCIATES, INC	11860				
		100.101.0000.000.4300.340.10000.00.000	Other Professional Services		$1,018.64
		100.101.0000.000.4300.340.10201.10.000	Other Professional Services		$1,273.30
		100.101.0000.000.4300.340.10203.10.000	Other Professional Services		$763.98
		100.101.0000.000.4300.340.10206.10.000	Other Professional Services		$1,018.64
		100.101.0000.000.4300.340.10208.31.000	Other Professional Services		$763.98

Voucher Supplement Account Summary

Voucher Batch Number: 1479 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.101.0000.000.4300.340.10209.10.000	Other Professional Services		$763.98
		100.101.0000.000.4300.340.10211.10.000	Other Professional Services		$763.98
		100.101.0000.000.4300.340.10303.10.000	Other Professional Services		$763.98
				Vendor Total:	$7,130.48
MONTROSE GLASS					
		100.108.0000.000.2620.430.10201.10.000	Repairs and Maintenance Services		$28,525.10
		100.108.0000.000.2620.430.10205.10.000	Repairs and Maintenance Services		$46,441.12
		100.108.0000.000.2620.430.10208.31.000	Repairs and Maintenance Services		$22,576.47
		100.108.0000.000.2620.430.10210.10.000	Repairs and Maintenance Services		$43,685.39
		100.108.0000.000.2620.430.10303.10.000	Repairs and Maintenance Services		$57,287.92
		100.108.0000.000.2620.430.10304.20.000	Repairs and Maintenance Services		$25,160.57
				Vendor Total:	$223,676.57
PACIFIC STATES COMMUNICATIONS OF NV, INC					
		100.107.0000.000.2580.350.10000.00.000	Technical Services		$2,130.25
				Vendor Total:	$2,130.25
PAPE MACHINERY INC					
		100.108.0000.000.2620.610.10000.00.000	General Supplies		$226.87
		100.108.0000.000.2630.610.10000.00.000	General Supplies		$247.18
				Vendor Total:	$474.05
PETERBILT TRUCK PARTS & EQUIPMENT LLC	21060				
		100.170.0000.000.2710.614.10000.00.000	Parts		$3,527.92

Voucher Supplement Account Summary

Voucher Batch Number: 1479 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$3,527.92
R&J PAINTING LLC					
		340.101.0000.000.2620.430.10201.10.00 0	Repairs and Maintenance Services		$10,500.00
				Vendor Total:	$10,500.00
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.108.0000.000.2620.610.10000.00.00 0	General Supplies		$4,826.60
		100.108.0000.000.2620.610.10303.10.00 0	General Supplies		$3,502.62
		100.108.0000.000.2620.610.10305.31.00 0	General Supplies		$161.12
		100.108.0000.000.2620.610.10601.32.00 0	General Supplies		$205.36
				Vendor Total:	$8,695.70
ROYAL CARPET ONE FLOOR & HOME					
		100.101.0000.000.2620.610.10000.00.00 0	General Supplies		$222,289.05
				Vendor Total:	$222,289.05
SUMMIT COMPANIES					
		100.108.0000.000.2620.430.10208.31.00 0	Repairs and Maintenance Services		$454.00
		100.108.0000.000.2620.430.10209.10.00 0	Repairs and Maintenance Services		$454.00
		100.108.0000.000.2620.430.10305.31.00 0	Repairs and Maintenance Services		$727.00
		100.108.0000.000.2620.430.10601.32.00 0	Repairs and Maintenance Services		$0.00
				Vendor Total:	$1,635.00
TRANE U.S. INC					
		100.101.0000.000.4700.450.10210.10.00 0	Construction Services		$235,896.05
		100.101.0000.000.4700.450.10305.31.00 0	Construction Services		$250,696.25

Voucher Supplement Account Summary

Voucher Batch Number: 1479 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
		340.101.0000.000.4700.450.10203.10.000	Construction Services		$55,000.00
		340.101.0000.000.4700.450.10208.31.000	Construction Services		$147,249.99
		340.101.0000.000.4700.450.10304.20.000	Construction Services		$284,426.62
		360.012.0000.000.4700.450.10208.31.000	Construction Services		$186,799.77
		360.012.0000.000.4700.450.10210.10.000	Construction Services		$34,148.10
		360.012.0000.000.4700.450.10305.31.000	Construction Services		$49,382.15
		360.022.0000.000.4700.450.10208.31.000	Construction Services		$400,000.00
		360.023.0000.000.4700.450.10208.31.000	Construction Services		$243,508.78
		360.023.0000.000.4700.450.10304.10.000	Construction Services		$297,083.58
				Vendor Total:	$2,184,191.29
VARITRONICS, LLC					
		280.633.0000.000.3300.730.10605.32.000	Equipment		$10,798.00
				Vendor Total:	$10,798.00
WALKER LAKE DISPOSAL INC.	102157				
		100.108.0000.000.2610.421.10000.00.000	Garbage / Disposal		$780.00
				Vendor Total:	$780.00
WEDCO INC.	22320				
		100.108.0000.000.2620.610.10303.10.000	General Supplies		$1,385.93
				Vendor Total:	$1,385.93
WESTERN NEVADA SUPPLY	22580				
		100.127.0000.000.2620.610.10210.10.000	General Supplies		$163.79
				Vendor Total:	$163.79

Voucher Supplement Account Summary

Voucher Batch Number: 1479 **06/12/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
YERINGTON THEATRE FOR THE ARTS	100157			
		230.231.0000.610.1000.441.10909.41.000	Renting Land and Buildings	$700.00
			Vendor Total:	$700.00
			Grand Total:	$2,757,741.35

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1490 **Voucher Date:** 06/18/2025 Prepared By: _____

Printed: 07/15/2025 12:13:41 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $862,217.86 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

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

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$292,768.47
207	PCFP GATE	$312.13
240	State Grants	$2,288.50
250	Special Education	$106,561.26
280	Federal Funds	$17,065.26
310	Residential Construction Tax	$71,675.36
340	Governmental Services Tax (GST)	$2,460.00
360	Bond Issues	$369,086.88
		$862,217.86

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1490 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
ALL OUT GUTTERS	102049			
		100.108.0000.000.2620.430.10201.10.000	Repairs and Maintenance Services	$4,480.00
			Vendor Total:	$4,480.00
AMAZON BUSINESS				
		100.122.0000.000.2220.610.10202.10.000	General Supplies	$58.49
		100.127.0000.000.2120.610.10210.10.000	General Supplies	$15.19
		100.127.0000.000.2575.610.10210.10.000	General Supplies	$552.89
		100.127.0000.100.1000.610.10210.10.000	General Supplies	$5,324.36
		100.133.0000.000.2575.610.10303.31.000	General Supplies	$591.80
		100.133.0000.000.2620.610.10303.10.000	General Supplies	$237.58
		100.133.0000.100.1000.610.10303.10.000	General Supplies	$726.97
		100.133.0000.100.1000.650.10303.10.000	Supplies-Information Technology-related	$1,364.22
		100.164.0000.000.2575.610.10604.32.000	General Supplies	$1,861.79
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$16.50
		100.164.0000.190.1000.610.10604.32.000	General Supplies	$68.31
		100.164.0000.194.1000.610.10604.32.000	General Supplies	$31.79
		100.164.0000.320.1000.610.10604.32.000	General Supplies	$145.02
		280.633.0000.000.2100.610.10201.10.000	General Supplies	$3,257.89
		280.633.0000.000.2100.610.10210.10.000	General Supplies	$5,148.12
		280.633.0000.000.2100.610.10303.10.000	General Supplies	$4,066.91

Voucher Supplement Account Summary

Voucher Batch Number: 1490 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.3300.610.10201.10.000	General Supplies	$469.89
		280.633.0000.100.1000.654.10201.10.000	Supplies - IT Related of Lower Value	$860.88
			Vendor Total:	$24,798.60
AUDIO ENHANCEMENT, INC	99350			
		360.012.0000.000.4700.734.10206.10.000	Technology-Related Hardware	$172,873.46
		360.012.0000.000.4700.734.10601.32.000	Technology-Related Hardware	$76,996.61
		360.012.0000.000.4700.734.10604.32.000	Technology-Related Hardware	$119,216.81
			Vendor Total:	$369,086.88
AUTISM PRODUCTS.COM				
		280.633.0000.000.2100.610.10203.10.000	General Supplies	$2,478.16
			Vendor Total:	$2,478.16
AUTO & TRUCK ELECTRIC,INC	1382			
		100.170.0000.000.2710.614.10000.00.000	Parts	$305.00
		100.170.0000.000.2730.617.10000.00.000	Batt & Antifreeze	$149.00
			Vendor Total:	$454.00
BSN SPORTS				
		100.164.0000.920.1000.610.10604.32.000	General Supplies	$3,330.96
			Vendor Total:	$3,330.96
DECKER, INC.	5403			
		100.129.0000.100.1000.610.10209.10.000	General Supplies	$8,809.22
			Vendor Total:	$8,809.22
DELL, INC USA				
		100.107.0000.000.2230.652.10000.00.000	Inventoried Supplies/Equipment - IT Related <$5000	$108,036.00

Voucher Supplement Account Summary

Voucher Batch Number: 1490 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.107.0000.000.2580.652.10000.00.00 0	Inventoried Supplies/Equipment - IT Related <$5000	$52,914.30
			Vendor Total:	$160,950.30
FLOORING SOLUTIONS OF NEVADA, INC.				
		310.034.0000.000.4700.450.10601.32.00 0	Construction Services	$71,675.36
			Vendor Total:	$71,675.36
FOLLET CONTENT SOLUTIONS, LLC	7820			
		100.161.0000.000.2220.610.10601.32.00 0	General Supplies	$114.55
		100.161.0000.000.2220.640.10601.32.00 0	Books and Periodicals	$1,886.00
			Vendor Total:	$2,000.55
INLAND SUPPLY CO., INC.	10000			
		100.122.0000.000.2620.610.10202.10.00 0	General Supplies	$589.07
		100.126.0000.000.2620.610.10206.10.00 0	General Supplies	$834.52
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	$1,698.67
		100.129.0000.000.2620.610.10209.10.00 0	General Supplies	$1,079.96
			Vendor Total:	$4,202.22
LUMOS AND ASSOCIATES, INC	11860			
		100.108.0000.000.4300.340.10000.00.00 0	Other Professional Services	$4,350.00
		340.101.0000.000.4300.340.10000.00.00 0	Other Professional Services	$2,460.00
			Vendor Total:	$6,810.00
MONTROSE GLASS				
		100.108.0000.000.2620.430.10205.10.00 0	Repairs and Maintenance Services	$1,435.27
		100.108.0000.000.2620.430.10304.20.00 0	Repairs and Maintenance Services	$1,435.27

Voucher Supplement Account Summary

Voucher Batch Number: 1490 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$2,870.54
OASIS ONLINE					
		100.107.0000.000.2580.352.10000.00.00 0	Other Technical Services		$19,973.60
		100.107.0000.000.2580.651.10000.00.00 0	Supplies - Technology - Software		$1,638.00
				Vendor Total:	$21,611.60
PAPE MACHINERY INC					
		100.108.0000.000.2630.610.10000.00.00 0	General Supplies		$93.72
				Vendor Total:	$93.72
PEARSON ASSESSMENT					
		280.639.0000.200.2140.610.10000.00.00 0	General Supplies		$287.41
		280.639.0000.200.2140.653.10000.00.00 0	Web-based and similar programs		$105.00
				Vendor Total:	$392.41
PITSCO, INC.	102866				
		207.213.0000.450.1000.610.10302.20.00 0	General Supplies		$312.13
				Vendor Total:	$312.13
PRESENCE LEARNING, INC					
		250.101.0000.200.2150.340.10000.00.00 0	Other Professional Services		$87,073.70
				Vendor Total:	$87,073.70
PROCARE THERAPY					
		100.105.0000.000.2130.340.10000.00.00 0	Other Professional Services		$4,875.00
		250.101.0000.200.2100.340.10000.00.00 0	Other Professional Services		$5,440.00
		250.101.0000.200.2160.340.10000.00.00 0	Other Professional Services		$1,952.31
				Vendor Total:	$12,267.31
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				

Voucher Supplement Account Summary

Voucher Batch Number: 1490 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.610.10303.10.000	General Supplies	$234.24
		100.108.0000.000.2620.612.10303.10.000	Inventoried Supplies/Equipment <$5000	$1,718.57
		100.121.0000.000.2620.610.10201.10.000	General Supplies	$234.00
			Vendor Total:	$2,186.81
RENO FORKLIFT	17440			
		100.161.0000.000.2620.610.10601.32.000	General Supplies	$269.23
			Vendor Total:	$269.23
SILVER STATE SIGN LANGUAGE LLC				
		250.101.0000.200.2100.340.10000.00.000	Other Professional Services	$7,225.00
			Vendor Total:	$7,225.00
SOLIANT HEALTH, LLC				
		250.101.0000.200.2100.340.10000.00.000	Other Professional Services	$4,870.25
			Vendor Total:	$4,870.25
STAPLES TECHNOLOGY SOLUTIONS				
		100.107.0000.000.2580.652.10000.00.000	Inventoried Supplies/Equipment - IT Related <$5000	$1,692.38
			Vendor Total:	$1,692.38
STATE OF NEVADA_98141	98141			
		100.102.0000.000.2329.210.10000.00.000	Group Insurance	$22,061.57
			Vendor Total:	$22,061.57
SUMMIT COMPANIES				
		100.108.0000.000.2620.430.10602.50.000	Repairs and Maintenance Services	$3,912.00
		100.108.0000.000.2620.430.10604.32.000	Repairs and Maintenance Services	$636.00
			Vendor Total:	$4,548.00

Voucher Supplement Account Summary

Voucher Batch Number: 1490 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
TAHOE FENCE CO., INC	101980				
		100.108.0000.000.2620.430.10203.10.000	Repairs and Maintenance Services		$350.00
				Vendor Total:	$350.00
TEACHING STRATEGIES, LLC					
		240.290.0000.100.1000.653.10000.00.000	Web-based and similar programs		$2,288.50
		280.709.0000.000.2213.653.10000.00.000	Web-based and similar programs		$391.00
				Vendor Total:	$2,679.50
WEDCO INC.	22320				
		100.108.0000.000.2620.610.10000.00.000	General Supplies		$217.20
				Vendor Total:	$217.20
WESTERN NEVADA SUPPLY	22580				
		100.108.0000.000.2620.610.10203.10.000	General Supplies		$9,526.00
		100.108.0000.000.2620.610.10205.10.000	General Supplies		$5,048.00
		100.108.0000.000.2620.610.10208.31.000	General Supplies		$3,786.00
		100.108.0000.000.2620.610.10302.20.000	General Supplies		$3,912.00
		100.108.0000.000.2620.610.10304.20.000	General Supplies		$9,118.00
		100.108.0000.000.2630.610.10210.10.000	General Supplies		$384.98
				Vendor Total:	$31,774.98
WILLIAM V. MACGILL & CO.	22793				
		100.126.0000.000.2575.610.10206.10.000	General Supplies		$342.06
		100.163.0000.000.2575.610.10603.32.000	General Supplies		$303.22
				Vendor Total:	$645.28

Voucher Supplement Account Summary

Voucher Batch Number: 1490 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
			Grand Total:	$862,217.86

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1491 **Voucher Date:** 06/18/2025 Prepared By: _____

Printed: 07/15/2025 12:13:14 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $295,399.54 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

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

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$56,685.31
240	State Grants	$1,362.03
280	Federal Funds	$235,604.40
290	Food Service Funds	$1,747.80
		$295,399.54

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1491 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712			
		100.101.0000.000.2670.533.10201.10.00 Check #: 4152	Telephone - Land Line phone services	$6,949.26
		100.101.0000.000.2670.533.10601.32.00 Check #: 4152	Telephone - Land Line phone services	$152.38
		100.164.0000.000.2410.533.10604.32.00 Check #: 4152	Telephone - Land Line phone services	$77.47
			Vendor Total:	$7,179.11
ACTION GLASS CARSON LLC	102563			
		100.170.0000.000.2650.430.10000.00.00 Check #: 4153	Repairs and Maintenance Services	$1,620.00
		100.170.0000.000.2730.430.10000.00.00 Check #: 4153	Repairs and Maintenance Services	$293.00
			Vendor Total:	$1,913.00
ALHAMBRA WATER	97540			
		100.107.0000.000.2580.610.10000.00.00 Check #: 4154	General Supplies	$8.98
			Vendor Total:	$8.98
ALISSA ARATA				
		100.170.0000.000.2710.519.10000.00.00 Check #: 4155	Student Transportation Purchased From Other Source	$33.81
			Vendor Total:	$33.81
BAINS, HARMAN				
		100.101.0000.000.2510.533.10000.00.00 Check #: 4156	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
BAUMBACK, SANDY	102125			
		100.170.0000.000.2710.519.10000.00.00 Check #: 4157	Student Transportation Purchased From Other Source	$200.00
			Vendor Total:	$200.00
BEAR COMMUNICATIONS INC				

Voucher Supplement Account Summary

Voucher Batch Number: 1491 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.107.0000.000.2580.610.10000.00.00 **Check #: 4158**	General Supplies		$3,306.50
		100.107.0000.000.2580.651.10000.00.00 **Check #: 4158**	Supplies - Technology - Software		$265.87
				Vendor Total:	$3,572.37
BOYS & GIRLS CLUB OF TRUCKEE MEADOWS	102901				
		280.767.0000.000.2500.310.10000.00.00 **Check #: 4159**	Official/Administrative Services		$4,482.09
		280.767.0000.000.2500.580.10000.00.00 **Check #: 4159**	Travel		$495.00
		280.767.0000.100.1000.320.10206.10.00 **Check #: 4159**	Professional Educational Services		$6,197.75
		280.767.0000.100.1000.320.10303.10.00 **Check #: 4159**	Professional Educational Services		$13,066.68
		280.767.0000.100.1000.320.10304.20.00 **Check #: 4159**	Professional Educational Services		$6,895.41
		280.767.0000.100.1000.610.10206.10.00 **Check #: 4159**	General Supplies		$102.62
		280.767.0000.100.1000.610.10209.10.00 **Check #: 4159**	General Supplies		$289.47
		280.767.0000.100.1000.610.10303.10.00 **Check #: 4159**	General Supplies		$150.53
				Vendor Total:	$31,679.55
BUEOY, JONATHAN T					
		100.107.0000.000.2580.580.10000.00.00 **Check #: 4160**	Staff Travel		$276.51
				Vendor Total:	$276.51
COPLAN, STEPHANIE L					
		100.165.0000.000.2410.533.10605.32.00 **Check #: 4161**	Telephone - Land Line phone services		$499.20
				Vendor Total:	$499.20
CROSS, RYAN					

Voucher Supplement Account Summary

Voucher Batch Number: 1491 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.533.10601.32.00 **Check #: 4162**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
D & S WASTE REMOVAL, INC	4960			
		100.107.0000.000.2580.421.10000.00.00 **Check #: 4163**	Garbage / Disposal	$258.99
		100.108.0000.000.2610.421.10000.00.00 **Check #: 4163**	Garbage / Disposal	$4,384.07
		100.170.0000.000.2730.421.10000.00.00 **Check #: 4163**	Garbage / Disposal	$258.99
		290.182.0000.000.3100.421.10000.00.00 **Check #: 4163**	Garbage / Disposal	$1,646.80
			Vendor Total:	$6,548.85
DEWITT, CODDIERAE				
		100.170.0000.000.2710.519.10000.00.00 **Check #: 4164**	Student Transportation Purchased From Other Source	$190.00
			Vendor Total:	$190.00
DUANE MATTICE				
		100.162.0000.000.2410.533.10602.50.00 **Check #: 4165**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
FUN EVENTS NV				
		100.161.0000.000.2410.442.10601.32.00 **Check #: 4166**	Rental of Equipment and Vehicles	$825.00
			Vendor Total:	$825.00
GIANOTTI, JIM				
		100.104.0000.000.2210.533.10000.00.00 **Check #: 4167**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
GRAINGER	99826			
		100.108.0000.000.2620.612.10000.00.00 **Check #: 4168**	Inventoried Supplies/Equipment <$5000	$1,255.72

Voucher Supplement Account Summary

Voucher Batch Number: 1491 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	$1,255.72
HAAS, CHRISTINA				
		100.161.0000.000.2410.533.10601.32.00 Check #: 4169	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
HARVEST RIGHT LLC				
		280.631.0000.310.1000.612.10602.50.00 Check #: 4170	Inventoried Supplies/Equipment <$5000	$2,095.00
			Vendor Total:	$2,095.00
HOGAN, BILLIEJO				
		100.101.0000.000.2320.533.10000.00.00 Check #: 4171	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
HUMIMIC MEDICAL LLC				
		240.308.0000.330.1000.610.10000.00.00 Check #: 4172	General Supplies	$1,362.03
			Vendor Total:	$1,362.03
J W WELDING SUPPLY_10300	10300			
		280.634.0000.310.1000.612.10000.00.00 Check #: 4173	Inventoried Supplies/Equipment <$5000	$24,104.41
		280.634.0000.310.1000.730.10000.00.00 Check #: 4173	Equipment	$14,283.78
			Vendor Total:	$38,388.19
KRANJCEC, KEVIN				
		280.633.0000.000.2400.580.10208.31.00 Check #: 4174	Travel	$470.23
			Vendor Total:	$470.23
LANGUAGE TESTING INTERNATIONAL, INC				
		100.104.0000.000.2240.351.10000.00.00 Check #: 4175	Data Processing and Coding Services	$505.00
			Vendor Total:	$505.00

Voucher Supplement Account Summary

Voucher Batch Number: 1491 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
LYON COUNTY SCHOOL DIST._99346	99346			
		100.163.0000.000.2410.610.10603.32.00 Check #: 4176	General Supplies	$266.00
			Vendor Total:	$266.00
M.F. BARCELLOS, INC	1560			
		100.108.0000.000.2610.623.10000.00.00 Check #: 4177	Bottled Gas	$697.50
			Vendor Total:	$697.50
MHS, INC	100972			
		280.639.0000.200.2140.610.10000.00.00 Check #: 4178	General Supplies	$439.81
			Vendor Total:	$439.81
MICHAELS STORES, INC DBA MICHAELSPRO EDU				
		280.719.0000.100.1000.610.10000.00.00 Check #: 4179	General Supplies	$21,965.97
			Vendor Total:	$21,965.97
MONTANA STATE UNIVERSITY				
		280.631.0000.300.2213.580.10000.00.00 Check #: 4180	Travel	$700.00
			Vendor Total:	$700.00
MOYLE, HEATHER				
		100.101.0000.000.2320.533.10000.00.00 Check #: 4181	Telephone – Land Line phone services	$499.20
			Vendor Total:	$499.20
NASSP/NHS	101272			
		100.163.0000.000.2410.810.10603.32.00 Check #: 4182	Dues and Fees	$385.00
			Vendor Total:	$385.00
ORDUNA, FELICIANA	101671			
		100.170.0000.000.2710.519.10000.00.00 Check #: 4183	Student Transportation Purchased From Other Source	$190.00

Voucher Supplement Account Summary

Voucher Batch Number: 1491 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$190.00
ORIENTAL TRADING CO.,INC.	15565				
		280.633.0000.000.2100.610.10210.10.00 Check #: 4184	General Supplies		$591.18
				Vendor Total:	$591.18
PACIFIC SHREDDING/PACIFIC STORAGE CO.					
		100.164.0000.000.2410.421.10604.32.00 Check #: 4185	Garbage / Disposal		$67.41
				Vendor Total:	$67.41
PERMA-BOUND	16180				
		100.126.0000.100.1000.640.10206.10.00 Check #: 4186	Books and Periodicals		$2,000.00
				Vendor Total:	$2,000.00
PURCHASE POWER	16968				
		100.164.0000.000.2410.531.10604.32.00 Check #: 4187	Postage		$200.00
				Vendor Total:	$200.00
REYES-RUIZ, IDALIA					
		280.658.0000.000.2500.580.10000.00.00 Check #: 4188	Staff Travel		$368.00
				Vendor Total:	$368.00
RODRIGUEZ, KYLE V					
		100.101.0000.000.2510.533.10000.00.00 Check #: 4189	Telephone - Land Line phone services		$499.20
				Vendor Total:	$499.20
ROUND UP AWARDS LLC	17901				
		100.104.0000.000.2210.610.10000.00.00 Check #: 4190	General Supplies		$1,550.00
		100.163.0000.000.2410.610.10603.32.00 Check #: 4190	General Supplies		$405.00
				Vendor Total:	$1,955.00

Voucher Supplement Account Summary

Voucher Batch Number: 1491 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
SANFORD, ROBERT C				
		100.161.0000.000.2410.533.10601.32.00 Check #: 4191	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
SCHOLASTIC INC_18360	18360			
		280.633.0000.100.1000.640.10206.10.00 Check #: 4192	Books and Periodicals	$1,045.75
			Vendor Total:	$1,045.75
SCHOOLINKS				
		280.633.0000.000.2200.653.10000.00.00 Check #: 4193	Web-based and similar programs	$26,630.88
		280.633.0000.000.2200.653.10302.20.00 Check #: 4193	Web-based and similar programs	$6,342.86
		280.633.0000.000.2200.653.10305.31.00 Check #: 4193	Web-based and similar programs	$10,636.67
		280.633.0000.000.2200.653.10601.32.00 Check #: 4193	Web-based and similar programs	$10,007.37
		280.633.0000.000.2200.653.10603.32.00 Check #: 4193	Web-based and similar programs	$18,078.44
		280.633.0000.000.2200.653.10604.32.00 Check #: 4193	Web-based and similar programs	$29,264.37
		280.633.0000.000.2200.653.10605.32.00 Check #: 4193	Web-based and similar programs	$16,900.13
			Vendor Total:	$117,860.72
SHEA, LISA	18849			
		100.101.0000.000.2320.533.10000.00.00 Check #: 4194	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
SHERWIN-WILLIAMS	18882			
		100.164.0000.000.2620.430.10604.32.00 Check #: 4195	Repairs and Maintenance Services	$1,051.50
			Vendor Total:	$1,051.50

Voucher Supplement Account Summary

Voucher Batch Number: 1491 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
SHRED-IT USA				
		100.121.0000.000.2410.421.10201.10.00 Check #: 4196	Garbage / Disposal	$37.00
		100.133.0000.000.2410.421.10303.10.00 Check #: 4196	Garbage / Disposal	$16.00
			Vendor Total:	$53.00
SULLIVAN, PAUL				
		100.161.0000.000.2410.533.10601.32.00 Check #: 4197	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
TIM LOGAN	11780			
		100.101.0000.000.2320.533.10000.00.00 Check #: 4198	Telephone - Land Line phone services	$1,200.00
			Vendor Total:	$1,200.00
TRADES FUTURES				
		280.912.0000.300.1000.340.10000.00.00 Check #: 4199	Other Professional Services	$20,000.00
			Vendor Total:	$20,000.00
US FOODS CHEF'STORE				
		100.164.0000.320.1000.610.10604.32.00 Check #: 4200	General Supplies	$785.27
			Vendor Total:	$785.27
USPS-POC	3478			
		100.101.0000.000.2320.531.10000.00.00 Check #: 4201	Postage	$1,000.00
			Vendor Total:	$1,000.00
VALUTAINER				
		100.161.0000.920.1000.610.10601.32.00 Check #: 4202	General Supplies	$6,399.00
			Vendor Total:	$6,399.00
VESTIS				

Voucher Supplement Account Summary

Voucher Batch Number: 1491 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.121.0000.000.2410.610.10201.10.00 Check #: 4203	General Supplies	$73.83
			Vendor Total:	$73.83
WAYLAND SMITH, JAMIE				
		100.123.0000.000.2410.533.10203.10.00 Check #: 4204	Telephone - Land Line phone services	$297.11
			Vendor Total:	$297.11
WESTERN NEVADA COLLEGE_99219	99219			
		100.104.0000.100.1000.560.10000.00.00 Check #: 4205	Tuition	$5,359.25
			Vendor Total:	$5,359.25
WHITE, DAVID				
		100.107.0000.000.2580.580.10000.00.00 Check #: 4206	Staff Travel	$234.00
			Vendor Total:	$234.00
WILSON, ANTHONY				
		100.132.0000.000.2410.580.10302.20.00 Check #: 4207	Staff Travel	$193.85
			Vendor Total:	$193.85
WULFEKUHLE-HILLS, LAURA				
		100.000.0000.000.0000.000.10000.00.42 Check #: 4208	Other Accounts Payable	$1,547.40
			Vendor Total:	$1,547.40
XEROX CORPORATION				
		100.104.0000.000.2210.430.10000.00.00 Check #: 4209	Repairs and Maintenance Services	$60.98
		100.104.0000.000.2210.442.10000.00.00 Check #: 4209	Rental of Equipment and Vehicles	$40.03
		100.107.0000.000.2580.430.10000.00.00 Check #: 4209	Repairs and Maintenance Services	$0.30
		100.107.0000.000.2580.442.10000.00.00 Check #: 4209	Rental of Equipment and Vehicles	$22.19

Voucher Supplement Account Summary

Voucher Batch Number: 1491 **06/18/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.121.0000.000.2410.430.10201.10.00 Check #: 4209	Repairs and Maintenance Services	$579.86
		100.121.0000.000.2410.442.10201.10.00 Check #: 4209	Rental of Equipment and Vehicles	$333.74
		100.122.0000.000.2410.430.10202.10.00 Check #: 4209	Repairs and Maintenance Services	$559.12
		100.122.0000.000.2410.442.10202.10.00 Check #: 4209	Rental of Equipment and Vehicles	$444.27
		100.123.0000.000.2410.442.10203.10.00 Check #: 4209	Rental of Equipment and Vehicles	$394.33
		100.123.0000.100.1000.430.10203.10.00 Check #: 4209	Repairs and Maintenance Services	$237.90
		100.126.0000.000.2410.442.10206.10.00 Check #: 4209	Rental of Equipment and Vehicles	$333.74
		100.126.0000.100.1000.430.10206.10.00 Check #: 4209	Repairs and Maintenance Services	$790.15
		100.129.0000.000.2410.442.10209.10.00 Check #: 4209	Rental of Equipment and Vehicles	$441.53
		100.129.0000.100.1000.430.10209.10.00 Check #: 4209	Repairs and Maintenance Services	$450.83
		100.164.0000.000.2410.442.10604.32.00 Check #: 4209	Rental of Equipment and Vehicles	$562.04
		100.164.0000.100.1000.550.10604.32.00 Check #: 4209	Printing and Binding	$627.23
		290.180.0000.000.3100.430.10000.00.00 Check #: 4209	Repairs and Maintenance Services	$60.97
		290.180.0000.000.3100.442.10000.00.00 Check #: 4209	Rental of Equipment and Vehicles	$40.03
			Vendor Total:	$5,979.24
			Grand Total:	$295,399.54

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1527 **Voucher Date:** 06/30/2025 Prepared By: _____

Printed: 07/15/2025 12:15:17 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $595,362.95 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

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

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$401,696.66
250	Special Education	$20,133.79
280	Federal Funds	$24,881.68
290	Food Service Funds	$347.99
340	Governmental Services Tax (GST)	$4,250.00
360	Bond Issues	$750.00
703	Workers Compensation	$143,302.83
		$595,362.95

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1527 **06/30/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712			
		100.101.0000.000.2510.533.10000.00.00 Check #: 4254	Telephone - Land Line phone services	$1,000.25
		100.101.0000.000.2670.533.10201.10.00 Check #: 4254	Telephone - Land Line phone services	$3,396.68
		100.101.0000.000.2670.533.10209.10.00 Check #: 4254	Telephone - Land Line phone services	$195.72
			Vendor Total:	$4,592.65
ADVANCED INTEGRATED PEST MANAGEMENT				
		100.108.0000.000.2620.430.10000.00.00 Check #: 4255	Repairs and Maintenance Services	$3,255.00
			Vendor Total:	$3,255.00
AMAZON BUSINESS				
		100.125.0000.000.2220.610.10205.10.00 Check #: 4256	General Supplies	$43.96599
		100.125.0000.000.2410.610.10205.10.00 Check #: 4256	General Supplies	$308.41
		100.125.0000.000.2575.610.10205.10.00 Check #: 4256	General Supplies	$84.22
		100.127.0000.000.2410.610.10210.10.00 Check #: 4256	General Supplies	$92.05
		100.127.0000.000.2575.610.10210.10.00 Check #: 4256	General Supplies	$19.40
		100.128.0000.000.2620.610.10211.10.00 Check #: 4256	General Supplies	$326.87
		100.128.0000.100.1000.610.10211.10.00 Check #: 4256	General Supplies	$553.17
		100.136.0000.000.2410.610.10208.31.00 Check #: 4256	General Supplies	$33.10
		100.136.0000.100.1000.610.10208.31.00 Check #: 4256	General Supplies	$592.40
		100.161.0000.000.2220.610.10601.32.00 Check #: 4256	General Supplies	$123.49

Voucher Supplement Account Summary

Voucher Batch Number: 1527 **06/30/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.610.10601.32.00 Check #: 4256	General Supplies	$329.42
		100.161.0000.000.2575.610.10601.32.00 Check #: 4256	General Supplies	$70.95
		100.161.0000.100.1000.610.10601.32.00 Check #: 4256	General Supplies	$1,614.06
		100.161.0000.100.1000.616.10601.32.00 Check #: 4256	Teacher Supplies	$405.81
		100.161.0000.196.1000.610.10601.32.00 Check #: 4256	General Supplies	$16.32
		100.161.0000.383.1000.610.10601.32.00 Check #: 4256	General Supplies	$535.24
		100.165.0000.100.1000.610.10605.32.00 Check #: 4256	General Supplies	$81.99
		100.170.0000.000.2700.610.10000.00.00 Check #: 4256	General Supplies	$1,337.06
		280.633.0000.000.2100.610.10203.10.00 Check #: 4256	General Supplies	($999.98)
		280.633.0000.000.2100.610.10205.10.00 Check #: 4256	General Supplies	$159.86
		280.633.0000.000.2100.610.10208.31.00 Check #: 4256	FY21 Grants Budget Loads-Title I	$1,020.92
		280.633.0000.000.2100.610.10211.10.00 Check #: 4256	General Supplies	$198.99
		280.633.0000.000.2100.610.10303.10.00 Check #: 4256	General Supplies	$3,545.80
		280.633.0000.000.2100.610.10305.31.00 Check #: 4256	FY21 Grants Budget Loads-Title I	$284.84
		280.633.0000.000.2100.610.10601.32.00 Check #: 4256	FY19 Title IA FHS Budget Load	$1,454.01
		280.633.0000.000.3300.610.10208.31.00 Check #: 4256	FY21 Grants Budget Loads-Title I	$812.03
		280.633.0000.000.3300.610.10211.10.00 Check #: 4256	General Supplies	$3,922.57

Voucher Supplement Account Summary

Voucher Batch Number: 1527 **06/30/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.3300.610.10303.10.00 **Check #: 4256**	FY20 Title IA FIS Budget Load	$149.99
			Vendor Total:	$17,116.95
BLUHM, JENNIFER				
		100.123.0000.000.2410.532.10203.10.00 **Check #: 4257**	Voice/Voicemail	$499.20
			Vendor Total:	$499.20
BUMGARDNER, JULIE				
		100.164.0000.000.2410.533.10604.32.00 **Check #: 4258**	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
CCMSI				
		703.102.0000.000.2570.270.10000.00.00 **Check #: 4259**	Workers" Compensation	$140,929.40
			Vendor Total:	$140,929.40
CERRIS SYSTEMS RENO, INC				
		100.108.0000.000.2620.430.10201.10.00 **Check #: 4260**	Repairs and Maintenance Services	$1,080.00
			Vendor Total:	$1,080.00
CHURCH, VICTORIA				
		100.129.0000.000.2410.532.10209.10.00 **Check #: 4261**	Voice/Voicemail	$499.20
			Vendor Total:	$499.20
COLLEGE BOARD				
		280.715.0000.000.2200.320.10000.00.00 **Check #: 4262**	Professional Educational Services	$6,540.00
			Vendor Total:	$6,540.00
DECKER, INC.	5403			
		100.165.0000.000.2620.610.10605.32.00 **Check #: 4263**	General Supplies	$232.89
			Vendor Total:	$232.89

Voucher Supplement Account Summary

Voucher Batch Number: 1527 **06/30/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
DIVISION OF INDUSTRIAL RELATIONS	98670			
		703.102.0000.000.2570.270.10000.00.00 Check #: 4264	Workers" Compensation	$2,373.43
			Vendor Total:	$2,373.43
FOUR CORNER SOLUTIONS, INC				
		100.164.0000.360.1000.650.10604.32.00 Check #: 4265	Supplies-Information Technology-related	$529.90
			Vendor Total:	$529.90
FRANKLIN COVEY	7872			
		280.633.0000.000.2200.640.10205.10.00 Check #: 4266	Books and Periodicals	$569.69
			Vendor Total:	$569.69
GANNETT MEDIA CORP / GANNETT NEVADA/UTAH				
		100.108.0000.000.2620.540.10000.00.00 Check #: 4267	Advertising	$4,100.88
			Vendor Total:	$4,100.88
GEARY PACIFIC SUPPLY				
		100.108.0000.000.2620.610.10000.00.00 Check #: 4268	General Supplies	$1,367.64
			Vendor Total:	$1,367.64
GILLESPIE, SCOTT				
		100.132.0000.000.2410.533.10302.20.00 Check #: 4269	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
HANSES, SYDNEA				
		100.102.0000.000.2570.334.10000.00.00 Check #: 4270	Training & Development - Admin Non-Licensed	$550.00
			Vendor Total:	$550.00
HDS WHITE CAP CONST SUPPLY	95880			
		100.135.0000.000.2620.610.10305.31.00 Check #: 4271	General Supplies	$1,200.00

Voucher Supplement Account Summary

Voucher Batch Number: 1527 **06/30/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	$1,200.00
HEALTHY COMMUNITIES COALITION				
		280.700.0000.000.2213.320.10000.00.00 Check #: 4272	Professional Educational Services	$6,667.72
			Vendor Total:	$6,667.72
HEIM, MARGARET				
		100.101.0000.000.2320.533.10000.00.00 Check #: 4273	Telephone – Land Line phone services	$499.20
			Vendor Total:	$499.20
INLAND SUPPLY CO., INC.	10000			
		100.128.0000.000.2620.610.10211.10.00 Check #: 4274	General Supplies	$836.20
			Vendor Total:	$836.20
JOSTENS_10600	10600			
		100.165.0000.100.1000.610.10605.32.00 Check #: 4275	General Supplies	$96.60
			Vendor Total:	$96.60
LOTITO, STEPHANIE	102727			
		100.164.0000.000.2410.533.10604.32.00 Check #: 4276	Telephone – Land Line phone services	$499.20
			Vendor Total:	$499.20
LUMOS AND ASSOCIATES, INC	11860			
		360.023.0000.000.4300.340.10000.00.00 Check #: 4277	Other Professional Services	$750.00
			Vendor Total:	$750.00
LYON COUNTY SCHOOL DIST._99346	99346			
		280.633.0000.000.2100.610.10000.00.00 Check #: 4278	General Supplies	$319.40
			Vendor Total:	$319.40
ONE BEAT				

Voucher Supplement Account Summary

Voucher Batch Number: 1527 **06/30/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.165.0000.000.2575.610.10605.32.00 Check #: 4279	General Supplies	$178.00
			Vendor Total:	$178.00
PALMER, DAVID				
		100.164.0000.000.2410.533.10604.32.00 Check #: 4280	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
PROTOFAB INC				
		100.108.0000.000.2620.430.10203.10.00 Check #: 4281	Repairs and Maintenance Services	$5,640.00
		100.108.0000.000.2620.430.10601.32.00 Check #: 4281	Repairs and Maintenance Services	$6,203.00
			Vendor Total:	$11,843.00
PURCHASE POWER	16968			
		100.165.0000.000.2410.531.10605.32.00 Check #: 4282	Postage	$440.67
			Vendor Total:	$440.67
RACHEL STEWART	20166			
		100.101.0000.000.2320.533.10000.00.00 Check #: 4283	Telephone - Land Line phone services	$499.20
			Vendor Total:	$499.20
RENO PAINT MART, INC	17450			
		100.165.0000.000.2620.610.10605.32.00 Check #: 4284	General Supplies	$1,137.04
			Vendor Total:	$1,137.04
RIDDELL				
		100.101.0000.920.1000.610.10601.32.00 Check #: 4285	General Supplies	$11,418.87
			Vendor Total:	$11,418.87
ROYAL CARPET ONE FLOOR & HOME				
		100.164.0000.380.1000.610.10604.32.00 Check #: 4286	General Supplies	$1,680.01

Voucher Supplement Account Summary

Voucher Batch Number: 1527 **06/30/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$1,680.01
SETH DOBSON					
		280.688.0000.000.2700.510.10000.00.00 Check #: 4287	Student Transportation Services		$235.84
				Vendor Total:	$235.84
SHRED-IT USA					
		100.101.0000.000.2510.340.10000.00.00 Check #: 4288	Other Professional Services		$42.00
		100.165.0000.000.2410.421.10605.32.00 Check #: 4288	Garbage / Disposal		$25.00
				Vendor Total:	$67.00
SIERRA NEVADA CONSTRUCTION	100844				
		340.101.0000.000.4600.450.10601.32.00 Check #: 4289	Construction Services		$4,250.00
				Vendor Total:	$4,250.00
SILVER SPRINGS MUTUAL WATER CO	19183				
		100.108.0000.000.2610.411.10000.00.00 Check #: 4290	Water / Sewer		$22,082.37
		100.170.0000.000.2730.411.10000.00.00 Check #: 4290	Water / Sewer		$178.21
				Vendor Total:	$22,260.58
SILVER STATE SIGN LANGUAGE LLC					
		250.101.0000.200.2100.340.10000.00.00 Check #: 4291	Other Professional Services		$19,690.00
				Vendor Total:	$19,690.00
SOLIDITY GRAPHICS & DESIGN, LLC					
		100.165.0000.920.1000.610.10605.32.00 Check #: 4292	General Supplies		$90.00
				Vendor Total:	$90.00
STAPLES TECHNOLOGY SOLUTIONS					
		100.126.0000.000.2410.652.10206.10.00 Check #: 4293	Inventoried Supplies/Equipment - IT Related <$5000		$1,867.41

Voucher Supplement Account Summary

Voucher Batch Number: 1527 **06/30/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$1,867.41
STARSOUND AUDIO	20039				
		100.101.0000.910.1000.612.10208.31.00 Check #: 4294	Inventoried Supplies/Equipment	<$5000	$27,547.96
		100.101.0000.910.1000.612.10302.20.00 Check #: 4294	Inventoried Supplies/Equipment	<$5000	$37,442.06
		100.101.0000.910.1000.612.10303.10.00 Check #: 4294	Inventoried Supplies/Equipment	<$5000	$43,585.00
		100.101.0000.910.1000.612.10305.31.00 Check #: 4294	Inventoried Supplies/Equipment	<$5000	$39,993.61
		100.101.0000.910.1000.612.10601.32.00 Check #: 4294	Inventoried Supplies/Equipment	<$5000	$27,445.79
		100.101.0000.910.1000.612.10604.32.00 Check #: 4294	Inventoried Supplies/Equipment	<$5000	$15,580.02
		100.101.0000.910.1000.612.10605.32.00 Check #: 4294	Inventoried Supplies/Equipment	<$5000	$22,713.65
				Vendor Total:	$214,308.09
SUMMIT COMPANIES					
		100.108.0000.000.2620.430.10604.32.00 Check #: 4295	Repairs and Maintenance Services		$883.16
				Vendor Total:	$883.16
TAHOE SUPPLY CO.	11238				
		100.123.0000.000.2620.610.10203.10.00 Check #: 4296	General Supplies		$191.54
		100.165.0000.000.2620.610.10605.32.00 Check #: 4296	General Supplies		$2,370.37
				Vendor Total:	$2,561.91
TAYLOR, JENNIFER AMBER	100348				
		100.165.0000.000.2410.533.10605.32.00 Check #: 4297	Telephone - Land Line phone services		$499.20
				Vendor Total:	$499.20
TRANE U.S. INC					

Voucher Supplement Account Summary

Voucher Batch Number: 1527 **06/30/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.612.10209.10.00 Check #: 4298	Inventoried Supplies/Equipment <$5000	$32,136.00
		100.108.0000.000.2620.612.10210.10.00 Check #: 4298	Inventoried Supplies/Equipment <$5000	$32,136.00
			Vendor Total:	$64,272.00
VALUTAINER				
		100.108.0000.000.2620.612.10000.00.00 Check #: 4299	Inventoried Supplies/Equipment <$5000	$26,094.00
			Vendor Total:	$26,094.00
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2520.534.10000.00.00 Check #: 4300	Telephone - Cell phone services	$235.75
			Vendor Total:	$235.75
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2520.534.10000.00.00 Check #: 4301	Telephone - Cell phone services	$159.48
			Vendor Total:	$159.48
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00 Check #: 4302	Data Communications, Internet, Video, T-lines, etc	$60.69
		100.101.0000.000.2520.534.10000.00.00 Check #: 4302	Telephone - Cell phone services	$648.60
		100.104.0000.000.2210.535.10000.00.00 Check #: 4302	Data Communications, Internet, Video, T-lines, etc	$570.33
		100.107.0000.000.2580.534.10000.00.00 Check #: 4302	Telephone - Cell phone services	$638.69
		100.108.0000.000.2620.534.10000.00.00 Check #: 4302	Telephone - Cell phone services	$1,341.88
		100.125.0000.000.2410.533.10205.10.00 Check #: 4302	Telephone - Land Line phone services	$112.72
		100.170.0000.000.2710.534.10000.00.00 Check #: 4302	Telephone - Cell phone services	$790.42

Voucher Supplement Account Summary

Voucher Batch Number: 1527 **06/30/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		250.105.0000.000.2321.535.10000.00.00 Check #: 4302	Data Communications, Internet, Video, T-lines, etc	$228.72
		290.180.0000.000.3100.534.10000.00.00 Check #: 4302	Telephone - Cell phone services	$198.22
			Vendor Total:	$4,590.27
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00 Check #: 4303	Data Communications, Internet, Video, T-lines, etc	$180.06
		100.101.0000.000.2520.534.10000.00.00 Check #: 4303	Telephone - Cell phone services	$675.02
		100.104.0000.000.2210.535.10000.00.00 Check #: 4303	Data Communications, Internet, Video, T-lines, etc	$628.69
		100.107.0000.000.2580.534.10000.00.00 Check #: 4303	Telephone - Cell phone services	$750.19
		100.108.0000.000.2620.534.10000.00.00 Check #: 4303	Telephone - Cell phone services	$1,168.96
		100.125.0000.000.2410.533.10205.10.00 Check #: 4303	Telephone - Land Line phone services	$53.80
		100.170.0000.000.2710.534.10000.00.00 Check #: 4303	Telephone - Cell phone services	$636.73
		250.105.0000.000.2321.535.10000.00.00 Check #: 4303	Data Communications, Internet, Video, T-lines, etc	$215.07
		290.180.0000.000.3100.534.10000.00.00 Check #: 4303	Telephone - Cell phone services	$149.77
			Vendor Total:	$4,458.29
VIRGINIA RICHARDSON	101893			
		100.129.0000.000.2410.532.10209.10.00 Check #: 4304	Voice/Voicemail	$499.20
			Vendor Total:	$499.20
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2610.421.10000.00.00 Check #: 4305	Garbage / Disposal	$3,080.00

Voucher Supplement Account Summary

Voucher Batch Number: 1527 **06/30/2025**

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$3,080.00
WESTERN NEVADA SUPPLY	22580				
		100.108.0000.000.2620.610.10203.10.00 **Check #: 4306**	General Supplies		$78.20
		100.108.0000.000.2620.610.10605.32.00 **Check #: 4306**	General Supplies		$750.69
				Vendor Total:	$828.89
WILSON, ANTHONY					
		100.132.0000.000.2410.533.10302.20.00 **Check #: 4307**	Telephone – Land Line phone services		$499.20
				Vendor Total:	$499.20
XEROX FINANCIAL SERVICES					
		100.101.0000.000.2510.340.10000.00.00 **Check #: 4308**	Other Professional Services		$133.14
				Vendor Total:	$133.14
				Grand Total:	$595,362.95

End of Report

Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: Harman Bains, Executive Director of Operations

Re: Facilities Master Plan Recommendations update

Recommendation:
The Board of Trustees accept an update from Grace Orcutt | Winslow on the 10-year Facilities Master Plan.

Background Information:
Since March 2024, Grace Orcutt | Winslow has been working collaboratively with all stakeholders of the Lyon County School District (LCSD), in partnership with Ameresco and Zonda, to develop a comprehensive 10-year Facilities Master Plan for the district.

As an independent third-party consultant, Grace Orcutt | Winslow was contracted to provide an objective assessment of facility needs across the district. The team has now reached the recommendations and proposed strategies phase of the process. While the recommendations reflect their expertise and analysis, it is important to note that acceptance of these recommendations is not obligatory; they are provided to inform decision-making and guide future planning discussions.

Budget Considerations:
N/A

Discussed at Previous Meeting:
N/A

Attachment(s):
Grace Orcutt Winslow update

Respectfully Submitted,
Harman Bains, Executive Director of Operations



Lyon County School District

Facilities Master Planning

Board of Trustees Update
7.22.25

Grace GHC | Orcutt Winslow

AMERESCO Green • Clean • Sustainable

Zonda™

Agenda

1. Process Recap
2. Findings Summary
3. Recommendations

Your Team

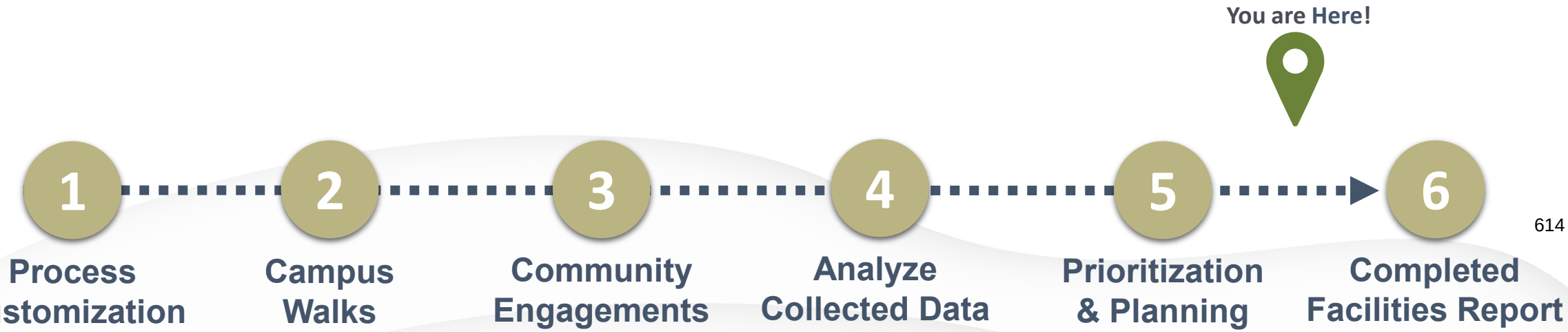
Grace GHC | Orcutt Winslow ..... Architecture & Planning

AMERESCO Green • Clean • Sustainable ..... Facility Conditions Analysis

Zonda™ ..... Demographic Analysis

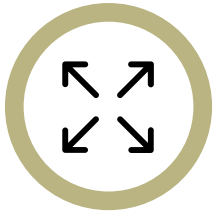
Process

With long term planning in mind, the team will be completing this master plan and then **engaging with the district again in 2027/2028 and 2030/2031** to validate and update the findings and recommendations.



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Data Streams



Capacity & Demographics

Capacity is the ability for the facility to accommodate the appropriate amount of enrolled students.

Demographics looks at the demand that will be place on the facility due to enrollment projections



Adequacy

Adequacy is a measure of the sufficiency of campuses to support current needs and purpose.



Suitability

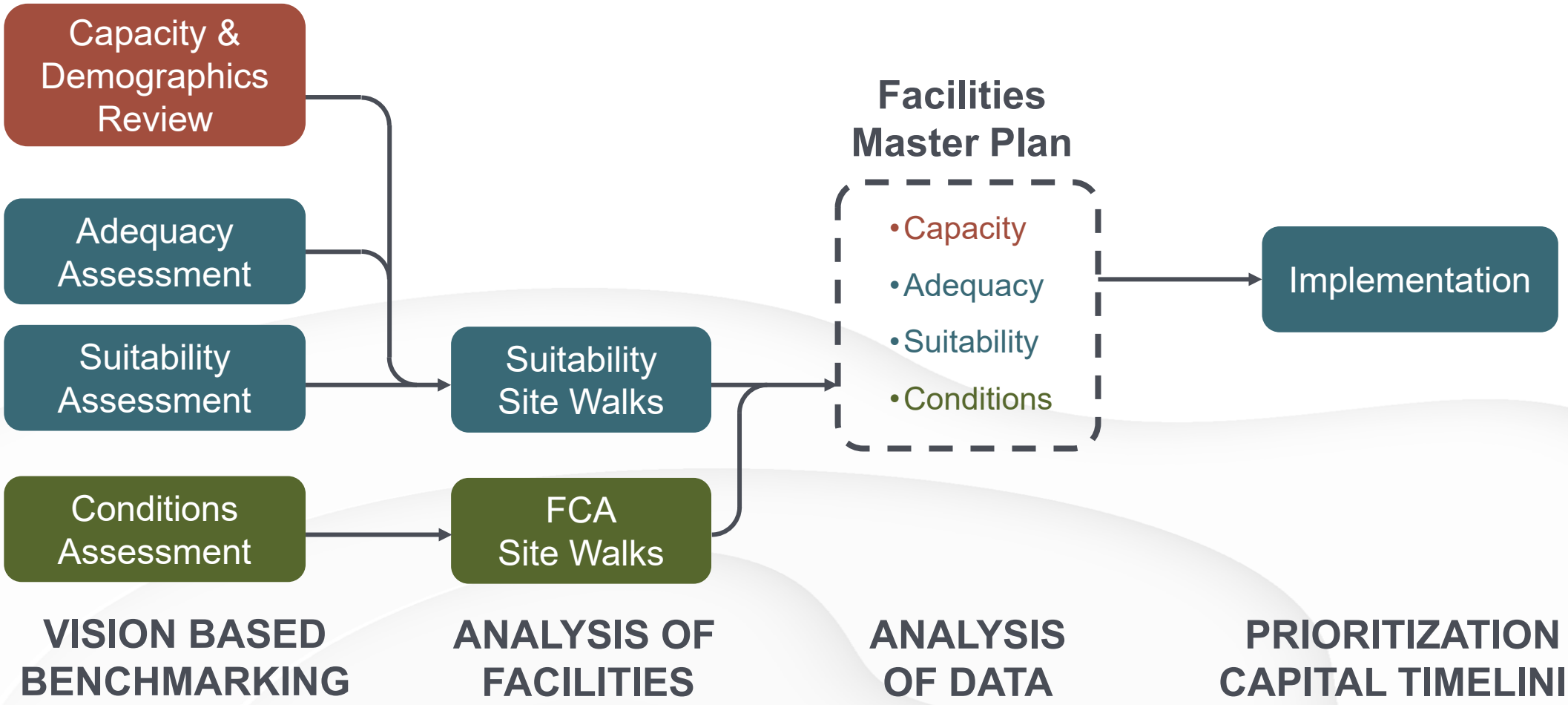
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Facility Conditions

Condition relates to the physical assets of a space and their associated useful life. This takes into consideration things like ensuring a functional air conditioning system.

Process



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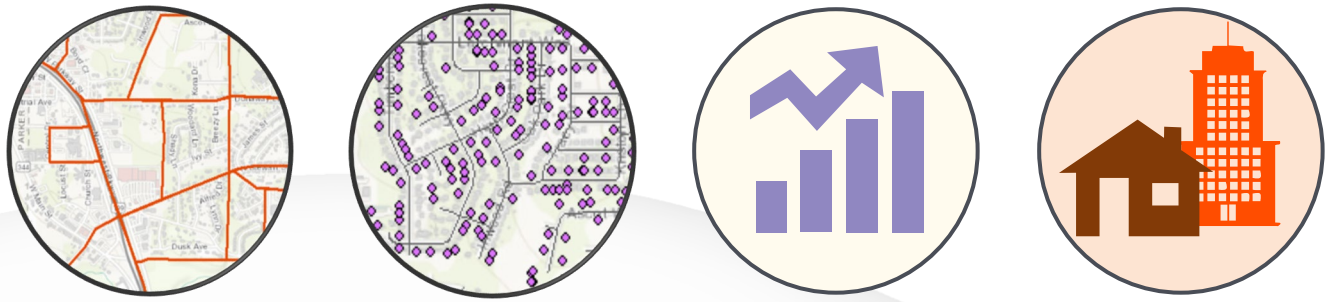
Demographic Content

District Planning Areas

Student Geo-code

Cohort & Enrollment Trends

Housing Market Trends



Mobility

Birth-rates

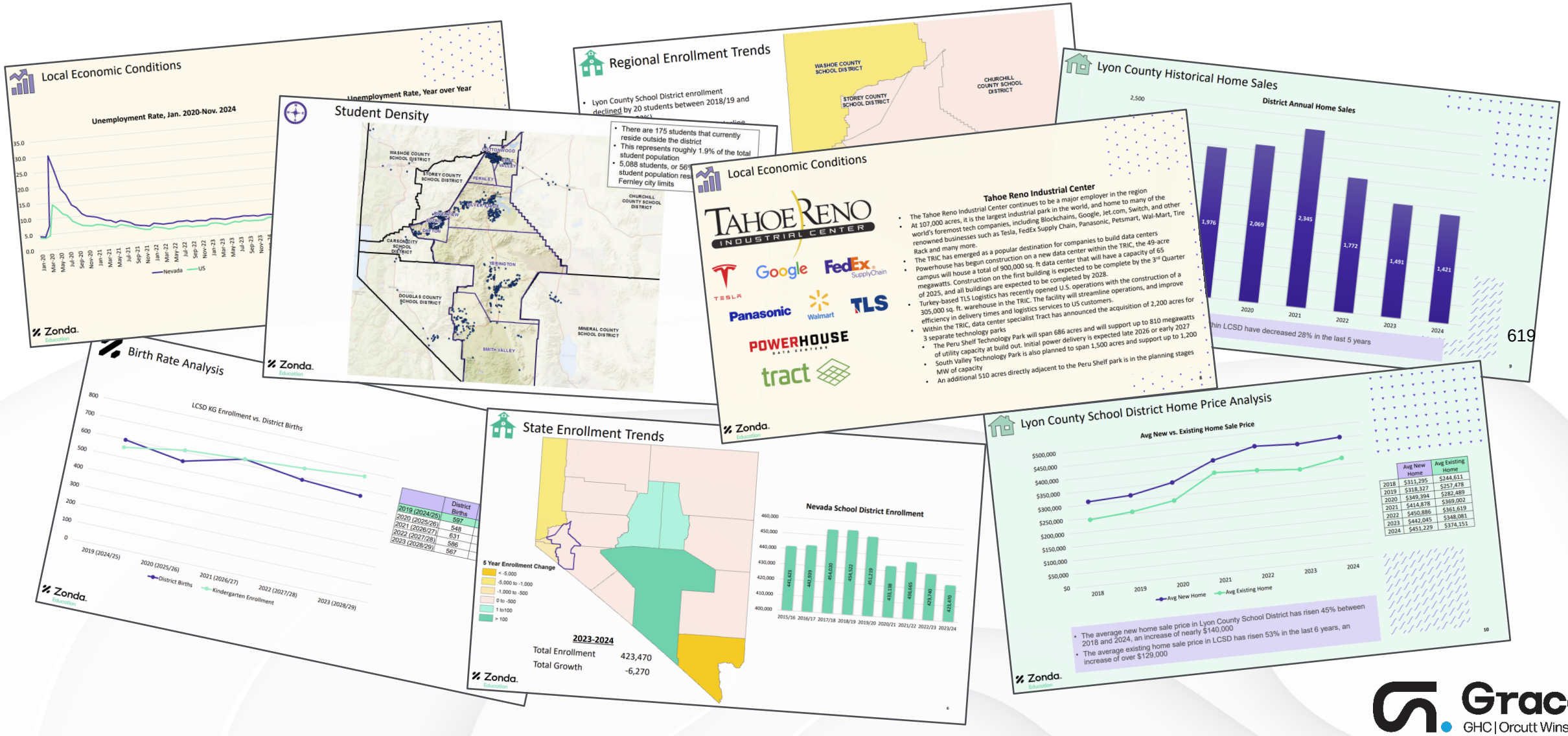
Charter Schools



10 Year Enrollment Forecast

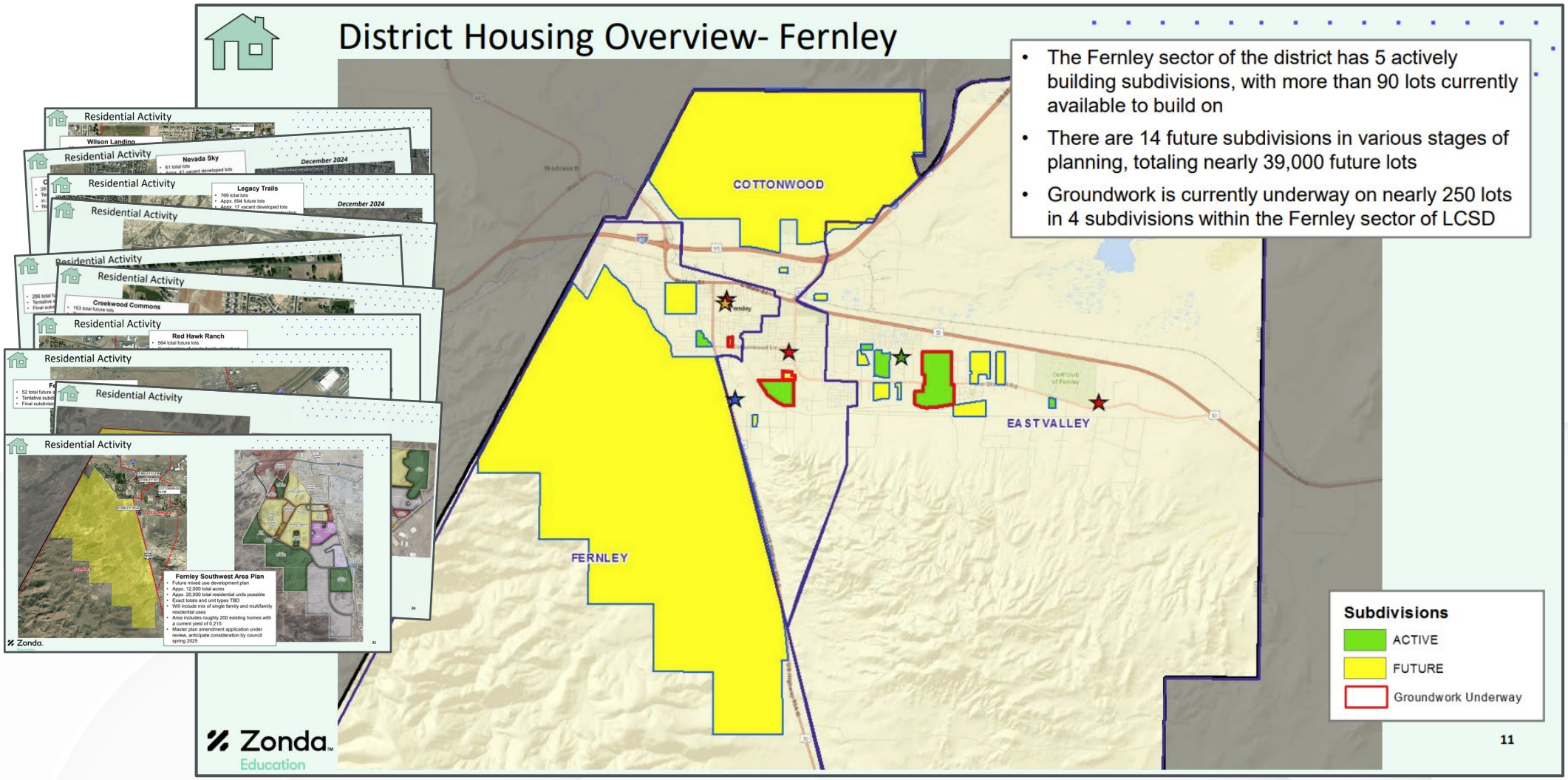
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Demographic Trends



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Future Development Analysis



orcutt|winslow

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Enrollment Forecast

Ten Year Forecast by Campus Level - Elementary

	Maximum	Functional		ENROLLMENT PROJECTIONS									
Campus	Capacity	Capacity	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
COTTONWOOD ELEMENTARY	711	604	572	581	601	607	638	667	677	705	737	775	822
EAST VALLEY ELEMENTARY	669	569	513	520	535	561	607	648	687	725	764	796	818
FERNLEY ELEMENTARY	606	515	447	461	468	480	476	497	519	541	574	608	644
DAYTON ELEMENTARY	541	460	450	462	454	448	437	440	432	450	452	448	450
RIVERVIEW ELEMENTARY	511	434	456	460	468	473	499	539	600	658	721	774	825
SUTRO ELEMENTARY	506	430	438	460	475	497	526	560	603	644	663	671	679
SILVER STAGE ELEMENTARY	680	578	389	387	390	402	411	427	434	437	440	436	431
YERINGTON ELEMENTARY	588	500	452	432	413	404	415	432	443	452	458	460	463
ELEMENTARY TOTALS *	4,812	4,090	**3,717**	**3,763**	**3,805**	**3,873**	**4,010**	**4,210**	**4,396**	**4,612**	**4,808**	**4,968**	**5,132**
Elementary Percent Change			2.54%	1.23%	1.12%	1.80%	3.53%	5.01%	4.40%	4.92%	4.26%	3.33%	3.29%
Elementary Absolute Change			92	46	42	68	137	201	185	216	196	160	164

Below Functional Capacity
Above Functional Capacity
Above Maximum Capacity

Zonda Education

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Enrollment Forecast

Ten Year Forecast by Campus Level - Secondary

Campus	Maximum Capacity	Functional Capacity	2024/25	ENROLLMENT PROJECTIONS 2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
FERNLEY INTERMEDIATE SCHOOL	680	578	657	630	639	642	647	653	677	711	737	767	805
SILVERLAND MIDDLE SCHOOL	759	645	659	690	680	654	663	668	672	673	695	731	759
DAYTON INTERMEDIATE SCHOOL	712	605	338	337	378	417	421	408	401	398	430	476	501
SILVER STAGE MIDDLE SCHOOL	464	394	317	321	328	323	319	304	303	302	315	329	335
YERINGTON INTERMEDIATE SCHOOL	625	531	397	401	415	416	390	357	328	318	323	343	353
INTERMEDIATE/MIDDLE SCHOOL TOTALS	3,240	2,754	**2,368**	**2,379**	**2,440**	**2,451**	**2,440**	**2,388**	**2,382**	**2,401**	**2,501**	**2,646**	**2,754**
Middle School Percent Change			-1.42%	0.45%	2.58%	0.44%	-0.46%	-2.10%	-0.29%	0.81%	4.17%	5.80%	4.06%
Middle School Absolute Change			-34	11	61	11	-11	-51	-7	19	100	145	108
FERNLEY HIGH SCHOOL	1,346	1,144	1,137	1,122	1,107	1,128	1,140	1,142	1,139	1,124	1,135	1,141	1,169
DAYTON HIGH SCHOOL	932	792	672	637	610	603	634	674	713	737	735	719	746
SILVER STAGE HIGH SCHOOL	515	438	319	316	290	292	297	294	286	272	271	272	286
YERINGTON HIGH SCHOOL	703	598	366	375	395	410	424	429	402	369	340	334	343
EAGLE RIDGE HIGH SCHOOL	NA	NA	1	1	1	1	1	1	1	1	1	1	1
HIGH SCHOOL TOTALS	3,496	**2,972**	**2,495**	**2,451**	**2,403**	**2,434**	**2,496**	**2,540**	**2,541**	**2,503**	**2,482**	**2,467**	**2,545**
High School Percent Change			-1.19%	-1.76%	-1.96%	1.29%	2.55%	1.76%	0.04%	-1.50%	-0.84%	-0.60%	3.16%
High School Absolute Change			-30	-44	-48	31	62	44	1	-38	-21	-15	78
SMITH VALLEY SCHOOLS	533	453	162	176	173	178	183	187	195	204	213	215	222
OTHER SCHOOL TOTALS	533	453	**162**	**176**	**173**	**178**	**183**	**187**	**195**	**204**	**213**	**215**	**222**
Other School Percent Change			-14.29%	8.64%	-1.70%	2.89%	2.81%	2.19%	4.28%	4.62%	4.41%	0.94%	3.26%
Other School Absolute Change			-27	14	-3	5	5	4	8	9	9	2	7
DISTRICT TOTALS	**12,081**	**10,269**	**8,742**	**8,768**	**8,821**	**8,936**	**9,128**	**9,326**	**9,513**	**9,720**	**10,004**	**10,297**	**10,653**
District Percent Change			2.22%	0.30%	0.60%	1.30%	2.16%	2.16%	2.01%	2.17%	2.93%	2.92%	3.46%
District Absolute Change			190	26	52	115	193	198	187	207	284	292	356

Below Functional Capacity
Above Functional Capacity
Above Maximum Capacity

* Does not Include online students as listed below in INTERMEDIATE/MIDDLE SCHOOL TOTALS and HIGH SCHOOL TOTALS.

Campus	2024/25
LYON ONLINE - SMS	13
LYON ONLINE - DIS	17
LYON ONLINE - FHS	166
LYON ONLINE - DHS	64
LYON ONLINE - SSHS	29
LYON ONLINE - YHS	35

Zonda Education

44

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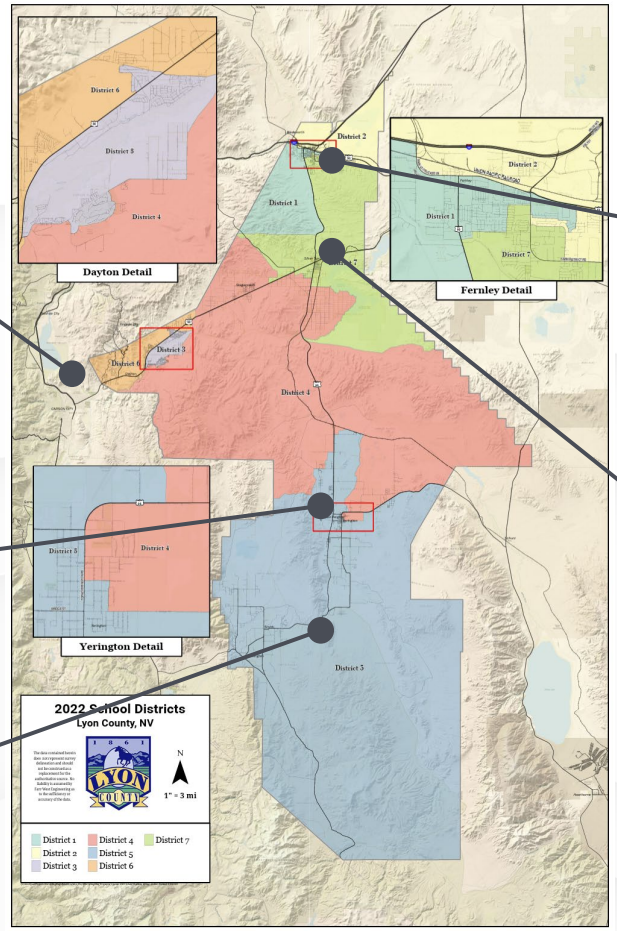
Geographic Capacity

The below is a map of the district that illustrates the number of students **under or over functional capacity each school will have per the enrollment projections in the 2027/2028 academic school year**.

- **Dayton Elementary** (-12*)
- **Dayton Intermediate** (-188*)
- **Dayton High** (-189*)
- **Riverview Elementary** (+39*)
- **Sutro Elementary** (+67*)

- **Yerington Elementary** (-96*)
- **Yerington Intermediate** (-115*)
- **Yerington High** (-188*)

- **Smith Valley School** (-257*)



- **Fernley Elementary** (-35*)
- **Fernley Intermediate** (64*)
- **Fernley High** (-16*)
- **Cottonwood Elementary** (3*)
- **East Valley Elementary** (-8*)
- **Silverland Middle** (9*)

623

- **Silver Stage Elementary** (-176*)
- **Silver Stage Middle** (-71*)
- **Silver Stage High** (-146*)

* Number of Students under or over Functional Capacity in the 2027/2028 academic school year

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Data Streams

Capacity & Demographics

Capacity is the ability for the facility to accommodate the appropriate amount of enrolled students.

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Suitability

Suitability is more aspirational, and a forward model compared to adequacy. It looks at the ability of spaces to support transformational needs.

Facility Conditions

Condition relates to the physical assets of a space and their associated useful life. This takes into consideration things like ensuring a functional air conditioning system.

STRATEGIC DIRECTION

625

MISSION

Foster learning for life, empower connected learners, promote student ownership, and encourage discovery learning for success in a rapidly evolving world.

VISION

Graduate all students to be college, career, and life successful.

Strategic Direction

Portrait of a Learner



LEARNING FOR LIFE

"I am building the skills to be a lifelong learner."

- Perseverance
- Application
- Future Focus



CONNECTED LEARNERS

"I am learning through my relationships with others."

- Belonging
- Communication
- Collaboration



STUDENT OWNERSHIP

"I am empowered to own my learning."

- Empowerment
- Self Knowledge
- Self Direction



DISCOVERY LEARNING

626

"My learning journey helps me discover new things."

- Problem Solving
- Joy
- Exploration

Campus Walks

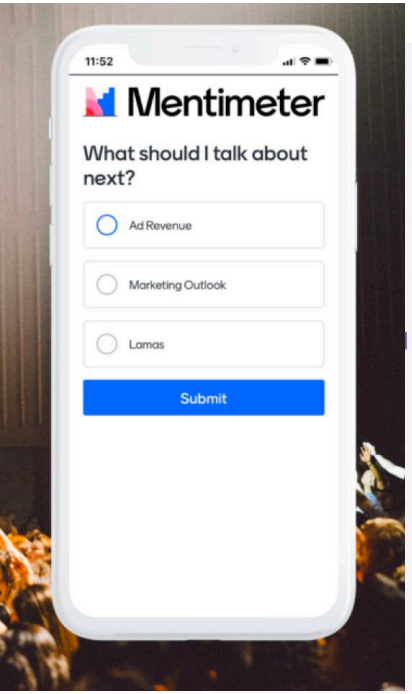
The team walked every campus with administration and staff to learn about the facility and map out areas of opportunity.

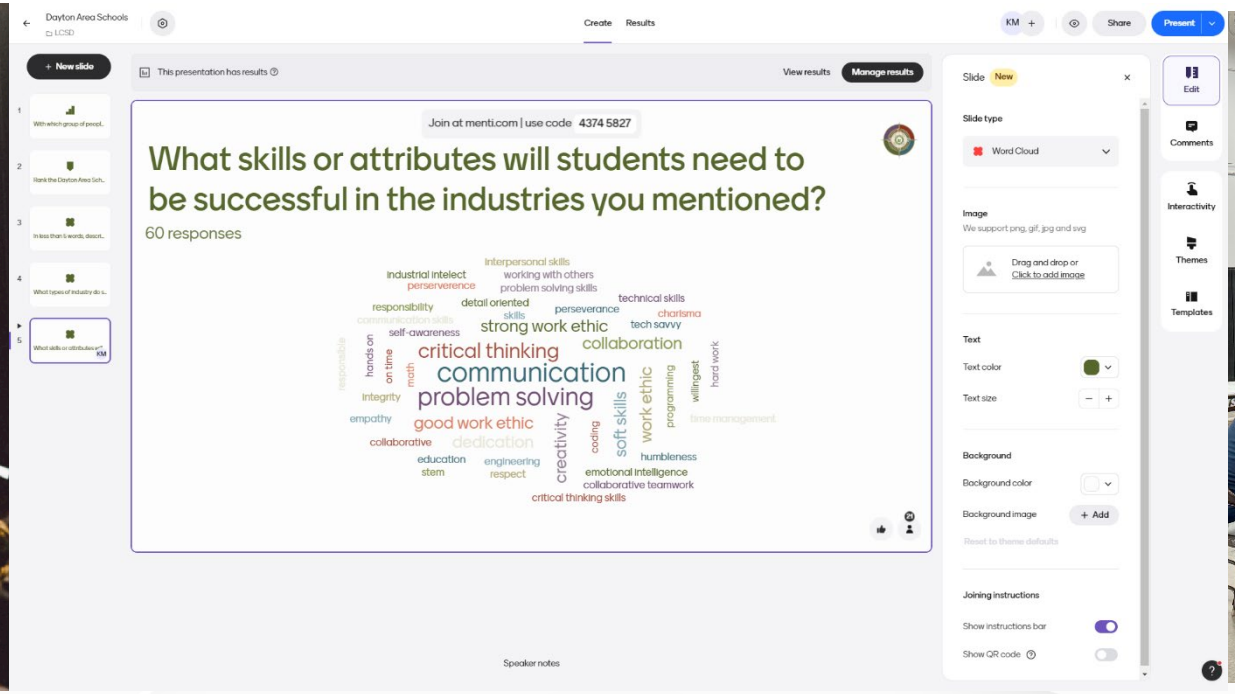




Engagements

At each area, the team engaged with the local community to gather feedback. First the team presented modern trends in learning environments. Then the community was asked a series of questions via an online poll, and then were asked to discuss in more depth the concepts that came to the forefront.



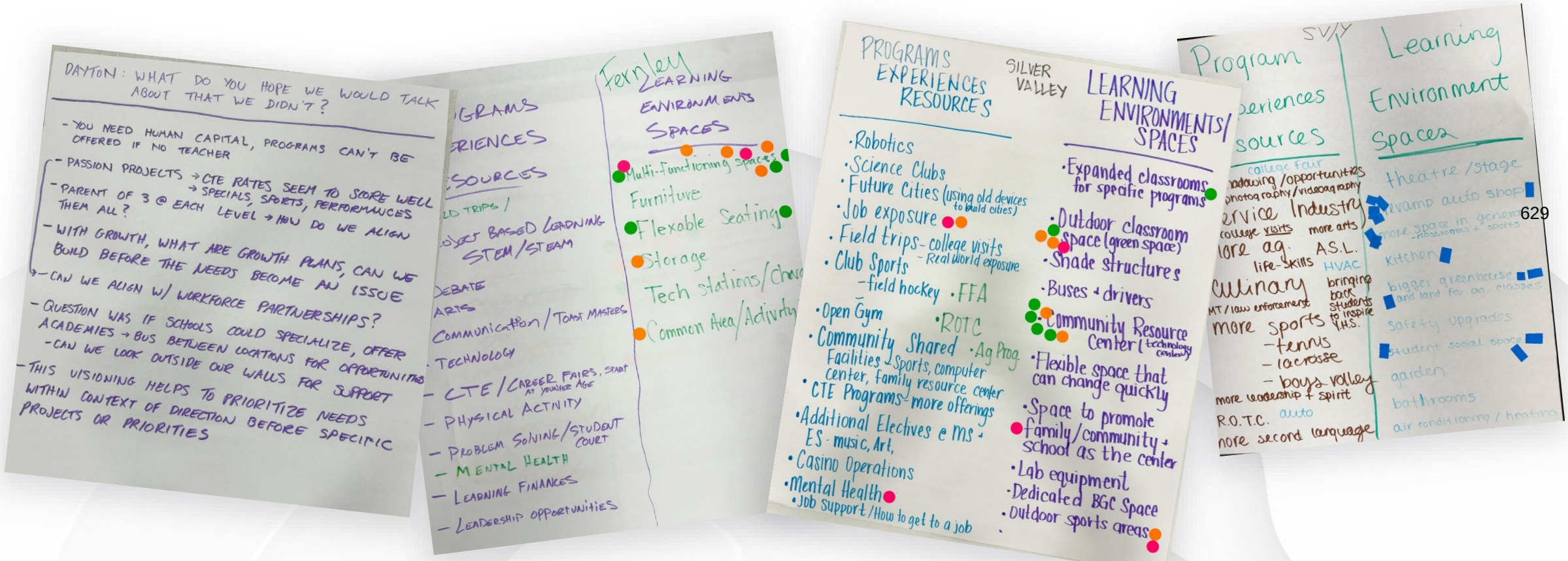




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Suitability & Adequacy Rubric

The below weighting is used to ensure emphasis is placed on the appropriate district priorities.

		Elementary	Intermediate	High
SUITABILITY	Learning Environment & Classroom Quality	70%	70%	70%
	Student Support & Services	20%	20%	20%
	Outdoor & Recreational Spaces	10%	10%	10%
ADEQUACY	Accessibility and Infrastructure	40%	35%	40%
	Transportation & Traffic Flow	40%	35%	20%
	Safety and Security	20%	30%	40%

630

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Campus Scoring

Using a rubric that incorporates the demographics, conditions, suitability and adequacy, each campus can be assessed and scored.



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Facility Conditions

Facility Conditions Index (FCI)

- A measure widely used in building industry to represent the physical condition of a given facility.

FCI Recommendations

- Industry standard guidelines for aligning FCI to overall conditions.

65% Rule

- Once the FCI of a facility exceeds 65%, it may be financially imprudent to continue investing in the building.

FCI =

Estimated Cost of Repairs + Replacements

÷

Replacement Value

633

FCI	Rating
Above 30%	Critical
10% - 30 %	Poor
5-10%	Fair
Below 5%	Good

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Facility Conditions

Urgent

- Work that should be performed within the next year to maintain facility integrity

High

- Work that should be performed in the next 1-3 years

Medium

- Work that should be performed in the next 3-5 years

Low

- Work that should be performed after 5 years or more

Priority Considerations

Element's Overall Condition

- ✓ Urgency of Action
- ✓ Expected Useful Life
- ✓ Deterioration rate
- ✓ Accessibility Concerns
- ✓ Life Safety/ Code Issues
- ✓ Risk of Building Shutdown
- ✓ Effect on Security
- ✓ Impact to Operational/Energy Savings

In Depth Site Walks

1. Ameresco performed Facility Condition Assessments on the LCSD portfolio
   - ~1,280,000 sq.ft.
   - 86 Assets
2. Developed life cycle cost profiles for each facility
3. Quantified the portfolios short- and long-term renewal needs
4. Ranked renewal needs based on both current and potential risks



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FCI By Campus

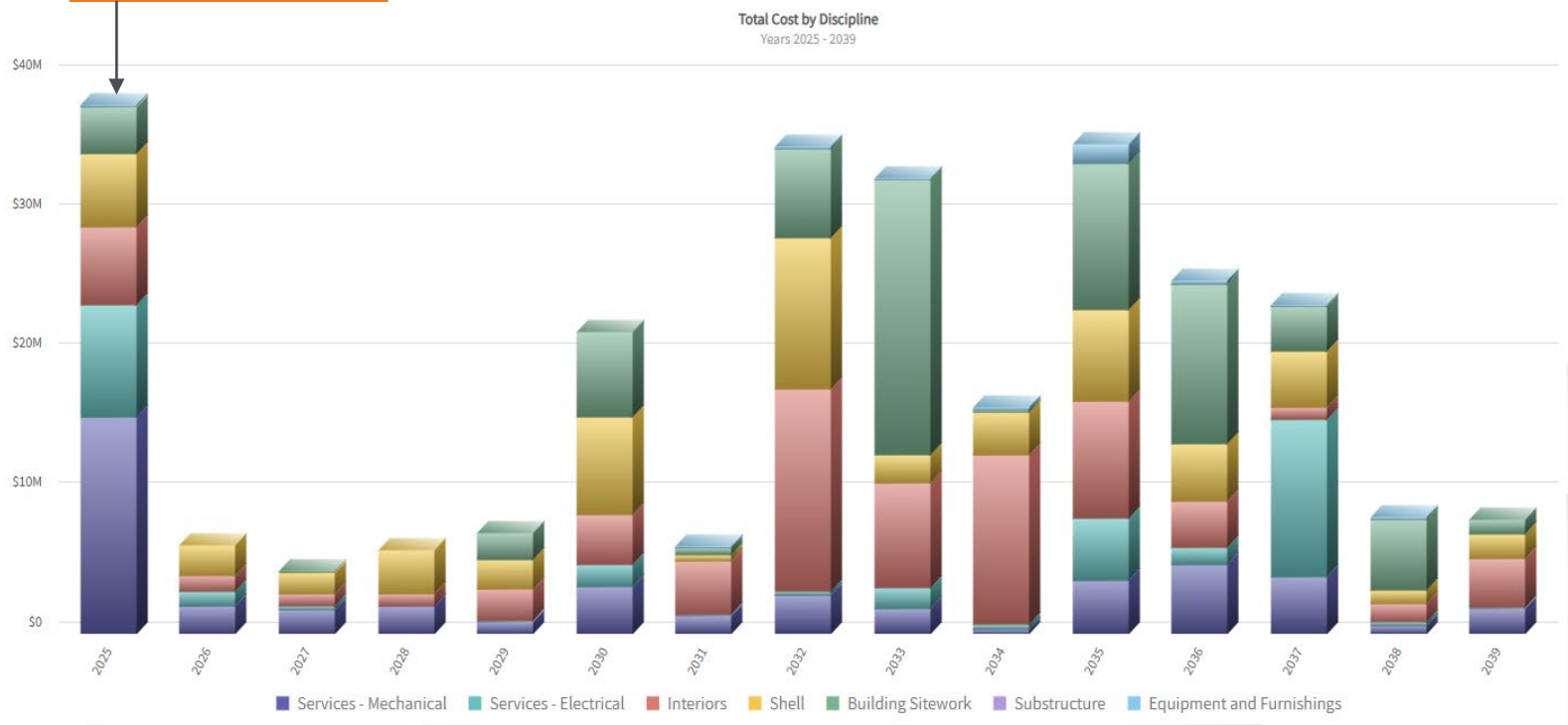
The below chart shows the FCI at each campus ***if no action is taken***. Ongoing maintenance and future investment will change the campus score over time.

Name	Current Replacement Value (CRV)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Dayton Intermediate School	$ 52,320,977	12.5%	12.6%	12.7%	14.9%	16.0%	16.5%	16.8%	18.5%	21.1%	21.1%	37.5%
Yerington Intermediate School	$ 28,936,051	11.2%	12.5%	12.6%	12.6%	12.7%	17.8%	18.2%	19.1%	22.2%	22.5%	24.2%
Dayton Elementary School	$ 29,685,696	10.5%	11.0%	11.0%	11.1%	11.7%	14.6%	14.6%	19.3%	21.7%	23.0%	29.7%
Yerington District Office	$ 10,411,709	10.4%	11.2%	11.3%	11.4%	11.7%	13.7%	18.4%	21.4%	22.2%	25.2%	30.7%
Silver Stage Middle School	$ 42,945,539	7.3%	7.3%	7.3%	8.2%	10.1%	12.2%	12.5%	15.0%	15.1%	16.2%	16.9%
Fernley Intermediate School	$ 42,661,075	6.3%	8.1%	9.7%	10.1%	10.2%	14.4%	17.1%	18.7%	22.8%	23.9%	29.1%
Yerington Elementary School	$ 26,333,425	6.0%	6.5%	6.8%	7.2%	7.2%	10.9%	11.5%	18.3%	19.6%	21.1%	27.3%
Smith Valley School	$ 39,762,366	5.8%	7.1%	7.7%	8.3%	8.8%	10.2%	11.2%	13.2%	14.0%	17.2%	20.4%
Silver Stage Elementary School	$ 26,092,764	5.8%	7.0%	7.0%	7.9%	13.3%	14.6%	15.9%	20.7%	23.2%	24.2%	27.9%
Yerington High School	$ 57,910,434	4.5%	7.6%	8.0%	9.6%	11.0%	14.9%	15.4%	19.3%	19.7%	21.7%	23.2%
Dayton High School	$ 79,740,397	4.4%	4.6%	4.6%	4.6%	4.9%	6.3%	6.4%	11.8%	20.2%	21.8%	24.1%
Cottonwood Elementary School	$ 30,865,330	3.0%	3.7%	3.8%	3.9%	4.5%	6.0%	6.7%	9.1%	9.5%	10.6%	20.2%
Sutro Elementary School	$ 30,670,993	2.6%	4.7%	4.8%	5.9%	6.3%	6.6%	6.6%	11.5%	18.5%	18.9%	19.9%
Fernley High School	$ 82,157,303	2.6%	3.0%	3.5%	3.6%	3.8%	12.0%	13.9%	16.1%	17.2%	19.2%	25.1%
Fernley Elementary School	$ 32,404,297	2.2%	2.3%	2.7%	3.6%	4.2%	10.7%	10.7%	16.9%	18.0%	18.7%	20.6%
Silverland Middle School	$ 59,591,694	1.4%	1.4%	1.4%	1.4%	1.4%	2.6%	2.6%	15.2%	23.8%	33.8%	36.6%
Silver Stage High School	$ 74,060,854	0.9%	0.9%	3.0%	3.0%	3.0%	3.5%	3.5%	7.3%	15.3%	17.6%	22.8%
East Valley Elementary School	$ 29,756,700	0.9%	2.9%	2.9%	10.0%	10.0%	11.8%	13.1%	23.4%	38.1%	38.1%	38.1%
Riverview Elementary School	$ 32,925,099	0.1%	0.1%	3.2%	3.2%	9.9%	9.9%	12.1%	13.2%	14.9%	14.9%	15.1%
Totals:	**$ 809,588,861**											
FCI =		4.7%	5.5%	6.0%	6.8%	7.7%	10.4%	11.1%	15.5%	19.5%	21.5%	25.8%

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Capital Needs Profile

DM Backlog:
$38.0 Million



1. Displays the lifecycle forecast of each element within each asset rolled up for the portfolio.

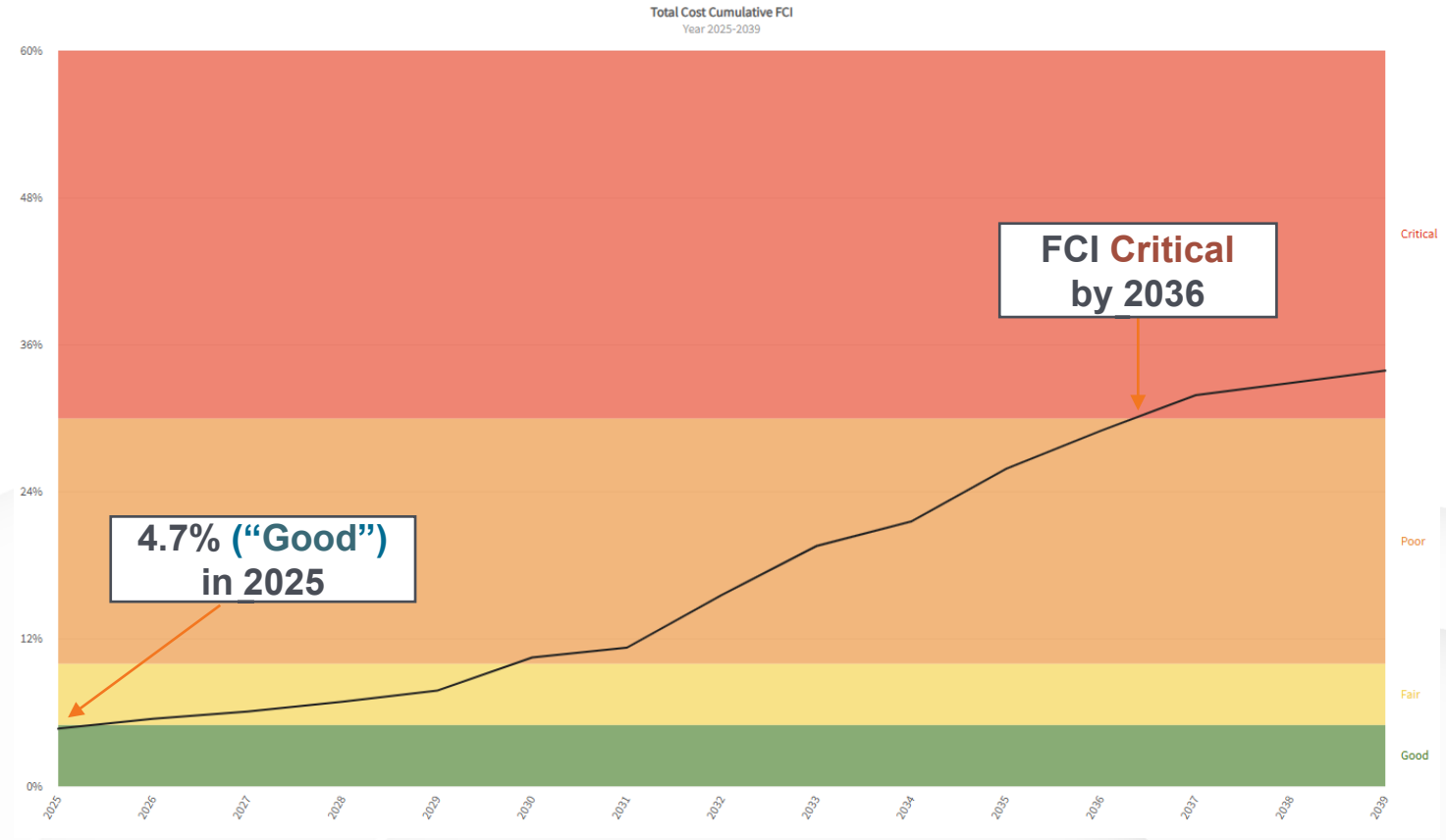
2. The deferred maintenance backlog is **$38.0 Million (2025)**

3. With the deferred maintenance backlog now quantified, it is recommended to address the backlog by order of Priority.

Life cycle forecasts have been established for the major building elements for each asset. This determines the capital renewal budget requirements over time and includes hard and soft costs.

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FCI Unfunded (15 years)

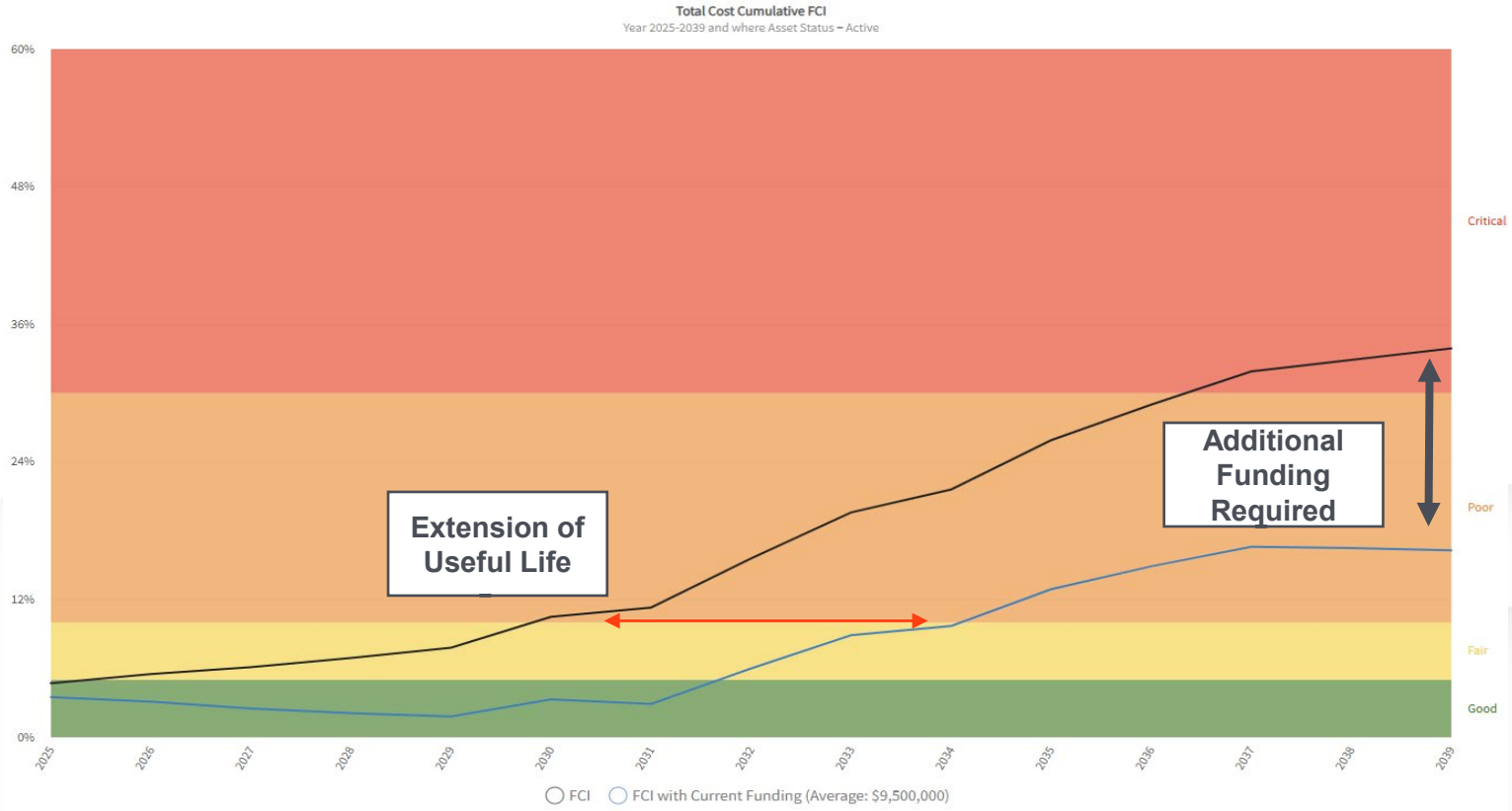


The projected facility condition index (FCI) displays the relative levels of risk of the portfolio over time, represented in percent risk (%)

1. The chart shows the risk of aging infrastructure; with growing levels of deferred maintenance backlog over time.
2. The **FCI of 4.7%** places the portfolio into the "**Good**" range.
3. Unfunded, the FCI will accelerate to "**Critical**" (>30%) by **2036.**

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FCI Funded (15 years)



Overlaying and projecting the average annual capital funding of $9.50M/yr delays the migration of "Portfolio" FCI to Critical for at least the next 15 years.

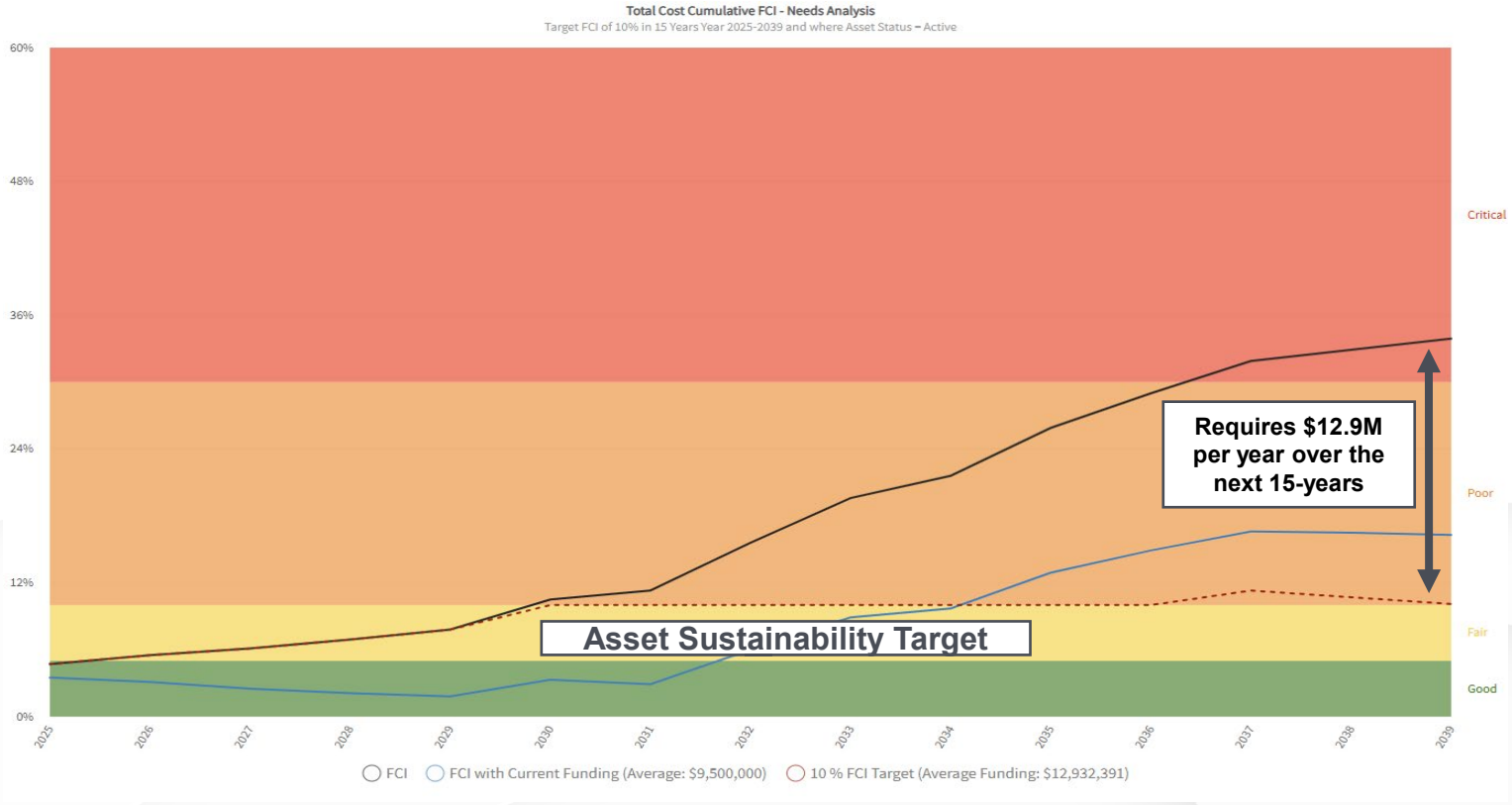
1. With funding ($9.50M/yr), the blue line shows a shallower profile; delaying the migration to **Critical** until 2052.

2. From a funding appropriation standpoint, more funding is required to sustain the portfolio at an acceptable level of risk

3. Establishing an "**Asset Sustainability Target**" is a best practice for managing such risk

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Asset Sustainability



The chart represents the amount of funding required to achieve an Asset Sustainability Target (10% FCI); showing both current levels of funding and the funding needed

1. The building portfolio will require **$12.9M per year of capital funding** to achieve an FCI of 10% by 2039; amounting to **$194M** over the period
2. Over 10-years (2035), the portfolio **requires $9.3M per year or $93M** to maintain asset sustainability
3. Understanding funding appropriation needs at the portfolio level helps decision makers prioritize assets and prepare data-defensible capital improvement plans

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Data Streams

Capacity & Demographics

Capacity is the ability for the facility to accommodate the appropriate amount of enrolled students.

Demographics looks at the demand that will be place on the facility due to enrollment projections

Adequacy

Adequacy is a measure of the sufficiency of campuses to support current needs and purpose.

Suitability

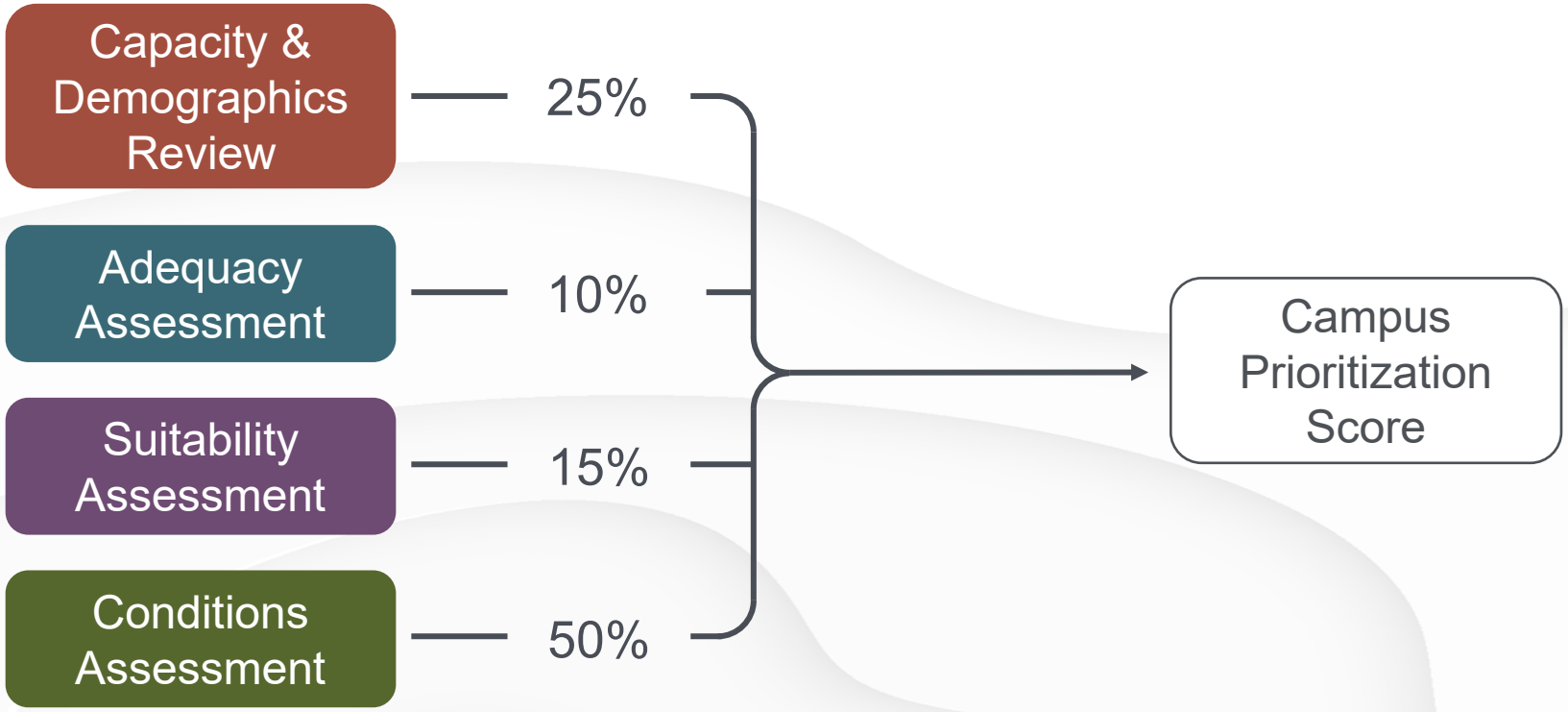
Suitability is more aspirational, and a forward model compared to adequacy. It looks at the ability of spaces to support transformational needs.

Facility Conditions

Condition relates to the physical assets of a space and their associated useful life. This takes into consideration things like ensuring a functional air conditioning system.

Prioritization Modeling

A prioritization model allows the district to customize the variable emphasis of each type of action and provide a priority score for each asset. This allows the district to weigh this score in project decision making.



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Campus Prioritization

Using the prioritization model established, each campus was analyzed against the suitability and adequacy rubric. The conditions data and enrollment projections were all combined with the appropriate weighting. The result is a table that shows visually which campus might have the highest need and at what time.

Campus Name	Campus Prioritization Score										
	24/25	25/26	26/27	27/28	28/29	29/30	30/31	31/32	32/33	33/34	34/35
Dayton Area Schools											
Dayton Elementary School	2.62	2.87	2.62	2.62	2.62	2.62	2.62	2.62	3.12	3.12	3.12
Dayton Intermediate School	2.55	2.55	2.55	2.55	2.55	2.55	2.55	2.55	3.05	3.05	3.55
Dayton High School	1.54	1.54	1.54	1.54	1.54	2.04	2.04	2.54	3.04	3.04	3.04
Riverview Elementary School	1.80	1.80	1.80	1.80	2.30	2.55	3.05	3.55	3.55	3.55	3.55
Sutro Elementary School	2.06	2.06	2.06	2.56	2.81	2.81	2.81	3.31	3.31	3.31	3.31
Fernley Area Schools											
Cottonwood Elementary School	1.61	1.61	1.61	1.86	1.86	2.36	2.36	2.36	2.61	3.11	3.86
East Valley Elementary School	1.55	1.55	1.55	2.55	2.80	2.80	3.05	3.55	4.05	4.30	4.30
Fernley Elementary School	2.17	2.17	2.17	2.67	2.67	2.67	2.92	2.92	3.42	3.67	3.67
Fernley Intermediate School	2.40	2.40	2.40	2.90	2.90	2.90	2.90	3.15	3.65	3.65	3.90
Fernley High School	1.65	1.65	1.65	1.65	1.65	2.65	2.65	2.65	2.65	2.65	3.40
Silverland Middle School	1.45	1.45	1.45	1.45	1.45	1.45	1.45	2.45	2.95	3.45	3.70
Silver Springs Area											
Silver Stage Elementary School	2.13	2.13	2.13	2.13	2.63	2.63	2.63	3.13	3.13	3.13	3.13
Silver Stage Middle School	2.16	2.16	2.16	2.16	2.66	2.66	2.66	2.66	2.66	2.66	2.66
Silver Stage High School	1.64	1.64	1.64	1.64	1.64	1.64	1.64	2.14	2.64	2.64	3.14
Smith Valley Area											
Smith Valley School	2.19	2.19	2.19	2.19	2.19	2.69	2.69	2.69	2.69	2.69	3.19
Yerington Area											
Yerington Elementary School	2.09	2.34	2.09	2.09	2.09	2.59	2.59	2.59	2.59	3.09	3.09
Yerington Intermediate School	2.18	2.18	2.18	2.68	2.68	2.68	2.68	2.68	3.18	3.18	3.18
Yerington High School	1.67	2.17	2.17	2.17	2.67	2.67	2.67	2.67	2.67	3.17	3.17

Recommendations

The overarching findings are that there are no urgent or dire situations that require immediate action. No campus reaches a concerning prioritization score until 2029/2030. ***Any major work should be reassessed during the next update of the facility master plan*** which occurs in the 2027/2028 school year. There is time to plan and ensure any strategy the district moves forward with is sound. (This team will update the master plan in 2027/2028 and again in 2030/2031.)

1. No Immediate Action Required
2. Maintain the District's Current Assets
3. Security Upgrades as Needed
4. Suitability/Adequacy Upgrades as Desired

No Action Required

Current Study | 2027/2028 | 2030/2031

Campus Name	Campus Prioritization Score										
	24/25	25/26	26/27	27/28	28/29	29/30	30/31	31/32	32/33	33/34	34/35
Dayton Area Schools											
Dayton Elementary School	2.62	2.87	2.62	2.62	2.62	2.62	2.62	2.62	3.12	3.12	3.12
Dayton Intermediate School	2.55	2.55	2.55	2.55	2.55	2.55	2.55	2.55	3.05	3.05	3.55
Dayton High School	1.54	1.54	1.54	1.54	1.54	2.04	2.04	2.54	3.04	3.04	3.04
Riverview Elementary School	1.80	1.80	1.80	1.80	2.30	2.55	3.05	3.55	3.55	3.55	3.55
Sutro Elementary School	2.06	2.06	2.06	2.56	2.81	2.81	2.81	3.31	3.31	3.31	3.31
Fernley Area Schools											
Cottonwood Elementary School	1.61	1.61	1.61	1.86	1.86	2.36	2.36	2.36	2.61	3.11	3.86
East Valley Elementary School	1.55	1.55	1.55	2.55	2.80	2.80	3.05	3.55	4.05	4.30	4.30
Fernley Elementary School	2.17	2.17	2.17	2.67	2.67	2.67	2.92	2.92	3.42	3.67	3.67
Fernley Intermediate School	2.40	2.40	2.40	2.90	2.90	2.90	2.90	3.15	3.65	3.65	3.90
Fernley High School	1.65	1.65	1.65	1.65	1.65	2.65	2.65	2.65	2.65	2.65	3.40
Silverland Middle School	1.45	1.45	1.45	1.45	1.45	1.45	1.45	2.45	2.95	3.45	3.70
Silver Springs Area											
Silver Stage Elementary School	2.13	2.13	2.13	2.13	2.63	2.63	2.63	3.13	3.13	3.13	3.13
Silver Stage Middle School	2.16	2.16	2.16	2.16	2.66	2.66	2.66	2.66	2.66	2.66	2.66
Silver Stage High School	1.64	1.64	1.64	1.64	1.64	1.64	1.64	2.14	2.64	2.64	3.14
Smith Valley Area											
Smith Valley School	2.19	2.19	2.19	2.19	2.19	2.69	2.69	2.69	2.69	2.69	3.19
Yerington Area											
Yerington Elementary School	2.09	2.34	2.09	2.09	2.09	2.59	2.59	2.59	2.59	3.09	3.09
Yerington Intermediate School	2.18	2.18	2.18	2.68	2.68	2.68	2.68	2.68	3.18	3.18	3.18
Yerington High School	1.67	2.17	2.17	2.17	2.67	2.67	2.67	2.67	2.67	3.17	3.17

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No Action Requried

The demographic findings show a projected number that is higher than the functional capacity at three schools. All of these schools, while over the functional capacity, remain below the maximum capacity. The recommendation is to take no action. As demographic studies are only projections, this situation will be continuously monitored against real-time attendance data.

Current Study **2027/2028** **2030/2031**

	Maximum	Functional		ENROLLMENT PROJECTIONS									
Campus	Capacity	Capacity	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34	2034/35
COTTONWOOD ELEMENTARY	711	604	572	581	60	607	638	667	677	705	737	775	822
EAST VALLEY ELEMENTARY	669	569	513	520	53	561	607	648	687	725	764	796	818
FERNLEY ELEMENTARY	606	515	447	461	468	480	476	497	519	541	574	608	644
DAYTON ELEMENTARY	541	460	450	462	454	448	437	440	432	450	452	448	450
RIVERVIEW ELEMENTARY	511	434	456	460	46	473	499	539	600	658	721	774	825
SUTRO ELEMENTARY	506	430	438	460	47	497	526	560	603	644	663	671	679
SILVER STAGE ELEMENTARY	680	578	389	387	390	402	411	427	434	437	440	436	431
YERINGTON ELEMENTARY	588	500	452	432	413	404	415	432	443	452	458	460	463
ELEMENTARY TOTALS *	4,812	4,090	**3,717**	**3,763**	**3,80**	**3,873**	**4,010**	**4,210**	**4,396**	**4,612**	**4,808**	**4,968**	**5,132**
Elementary Percent Change			2.54%	1.23%	1.12%	1.80%	3.53%	5.01%	4.40%	4.92%	4.26%	3.33%	3.29%
Elementary Absolute Change			92	46	42	68	137	201	185	216	196	160	164

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Maintain District Assets

The Ameresco software allows the district to use the established data as a tool to help keep out of a poor/critical FCI at any campuses. ***The software allows the district to know which campus has the most critical needs, what those critical needs are, and how to prioritize the projects.*** If the goal is to keep within the "fair" category, there are 4 buildings that currently would require some further analysis.

Current Study | 2027/2028 | 2030/2031

Name	Current Replacement Value (CRV)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
Dayton Intermediate School	$ 52,320,977	12.5%	12.6%	12.7%	14.9%	16.[illegible]%	16.5%	16.8%	18.5%	21.1%	21.1%	37.5%
Yerington Intermediate School	$ 28,936,051	11.2%	12.5%	12.6%	12.6%	12.[illegible]%	17.8%	18.2%	19.1%	22.2%	22.5%	24.2%
Dayton Elementary School	$ 29,685,696	10.5%	11.0%	11.0%	11.1%	11.[illegible]%	14.6%	14.6%	19.3%	21.7%	23.0%	29.7%
Yerington District Office	$ 10,411,709	10.4%	11.2%	11.3%	11.4%	11.[illegible]%	13.7%	18.4%	21.4%	22.2%	25.2%	30.7%
Silver Stage Middle School	$ 42,945,539	7.3%	7.3%	7.3%	8.2%	10.1%	12.2%	12.5%	15.0%	15.1%	16.2%	16.9%
Fernley Intermediate School	$ 42,661,075	6.3%	8.1%	9.7%	10.1%	10.[illegible]%	14.4%	17.1%	18.7%	22.8%	23.9%	29.1%
Yerington Elementary School	$ 26,333,425	6.0%	6.5%	6.8%	7.2%	7.[illegible]%	10.9%	11.5%	18.3%	19.6%	21.1%	27.3%
Smith Valley School	$ 39,762,366	5.8%	7.1%	7.7%	8.3%	8.[illegible]%	10.2%	11.2%	13.2%	14.0%	17.2%	20.4%
Silver Stage Elementary School	$ 26,092,764	5.8%	7.0%	7.0%	7.9%	11.[illegible]%	14.6%	15.9%	20.7%	23.2%	24.2%	27.9%
Yerington High School	$ 57,910,434	4.5%	7.6%	8.0%	9.6%	11.0%	14.9%	15.4%	19.3%	19.7%	21.7%	23.2%
[illegible]	$ [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	4.9%	6.3%	6.4%	11.8%	20.2%	21.8%	24.1%
Cottonwood Elementary School	$ 30,865,330	3.0%	3.7%	3.8%	3.9%	4.5%	6.0%	6.7%	9.1%	9.5%	10.6%	20.2%
Sutro Elementary School	$ 30,670,993	2.6%	4.7%	4.8%	5.9%	6.3%	6.6%	6.6%	11.5%	18.5%	18.9%	19.9%
Fernley High School	$ 82,157,303	2.6%	3.0%	3.5%	3.6%	3.8%	12.0%	13.9%	16.1%	17.2%	19.2%	25.1%
Fernley Elementary School	$ 32,404,297	2.2%	2.3%	2.7%	3.6%	4.2%	10.7%	10.7%	16.9%	18.0%	18.7%	20.6%
Silverland Middle School	$ 59,591,694	1.4%	1.4%	1.4%	1.4%	1.4%	2.6%	2.6%	15.2%	23.8%	33.8%	36.6%
Silver Stage High School	$ 74,060,854	0.9%	0.9%	3.0%	3.0%	3.0%	3.5%	3.5%	7.3%	15.3%	17.6%	22.8%
East Valley Elementary School	$ 29,756,700	0.9%	2.9%	2.9%	10.0%	10.0%	11.8%	13.1%	23.4%	38.1%	38.1%	38.1%
Riverview Elementary School	$ 32,925,099	0.1%	0.1%	3.2%	3.2%	9.9%	9.9%	12.1%	13.2%	14.9%	14.9%	15.1%
Totals:	**$ 809,588,861**											
FCI =		4.7%	5.5%	6.0%	6.8%	7.7%	10.4%	11.1%	15.5%	19.5%	21.5%	25.8%

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Projects Underway

Ongoing maintenance and future ***investment will change the campus score*** over time. Below is an example of a series of projects that LCSD currently is working on. This can be entered into the model such that you can use the FCI as a planning tool to forecast how each project will impact a campus over time.

- Dayton Intermediate School - Air Handler Units (AHU)
- Dayton Intermediate School - Boilers
- Silverland Middle School - Cooling Tower
- Silver Stage Middle - Boilers
- Sutro Elementary School - Boilers
- Fernley Elementary School - Roof Top Units (RTU’s)

FCI as a Planning Tool

Ongoing maintenance and future ***investment will change the campus score*** over time. Below is an example of a series of projects on a portion of the district assets, and their respective updated FCI upon project completion.

Current

FCI Analysis using : Benchmark Cost based on Template by Site Name

Name	Size (Sq.Ft.)	CRV incl. Soft Costs	Average Funding Per Year	2025	2026	2027	2028	2029
Dayton Intermediate School	79,617	$ 52,320,977	$ -	12.76%	12.90%	13.03%	15.21%	16.32%
Fernley Elementary School	58,678	$ 32,404,297	$ -	2.23%	2.28%	2.70%	3.62%	4.20%
Silver Stage Middle School	64,108	$ 42,945,539	$ -	17.47%	17.47%	17.47%	18.34%	20.26%
Silverland Middle School	97,921	$ 59,591,694	$ -	1.41%	1.41%	1.41%	1.41%	1.41%
Sutro Elementary School	47,625	$ 30,670,993	$ -	2.59%	4.74%	4.76%	5.91%	6.32%
Totals:	**347,949**	**$ 217,933,500**	**$ -**					
FCI =				7.59%	7.93%	8.03%	9.02%	9.81%

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Proposed

FCI Analysis using : Benchmark Cost based on Template by Site Name

Name	Size (Sq.Ft.)	CRV incl. Soft Costs	Average Funding Per Year	2025	2026	2027	2028	2029
Dayton Intermediate School	79,617	$ 52,320,977	$ 265,611	5.15%	5.28%	5.42%	7.59%	8.70%
Fernley Elementary School	58,678	$ 32,404,297	$ 2,814	2.10%	2.15%	2.57%	3.49%	4.07%
Silver Stage Middle School	64,108	$ 42,945,539	$ 56,805	15.48%	15.48%	15.48%	16.36%	18.27%
Silverland Middle School	97,921	$ 59,591,694	$ 6,813	1.24%	1.24%	1.24%	1.24%	1.24%
Sutro Elementary School	47,625	$ 30,670,993	$ 5,587	2.32%	4.46%	4.49%	5.63%	6.05%
Totals:	**347,949**	**$ 217,933,500**	**$ 337,630**					
FCI =				5.26%	5.61%	5.70%	6.70%	7.48%
FCI without Funding =				7.59%	7.93%	8.03%	9.02%	9.81%

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Planned Projects

There are a number of projects the district has already identified as priorities for the ongoing maintenance and operations of the district. The below list the location, general description of scope, and an estimate of the cost impacts of these projects.

Location	Scope of Work	Rough Order of Magnitude
Yerington Elementary School	Building 500 & 600 HVAC & Electrical Service	$3,499,632
Silver Springs Elementary School	Building B & C Boiler, Electrical Service & HVAC	$3,724,093
Dayton High School	Boiler & HVAC	$2,107,437
Fernley High School	Boiler & HVAC	$2,106,446
Fernley Intermediate School	Building H & Main Annex HVAC	$4,500,000
Silver Springs Elementary School	Dining Hall Boiler	$800,000
Smith Valley Schools	Boilers	$1,300,000
Smith Valley Schools	HVAC	$3,100,000

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Security Upgrades

The team recommends that each campus have a modified single point of entry, as well as a secured vestibule to control and monitor who has access to campus. This typically consists of an enclosed area between the exterior doors and the main entrance, requiring visitors to check in via the front office before being granted access to the rest of the school. A secure vestibule helps prevent unauthorized individuals from entering the school while maintaining a welcoming environment for approved visitors. It is a key component of modern school safety protocols.



Security Upgrades

This has been a priority for the district with most campuses already getting this upgrade. Only 5 campuses remain in which this scope is necessary. Each of the 4 high schools and one middle school require this scope of work.

- **Dayton High School**
- **Yerington High School**
- **Fernley High School**
- **Silver Stage High School**
- **Silverland Middle School**

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Suitability/Adequacy

Although there are no recommendations that are immediately required, the suitability and adequacy discussions brought forth a number of potential capital projects that would help to improve educational offerings or operations. The below is a list of the projects that provide the largest and most immediate impact, and should be prioritized.

1. Fernley High School: Culinary Lab & Classroom

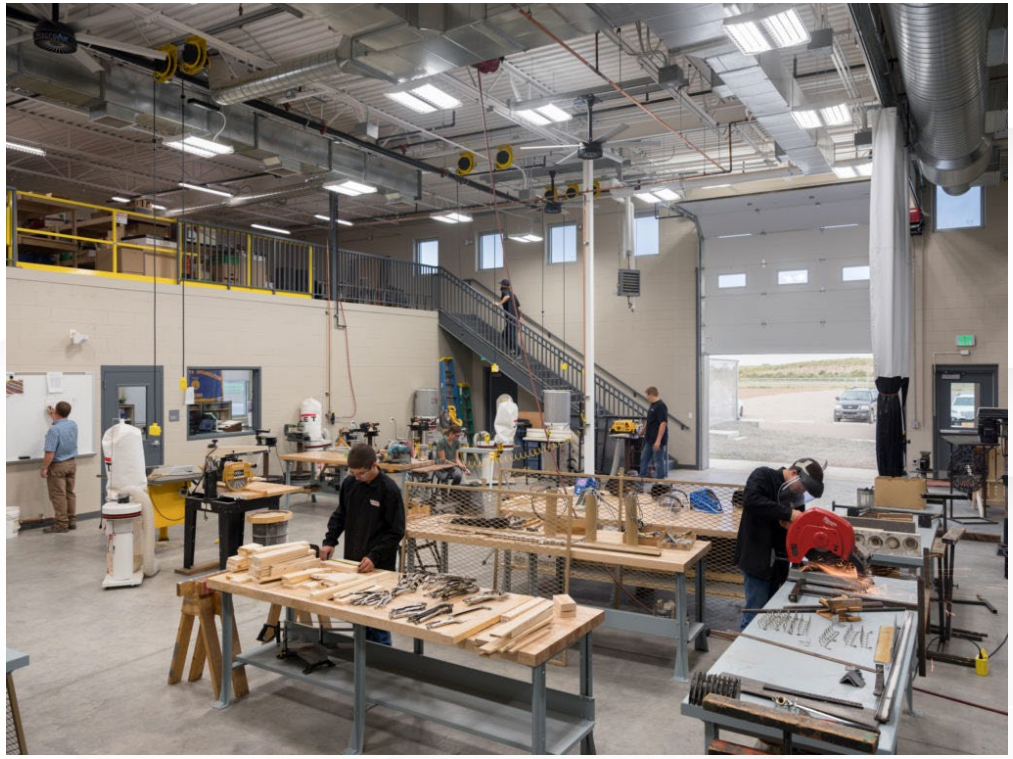
2. Fernley High School: Repurpose of Small Gym for additional curriculum space

3. Science Lab & CTE/Workforce Learning Upgrades

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CTE/Workforce Learning

These are specialized, hands-on learning environments designed to prepare students for high-demand careers by integrating academic knowledge with technical and real-world skills. These spaces are industry-aligned and feature cutting-edge technology, flexible workspaces, and career-focused equipment to support a wide range of vocational pathways.





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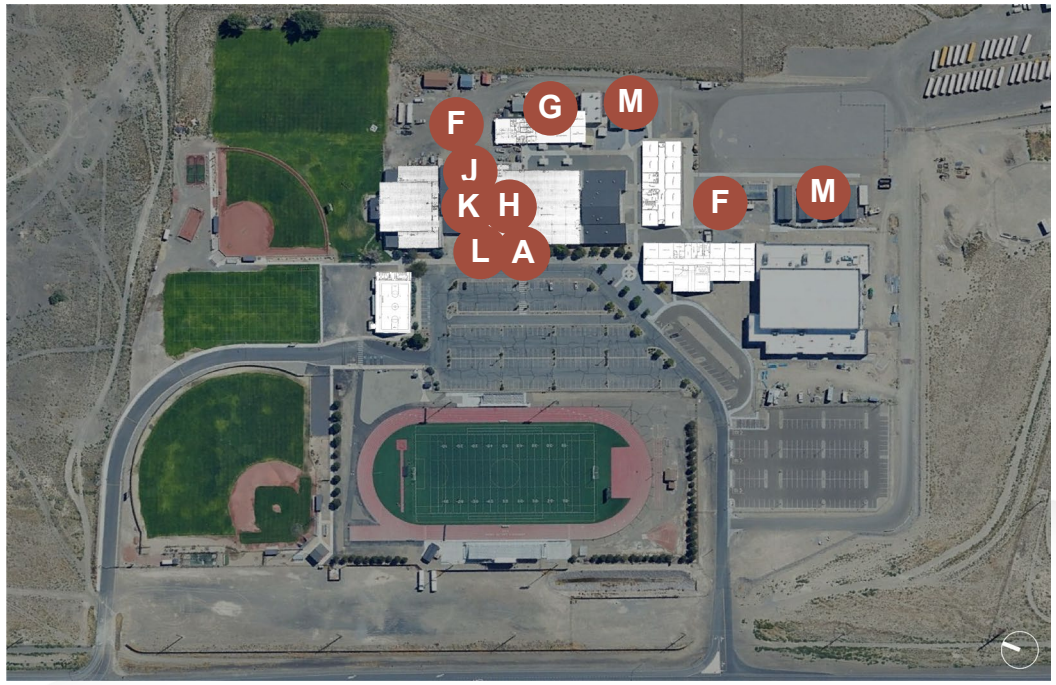
Suitability/Adequacy

In addition to the projects that are of highest priority, the team identified projects of all sizes at every campus. Each campus has a dashboard that identifies these projects. Below are examples of these. And the subsequent page depicts an example of the campus dashboard.

- **Dayton Intermediate School:** Wood Shop Modifications
- **Sutro Elementary School:** Security Perimeter Enhancements
- **Fernley Elementary School:** Resolve PE Space Egress and Access
- **Fernley Intermediate School:** Innovation Hub
- **Cottonwood Elementary:** Install Divider Curtain & Multipurpose Room
- **Silver Stage Middle School:** Maker Space
- **Yerington Intermediate School:** New Building – Cafeteria/PE/Music
- **Yerington High School:** Agriculture and CTE Renovations

Fernley High School

Potential Campus Enhancements



The plans are included to allow easy visual assessment of the campus. The enhancements identified are geolocated to the approximate place on campus in which that project would take place.

	Yr 24/25	Yr 27/28
Prioritization Score …… < 1 | 1-2 | 2-3 | 3-4 | > 5	1.65	1.65
Projected Enrollment …… Max = 1346 Functional = 1144 - F | - M | + M | >100M | >200M	1137	1128
Facility Conditions Index …… <5% | 5-10% | 10-20% | 20-30% | >30%	2.6%	3.6%

Enhancement Narratives

The below list is not prioritized, but a list of potential facility interventions that have been identified as projects that help align and foster progress towards established District goals.

- **A** Secure Vestibule
- **B** Activate Hallways
- **C** Flexible Furnishings
- **D** Wayfinding
- **E** Wear & Tear Refresh
- **F** Outdoor Learning Spaces
- **G** Modern CTE Spaces
- **H** Innovation Hub

I Science Lab Modernization
Labs to be updated to provide adequate equipment and standards to offer AP and dual enrollment courses

J Culinary Lab & Classroom
Provide a culinary teaching space in the former kitchen space.

K Support Spaces
Utilize former cafeteria as space for student support spaces like counseling, special education, JAG, speech and EL.

L Music Room
Increase door width at music room to allow for ease of large instrument storage and use. New wall coverings would improve acoustics.

(continued on next slide...)

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Fernley High School (continued)

Enhancement Narratives

The below list is not prioritized, but a list of potential facility interventions that have been identified as projects that help align and foster progress towards established District goals.

M Portable Reduction
To whatever extent desired, replacement of portables with permanent buildings is an option at this site.

N Exterior Athletics Concession
Upgrade the exterior athletics concessions area.

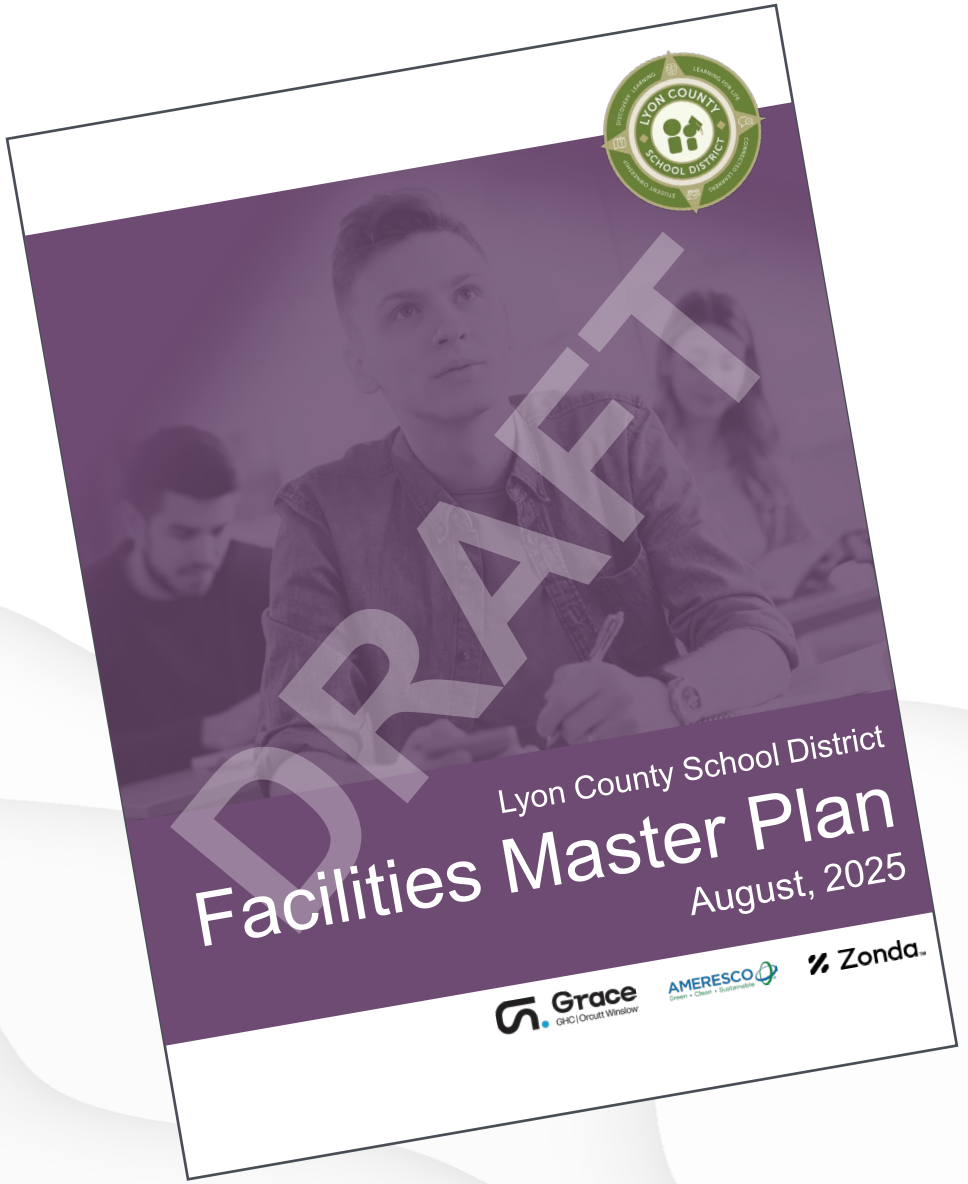
O Parking Lot Paving
Update parking lots with new paving

P Restroom Renovation
Renovate existing restrooms to improve accessibility, functionality, and appearance.

Q Modified Single Point
Assess campus access points and consolidate for enhancement of security measures.

Next Steps

- Formalization and delivery of the final facilities master plan report.
- The team will remain in communication with the district, and will be available to address any concerns that arise prior to the next master planning effort.
- The team will reassess everything and update the plan at the beginning of the 2027-2028 academic year, and again in 2030/2031.



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Lyon County School District

Questions?

659

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AMERESCO
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Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: Harman Bains, Executive Director of Operations

Re: Summer 2026 Facilities upgrades

Recommendation:
The Board of Trustees approve the proposed upgrades to Fernley High School (HVAC/Boilers), Dayton High School (HVAC/Boilers), Silver Stage Elementary School (HVAC/Boilers/Electrical), and Yerington Elementary School (HVAC/Boilers/Electrical) for a total of $11,437,608.

Background Information:
The district has been working closely with Trane and CR Engineering over the past several years to develop and execute plans for upgrading and replacing mechanical equipment such as Air Handling Units (AHUs), Rooftop Units (RTU's) and boilers, in alignment with the Board's approved direction. These efforts include nearly a dozen successfully completed district-wide projects over the 2024 and 2025 summer breaks. Summer 2025 list of projects already includes the previously board approved upgrades of Dayton Intermediate School air handler units (AHU), Silverland Middle School cooling tower, Fernley Elementary School rooftop units, Silver Stage Middle and Sutro Elementary School boilers. All projects are on schedule and are anticipated to be completed as scheduled before students and staff return.

As in previous years, the district is making this request to ensure the timely receipt of all necessary materials and equipment ahead of the upcoming summer construction window. The assumed lead times for equipment procurement are subject to change, however, as of June 2025 are as follows; chillers are anticipated to require approximately 16 weeks; Air Handling Units (AHUs), 13 to 14 weeks; Boilers and related accessories, 12 to 14 weeks; and Pumps, 16 to 18 weeks. Electrical switchgear currently has a tentative lead time of up to 50 weeks, contingent upon timely submittal approval and confirmed release to manufacturing. Upon approval, July Board approval, the District will begin working closely with JNA Consulting for a new bond sale in either winter 2025 or spring 2026. This new bond sale will be utilized to fund all requested projects. The district has the bonding capacity to bond for $10-15 million for each of the next two years with a great amount exceeding $75 million being available in Spring 2028.

Having completed several projects Trane has acquired the institutional and regional knowledge necessary to continue progressing with the district needs at a more efficient pace. Similar to projects summer 2025 work will have started well before first day of summer break with several projects well over 50% completed.

The district is recommending approval of Trane through their GSA Schedule contracts. GSA contracts offer a significant benefit to public sector agencies by providing access to cooperative contracts and pricing, which help streamline procurement processes and reduce costs. GSA contracts are long-term government wide contracts providing federal, state, and local government buyers access to commercial products and services at

volume discount pricing. GSA contracts allow public entities, including school districts, to save time and resources by bypassing the need for extensive bidding processes, while still ensuring compliance with procurement regulations in NRS 332. Additionally, GSA contracts provide a network of pre-vetted suppliers like Trane, ensuring reliable, high-quality services that meet the specific needs of public institutions, ultimately delivering cost savings and operational efficiency.

Budget Considerations:
The district intends to utilize a new bond sale in either winter 2025 or spring 2026 to fund all projects.

Discussed at Previous Meeting:
N/A

Attachment(s):
LCSD - Dayton HS-HVAC/Boiler Upgrades 20250613
LCSD - Fernley HS-HVAC/Boiler Upgrades-20250613
LCSD - Silver Stage ES-HVAC/Boiler Upgrades20250613
LCSD - Yerington ES-Bldg. 500 600 HVAC Upgrades 20250613

Trane U.S. Inc.
4833 White Bear Parkway
White Bear Lake, Minnesota 55110-3325

GSA FEDERAL SUPPLY SCHEDULE PROPOSAL

***Contract#* 47QSWA20D002A, *SAM UEI#* QJFJBF8ZBUM8, *CAGE Code#* 60532**

Customer:	Lyon County School District 25 E. Goldfield Avenue Yerington, NV 89447	***Date:***	6/13/25
		Job Name:	LCSD – Dayton HS-Navajo Bldg.-HVAC Upgrades
ATTN:	Kirk McCallum	***Terms of Delivery:***	FOB Destination Full Freight Allowed
Proposal #:	8083080	***Terms of Payment:***	½ % 10 – Net 30 Days

Trane is pleased to provide the enclosed proposal for your review and approval. This proposal is compliant with Trane's GSA Schedule MAS Contract#47QSWA20D002A and all its associated terms, conditions and negotiated pricing. In the event of a discrepancy between this proposal and the MAS contract, the MAS contract terms and conditions shall govern and take precedence. This proposal is valid for 30 days.

Included in the Proposal – Scope of Work

"Scope of Work" and notations within are based on the following negotiated scope of work with Kirk McCallum and based on the site surveys and the below bid documents:

- LCSD – Dayton HS-HVAC Upgrades Bid Document 5-23-2025
- LCSD – Dayton HS -HVAC Upgrades Prelim Submittals 5-23-2025

Mechanical Demolition

- Provide all labor, equipment and materials required for mechanical demolition as shown on the above-mentioned bid documents. Including:
- Remove and off-haul (1) existing AHU. Includes
  - Remove and off-haul (E) Louver
  - Remove and off-haul (E) utility piping.
  - Remove and off haul (E) ductwork and louver plenum.
  - Removal and off-haul (E) air handling unit through louver opening
  - Removal and off-haul of Electrical conduit, wire, VFD's, and disconnect equipment mezzanine.
  - Disconnect and retain of (E) Alerton controls, conduit and wiring.
- Remove and off-haul (2) existing Boilers. Includes
  - Remove and off-haul (2) existing boilers as shown on bid documents.
  - Remove and off-haul (2) existing hot water pumps.
  - Remove and off-haul (E) hot water S/R piping, expansion tank, air separator and chemical feed tanks as shown on bid documents.
  - Remove and off-haul make up water piping, pressure reducing valve, and backflow preventor as shown on bid documents.

Mechanical Installation

Chiller Plant Installation

- Furnish all labor, material and equipment as required to isolate, drain, disconnect, demo, and properly dispose of (1) air handling units and associated equipment
- Install (1) new air handling unit (AHU)
  - Furnish & install new coil connections, equipment and accessories as shown for both HHW & CHW coils
  - Insulate and label all new piping with fiberglass insulation and paper jacketing

  - Furnish & install pipe labels with directional arrows for all newly installed piping
  - Furnish & install copper condensate piping to new units. Extend piping as needed to make connections.
  - Install identification placards on all new equipment identifying unit tags per plans or per customer direction.
- Install all anchors and supports as required to install new piping and equipment
- Install (N) ductwork removed to install AHU's and provide new duct transitions as required
  - All rectangular duct to be lined
  - All spiral duct to be insulated with paper jacketed fiberglass insulation
- Install DHS Chiller Plant Equipment
  - Install (1) CGAM air cooled chiller
  - Install (2) Chill water loop pumps
  - Install (1) Glycol management system
  - Install (1) Expansion tank
  - Install (1) Air dirt separator
- Furnish & install chilled water piping, valves, accessories and supports as shown on bid documents
- Furnish & install insulation on all new piping:
  - Interior: fiberglass insulation with paper jacketing
  - Exterior: fiberglass insulation with aluminum jacketing
- Furnish & install pipe labels with directional arrows for all newly installed piping
- Provide air & water balance of (1) AHU, the DHS chiller plant and the HHW coil connections at AHU

Boiler Rooms Upgrades

- Provide all labor, equipment and materials required for mechanical installation as shown on the above referenced bid documents
- Provide pipe flushing and install of final chemical/glycol (furnished by owner)
- Furnish & Install pipe and accessory insulation with PVC fittings
- Furnish & install pipe labels with directional arrows on all newly installed pipe and pipe systems
- Furnish & install phenolic labels for all tagged equipment above
- Boilers will be furnished with concentric vents
- New Combo Vent to use (E) Roof penetration. Provide counter flashing as necessary to weatherize new opening
- Furnish Factory start-up for both (N) boilers.
- Furnish water balancing of (N) heating hot water system

Electrical Installation

- Furnish all labor, material and equipment to isolate and disconnect (1) air handling unit. Existing disconnects to be removed.
  - All exposed conduit and wire feeding equipment that is being replaced shall be removed back to the nearest junction box.
  - Furnish & Install remote mounted VFD's for SA Fans
  - Provide conduit and wire from VFDs to motors
  - Extend and reconnect convenience receptacle and unit light conduit and wire to new units
- Furnish & install electrical feeders to all DHS chiller plant pad mounted panel
  - Furnish and install 400A 208v/ 3ph panel mounted at chiller pads
  - Furnish & install branch circuitry for all pad mounted equipment and receptacles
  - Install remote mounted VFD's for Chilled water primary pumps
- Furnish and install new NEMA 3R fused disconnects, electrical conduit, liquid tight, wire, breakers, and fuses to connect new equipment and accessories
- Energize, test, and confirm phasing of all new feeders prior to unit start-up.
- Install identification placards on all new disconnects identifying unit tags, voltage and panel identification

BMS Controls Installation

- Provide all labor, equipment and materials required for the control system installation as shown on the above-mentioned bid documents. Controls upgrade to match existing systems.
- Navajo Building-Chiller Plant Controls
  - Furnish all labor and material for Nema-4 temperature control panel, 24vac power supply, Alerton DDC controller w/ expandable I/O, OSA temperature sensor, Nema-4X Immersion temperature sensors w/ stainless steel wells, CHW loop DP transmitter, Glycol feeder alarm contact monitoring, Onicon FT-4600 makeup water meter, Heat trace controller monitoring.
  - Furnish all labor and material for chiller enable/disable, leaving water temperature setpoint, status, alarm monitoring, BACnet integration
- Navajo Building-Air Handler Controls
  - Furnish all labor and material for Nema-1 Temperature control panel, 24vac power supply, reuse existing Alerton DDC controller, supply air temperature sensor, OSA entering averaging temperature sensor, duct static pressure transmitter, pickups, tubing, etc., filter differential pressure transmitter, pickups, tubing, etc, supply air smoke detector alarm monitoring and shutdown interlocks, high duct static pressure switch and shutdown interlocks, freeze stat and shutdown interlocks.
  - Furnish all labor and material for supply fan VFD “start/stop” control, supply fan VFD “speed” control, supply fan VFD “status” monitoring, supply fan VFD “alarm” monitoring, supply fan VFD BACnet integration.
  - Furnish all labor and material for Belimo CHW control valve, Belimo HW control valve, Belimo 2-position OSA damper actuator w/ end switch.
  - Furnish all labor and material for control conduit, wiring, and terminations.
- Navajo Building-Boiler Controls
  - Furnish all labor and material for Nema-1 temperature control panel, 24vac power supply, Alerton DDC controller w/ expandable I/O, OSA temperature sensor, Immersion temperature sensors w/ stainless steel wells, HW loop DP transmitter, Glycol feeder alarm contact monitoring, Onicon FT-4600 makeup water meter, Honeywell CO/CH4 gas detector, Boiler room temperature sensor.
  - Furnish all labor for Boiler-1/2 “enable/disable” control, boiler-1/2 “setpoint” control, Boiler-1/2 “status” monitoring, Boiler-1/2 “alarm” monitoring, Boiler-1/2 BACnet integration, Boiler primary pump interlocks to associated boiler, Boiler plant emergency stop switch interlocks.
  - Furnish all labor for HWP-1/2 VFD “start/stop” control, HWP-1/2 VFD “speed” control, HWP-1/2 VFD “status” monitoring, HWP-1/2 VFD “alarm” monitoring, HWP-1/2 VFD BACnet integration, Boiler room UH (Existing) “enable/disable” control.
- Control conduit, wiring, and terminations.
- Furnish all labor and material for VFD start/stop, speed, status, alarm, and BACnet integration.
- Furnish all labor and material for control conduit, wiring, and termination
- Provide system programming and check out.
- Provide integration into (E) Alerton system server and build graphical display.
- Provide owner onsite training.

Concrete Installation

- Provide all labor, equipment and materials required for the installation of chiller plant pads, boiler pads and patch back demolished pathways and as shown on the above referenced bid documents. Concrete upgrade and patch back finishes to match existing concrete finishes.
- Structural Concrete:
  - Furnish & install concrete equipment foundations for all DHS chiller plant equipment
  - Furnish & install 6” slab on grade around DHS chiller plant.
- Fencing and CMU:
  - Furnish & install chain link fence around (1) side new DHS chiller yard
  - Furnish & install full height CMU block around (3) side new DHS chiller yard
  - Provide double gate entrance
  - Provide privacy slatting
- Furnish pour back of (E) concrete sidewalks where trenching goes though sidewalk and (E) concrete pads.

General Construction Installation

- Provide all labor, equipment and materials required for concrete installation as shown on the above-mentioned bid documents.
- Trane to provide temporary weather proofing over weather exposed openings
- Furnish & install roof counterflashing and penetration modifications as required.

General Scope, Assumptions, & Clarifications

- Design and engineering services are by others
- Payment & performance bond is included
- Utility location services is included for this scope of work
- All equipment will be released for manufacture upon issuance of PO and owner approval of the equipment submittals.
- All work to be performed during normal business hours (7am to 4pm, M-F, non-holidays)
- Equipment Order Release and Services rendered are dependent on receipt of credit approval.
- Trane will not perform any work if working conditions could endanger or put at risk the safety of our employees or subcontractors.
- Lyon County School District provides an adequate area for storage and staging equipment and construction activities.
- All (E) Alerton global controllers to be reused for BMS control system

Excluded from the Proposal

- Design and engineering services
- ADA path of travel work
- Air balance of all downstream equipment, registers and grills inside classrooms, office, and mechanical spaces.
- Water balance of equipment connections outside of the boiler mechanical room
- Building code rectification or remediation
- Inspections & testing (by owner)
- Repair or replacement of any existing damaged HVAC controls and devices/sensors or actuators that are not meant to be replaced by this project bid documents
- Furnish, install, wire or terminate any panels/devices related to any systems not explicitly called out above, including (but not limited to): display or workstation, other controllers or control panels, smoke control systems, fire-life safety systems, lighting control systems, power and/or energy monitoring, security, tenant billing systems, etc.
- Modifications to the existing carbon monoxide detectors
- Asbestos or hazardous material testing & abatement
- Electrical upgrades other than what is detailed in the above scope. It is assumed existing site power is adequate to support the mechanical design without improvements to the infrastructure.
- Temporary HVAC
- Duct cleaning, sealing, and leak detection
- Roof work, painting, patching, or coring
- Modifications, repairs, or additions to ducts, piping, or condensate systems (beyond above scope inclusions)
- Fire life safety systems, fire sprinkler systems, and smoke evacuation systems
- Construction fencing, temporary offices, and security
- Wall and ceiling access doors for access to equipment
- Water treatment, testing and chemicals (by owner)
- Structural and/or architectural modifications other than the above scope
- Any item not specifically included in scope of work
- Permit, inspection and utility fees
- Short circuit studies on electrical systems.
- BMS Controls Computers, servers, software, printers, etc
- NV Energy service upgrade(s)
    - It is assumed the existing electrical facilities have adequate power for the new system(s) to be installed

Open Market Items (as allowed per FAR 8.402(f) for administrative convenience)

Boiler Room

- (2) B-1 & B-2: Boilers
- (2) HWP-B1 & HWP-B2: Primary Pumps
- (2) HWP-1 & HWP-2: Secondary Pumps
- (1) ADS-1:Air Dirt Separator
- (1) ET-1: Expansion Tank
- (1) BFP-1: Backflow Preventor
- (1) PR-1: Pressure Reducing Valve
- (1) CFT-1: Chemical Pot Feeder
- (1) GSV-1: Gas Shut Off Valve
- (1) GFS-1: Glycol Feed Station

Chiller Plant and AHU

- (1) CWP-1 & CWP-2; Chilled Water Pumps
- (1) ADS-1: Air/Dirt Separator
- (1) BT-1: Buffer Tank
- (1) ET-2: Expansion Tanks
- (1) Louver
- (1) BFP-2: Backflow Preventer
- (1) PRV-2: Pressure Reducing Valve
- (1) CFT-1: Chemical Pot Feeder
- (1) GFS-1: Glycol Feed Station
- (1) HT-1: Heat Trace

Pricing Summary

This is a Firm-Fixed-Price (FFP) quote under Trane's GSA MAS Contract. The following is a pricing summary:

Pricing By Special Item Numbers (SINs)

SIN 238910	$1,723,502.00
SIN 334512	$151,820.44
OLM	$44,688.00
OPEN MARKET ITEMS	$187,426.56

- ***LUMP SUM PRICE FOR ENTIRE PROJECT*** **$2,107,437.00**

Respectfully submitted,

Ian Leisle
Account Manager
5595 Equity Avenue
Reno, Nevada 89502
ileisle@trane.com

This proposal is made subject to Trane's Commercial Supplier Terms & Conditions located online at www.trane.com/gsaschedule/termsofsale and are hereby incorporated by this reference.

GSA Schedule
Contract # 47QSWA20D002A

Acknowledgement & Acceptance

COMPANY _____ SIGNATURE _____

PO# _____ NAME _____

DATE _____ TITLE _____

Trane U.S. Inc.
4833 White Bear Parkway
White Bear Lake, Minnesota 55110-3325

GSA FEDERAL SUPPLY SCHEDULE PROPOSAL

***Contract#* 47QSWA20D002A, *SAM UEI#* QJFJBF8ZBUM8, *CAGE Code#* 60532**

Customer:	Lyon County School District 25 E. Goldfield Avenue Yerington, NV 89447	***Date:***	6/13/2025
		Job Name:	LCSD – Fernley HS-Math Bldg.- HVAC Upgrades
ATTN:	Kirk McCallum	***Terms of Delivery:***	FOB Destination Full Freight Allowed
Proposal #:	8083085	***Terms of Payment:***	½ % 10 – Net 30 Days

Trane is pleased to provide the enclosed proposal for your review and approval. This proposal is compliant with Trane's GSA Schedule MAS Contract#47QSWA20D002A and all its associated terms, conditions and negotiated pricing. In the event of a discrepancy between this proposal and the MAS contract, the MAS contract terms and conditions shall govern and take precedence. This proposal is valid for 30 days.

Included in the Proposal – Scope of Work

"Scope of Work" and notations within are based on the following negotiated scope of work with Kirk McCallum and based on the site surveys and the below bid documents:

- LCSD – Fernley HS-HVAC Upgrades Bid Document 6-09-2025
- LCSD – Fernley HS Electrical Service Bid Document 6-09-2025
- LCSD – Fernley HS-HVAC Upgrades Prelim Submittals 5-23-2025

Mechanical Demolition

- Provide all labor, equipment and materials required for mechanical demolition as shown on the above-mentioned bid documents. Including:
- Remove and off-haul (1) existing AHU. Includes
  - Remove and off-haul (E) Louver
  - Remove and off-haul (E) chilled water S/R piping and make -up water piping.
  - Remove and off haul (E) ductwork and louver plenum.
  - Removal and off-haul (E) air handling unit through louver opening
  - Removal and off-haul of Electrical conduit, wire, VFD's, and disconnect equipment mezzanine.
  - Disconnect and retain of (E) Alerton controls, conduit and wiring.
- Remove and off-haul (2) existing Boilers. Includes
  - Remove and off-haul (2) existing boilers as shown on bid documents.
  - Remove and off-haul (2) existing hot water pumps.
  - Remove and off-haul (E) hot water S/R piping, expansion tank, air separator and chemical feed tanks as shown on bid documents.
  - Remove and off-haul make up water piping, pressure reducing valve, and backflow preventor as shown on bid documents.

Mechanical Installation

Chiller Plant Installation

- Furnish all labor, material and equipment as required to isolate, drain, disconnect, demo, and properly dispose of (1) air handling units and associated equipment
- Install (1) new Air Handling unit (AHU)
  - Furnish & install new coil connections, equipment and accessories as shown for both HHW & CHW coils

  - Insulate and label all new piping with fiberglass insulation and paper jacketing
  - Furnish & install pipe labels with directional arrows for all newly installed piping
  - Furnish & install copper condensate piping to new units. Extend piping as needed to make connections.
  - Install identification placards on all new equipment identifying unit tags per plans or per customer direction.
- Install all anchors and supports as required to install new piping and equipment
- Install (N) ductwork removed to install AHU and provide new duct transitions as required
  - All rectangular duct to be lined
  - All spiral duct to be insulated with paper jacketed fiberglass insulation
- Install FHS Chiller Plant Equipment
  - Install (1) CGAM air cooled chiller
  - Install (2) Variable primary pumps
  - Install (1) Glycol management system
  - Install (1) Expansion tank
  - Install (1) Buffer Tank
  - Install (1) Air dirt separator
- Furnish & install chilled water piping, valves, accessories and supports as shown on bid documents
- Furnish & install Insulation on all new piping:
  - Interior: fiberglass insulation with paper jacketing
  - Exterior: fiberglass insulation with aluminum jacketing
- Furnish & install pipe labels with directional arrows for all newly installed piping
- Provide Air & water balance of (1) AHU, the FHS chiller plant and the HHW coil connections at the AHU

Boiler Rooms Upgrades

- Provide all labor, equipment and materials required for mechanical installation as shown on the above referenced bid documents
- Provide pipe flushing and install of final chemical/glycol (furnished by owner)
- Furnish & Install pipe and accessory insulation with PVC fittings
- Furnish & install pipe labels with directional arrows on all newly installed pipe and pipe systems
- Furnish & install phenolic labels for all tagged equipment above
- Boilers will be furnished with concentric vents
- New Combo Vent to use (E) Roof penetration. Provide counter flashing as necessary to weatherize new opening
- Furnish Factory start-up for both (N) boilers.
- Furnish water balancing of (N) heating hot water system

Electrical Installation

- Furnish all labor, material and equipment to isolate and disconnect (1) Air Handler. Existing disconnects to be removed.
  - All exposed conduit and wire feeding equipment that is being replaced shall be removed back to the nearest junction box.
  - Furnish & install remote mounted VFD's for SA Fans
  - Provide conduit and wire from VFDs to motors
  - Extend and reconnect convenience receptacle and unit light conduit and wire to new units
- Coordinate (N) NVE transformer replacement
- Furnish & install breakers for new electrical loads.
- Furnish & install electrical feeders to FHS chiller plant pad mounted panel and chiller
  - Furnish and install 200A 208v/ 3ph panel mounted at chiller pad
  - Furnish & install branch circuitry for all pad mounted equipment and receptacles
  - Install remote mounted VFD's for Chilled water primary pumps
- Furnish and install new NEMA 3R fused disconnects, electrical conduit, liquid tight, wire, breakers, and fuses to connect new equipment and accessories
- Energize, test, and confirm phasing of all new feeders prior to unit start-up.
- Install identification placards on all new disconnects identifying unit tags, voltage and panel identification

BMS Controls Installation

- Provide all labor, equipment and materials required for the control system installation as shown on the above-mentioned bid documents. Controls upgrade to match existing systems.
- Math Building-Chiller Plant Controls
  - Furnish all labor and material for Nema-4 temperature control panel, 24vac power supply, Alerton DDC controller w/ expandable I/O, OSA temperature sensor, Nema-4X Immersion temperature sensors w/ stainless steel wells, CHW loop DP transmitter, Glycol feeder alarm contact monitoring, Onicon FT-4600 makeup water meter, Heat trace controller monitoring.
  - Furnish all labor and material for chiller enable/disable, leaving water temperature setpoint, status, alarm monitoring, BACnet integration
- Math Building-Air Handler Controls
  - Furnish all labor and material for Nema-1 Temperature control panel, 24vac power supply, reuse existing Alerton DDC controller, supply air temperature sensor, OSA entering averaging temperature sensor, duct static pressure transmitter, pickups, tubing, etc., filter differential pressure transmitter, pickups, tubing, etc, supply air smoke detector alarm monitoring and shutdown interlocks, high duct static pressure switch and shutdown interlocks, freeze stat and shutdown interlocks.
  - Furnish all labor and material for supply fan VFD “start/stop” control, supply fan VFD “speed” control, supply fan VFD “status” monitoring, supply fan VFD “alarm” monitoring, supply fan VFD BACnet integration.
  - Furnish all labor and material for Belimo CHW control valve, Belimo HW control valve, Belimo 2-position OSA damper actuator w/ end switch.
  - Furnish all labor and material for control conduit, wiring, and terminations.
- Math Building-Boiler Controls
  - Furnish all labor and material for Nema-1 temperature control panel, 24vac power supply, Alerton DDC controller w/ expandable I/O, OSA temperature sensor, Immersion temperature sensors w/ stainless steel wells, HW loop DP transmitter, Glycol feeder alarm contact monitoring, Onicon FT-4600 makeup water meter, Honeywell CO/CH4 gas detector, Boiler room temperature sensor.
  - Furnish all labor for Boiler-1/2 “enable/disable” control, boiler-1/2 “setpoint” control, Boiler-1/2 “status” monitoring, Boiler-1/2 “alarm” monitoring, Boiler-1/2 BACnet integration, Boiler primary pump interlocks to associated boiler, Boiler plant emergency stop switch interlocks.
  - Furnish all labor for HWP-1/2 VFD “start/stop” control, HWP-1/2 VFD “speed” control, HWP-1/2 VFD “status” monitoring, HWP-1/2 VFD “alarm” monitoring, HWP-1/2 VFD BACnet integration, Boiler room UH (Existing) “enable/disable” control.
- Control conduit, wiring, and terminations.
- Furnish all labor and material for VFD start/stop, speed, status, alarm, and BACnet integration.
- Furnish all labor and material for control conduit, wiring, and termination
- Provide system programming and check out.
- Provide integration into (E) Alerton system server and build graphical display.
- Provide owner onsite training.

Concrete Installation

- Provide all labor, equipment and materials required for the installation of chiller plant pad, boiler pads and patch back demolished pathways and as shown on the above referenced bid documents. Concrete upgrade and patch back finishes to match existing concrete finishes.
- Structural Concrete:
  - Furnish & install concrete equipment foundations for all FHS chiller plant equipment
  - Furnish & install 6” slab on grade around FHS chiller plant.
  - Furnish & install NVE transformer 10’ concrete apron
- Fencing and CMU:
  - Furnish & install full height CMU block on (1) side new FHS chiller yard
  - Furnish & install chain link fence around (3) sides new FHS chiller yard

  - Provide double gate entrance
  - Provide privacy slatting
- Furnish pour back of (E) concrete sidewalks where trenching goes though sidewalk and (E) concrete pads.

General Construction Installation

- Provide all labor, equipment and materials required for concrete installation as shown on the above-mentioned bid documents.
- Trane to provide temporary weather proofing over weather exposed openings
- Furnish & install roof counterflashing and penetration modifications as required.

General Scope, Assumptions, & Clarifications

- Design and engineering services are by others
- Payment & performance bond is included
- Utility location services is included for this scope of work
- All equipment will be released for manufacture upon issuance of PO and owner approval of the equipment submittals.
- All work to be performed during normal business hours (7am to 4pm, M-F, non-holidays)
- Equipment Order Release and Services rendered are dependent on receipt of credit approval.
- Trane will not perform any work if working conditions could endanger or put at risk the safety of our employees or subcontractors.
- Lyon County School District provides an adequate area for storage and staging equipment and construction activities.
- All (E) Alerton global controllers to be reused for BMS control system

Excluded from the Proposal

- Design and engineering services
- ADA path of travel work
- Air balance of all downstream equipment, registers and grills inside classrooms, office, and mechanical spaces.
- Water balance of equipment connections outside of the boiler mechanical room
- Building code rectification or remediation
- Inspections & testing (by owner)
- Repair or replacement of any existing damaged HVAC controls and devices/sensors or actuators that are not meant to be replaced by this project bid documents
- Furnish, install, wire or terminate any panels/devices related to any systems not explicitly called out above, including (but not limited to): display or workstation, other controllers or control panels, smoke control systems, fire-life safety systems, lighting control systems, power and/or energy monitoring, security, tenant billing systems, etc.
- Modifications to the existing carbon monoxide detectors
- Asbestos or hazardous material testing & abatement
- Electrical upgrades other than what is detailed in the above scope. It is assumed existing site power is adequate to support the mechanical design without improvements to the infrastructure.
- Temporary HVAC
- Duct cleaning, sealing, and leak detection
- Roof work, painting, patching, or coring
- Modifications, repairs, or additions to ducts, piping, or condensate systems (beyond above scope inclusions)
- Fire life safety systems, fire sprinkler systems, and smoke evacuation systems
- Construction fencing, temporary offices, and security
- Wall and ceiling access doors for access to equipment
- Water treatment, testing and chemicals (by owner)
- Structural and/or architectural modifications other than the above scope

- Any item not specifically included in scope of work
- Permit, inspection and utility fees
- Short circuit studies on electrical systems.
- BMS Controls Computers, servers, software, printers, etc
- NV Energy service upgrade(s)
    - It is assumed the existing electrical facilities have adequate power for the new system(s) to be installed

Open Market Items (as allowed per FAR 8.402(f) for administrative convenience)

Boiler Room

- (2) B-1 & B-2: Boilers
- (2) HWP-B1 & HWP-B2: Primary Pumps
- (2) HWP-1 & HWP-2: Secondary Pumps
- (1) ADS-1: Air/Dirt Separator
- (1) ET-1: Expansion Tank
- (1) BFP-1: Back Flow Preventor
- (1) PRV-1: Pressure Reducing Valve
- (1) CFT-1: Chemical Pot Feeder
- (1) GSV-1: Gas Shut Off Valve
- (1) GFS-1: Glycol Feed Station

Chiller Plant and AHU

- (2) CWP-1 & CWP-2: Secondary Pumps
- (1) ADS-2: Air/Dirt Separator
- ET-2: Expansion Tanks
- (1) Louver
- (1) BT-1: Buffer tank
- (1) BFP-2: Backflow Preventor
- (1) PRV-2: Pressure Reducing Valve
- (1) CFT-2: Chemical Pot Feeder
- (1) GFS-2: Glycol Feed Station
- (1) HT-1: Heat Trace
- (1) FS-1: Floor Sink

Domestic Water Heaters

- (1) WH-1: Domestic Water Heaters
- (1) TV-1: Tampering valve
- (1) ET-3: Expansion Tanks
- (1) CP-1: Domestic Water Circulation Pump

Pricing Summary

This is a Firm-Fixed-Price (FFP) quote under Trane's GSA MAS Contract. The following is a pricing summary:

Pricing By Special Item Numbers (SINs)

SIN 238910	$1,743,050.00
SIN 334512	$141,899.95
OLM	$46,716.00
OPEN MARKET ITEMS	$174,780.05

- ***LUMP SUM PRICE FOR ENTIRE PROJECT*** **$2,106,446.00**

Respectfully submitted,

Ian Leisle
Account Manager
5595 Equity Avenue
Reno, Nevada 89502
ileisle@trane.com

This proposal is made subject to Trane's Commercial Supplier Terms & Conditions located online at www.trane.com/gsaschedule/termsofsale and are hereby incorporated by this reference.

GSA Schedule
Contract # 47QSWA20D002A

Acknowledgement & Acceptance

COMPANY _____ SIGNATURE _____

PO# _____ NAME _____

DATE _____ TITLE _____

Trane U.S. Inc.
4833 White Bear Parkway
White Bear Lake, Minnesota 55110-3325

GSA FEDERAL SUPPLY SCHEDULE PROPOSAL

***Contract#* 47QSWA20D002A, *SAM UEI#* QJFJBF8ZBUM8, *CAGE Code#* 60532**

Customer:	Lyon County School District 25 E. Goldfield Avenue Yerington, NV 89447	***Date:***	6/13/25
		Job Name:	LCSD – Silver Stage ES-Bldg. B&C-HVAC Upgrades
ATTN:	Kirk McCallum	***Terms of Delivery:***	FOB Destination Full Freight Allowed
Proposal #:	8083086	***Terms of Payment:***	½ % 10 – Net 30 Days

Trane is pleased to provide the enclosed proposal for your review and approval. This proposal is compliant with Trane's GSA Schedule MAS Contract#47QSWA20D002A and all its associated terms, conditions and negotiated pricing. In the event of a discrepancy between this proposal and the MAS contract, the MAS contract terms and conditions shall govern and take precedence. This proposal is valid for 30 days.

Included in the Proposal – Scope of Work

"Scope of Work" and notations within are based on the following negotiated scope of work with Kirk McCallum and based on the site surveys and the below bid documents:

- LCSD – Silver Stage ES-HVAC Upgrades Bid Document 5-24-2025
- LCSD – Silver Stage ES Electrical Service Bid Document 5-28-2025
- LCSD – Silver Stage ES -HVAC Upgrades Prelim Submittals 5-24-2025

Mechanical Demolition

- Provide all labor, equipment and materials required for mechanical demolition as shown on the above-mentioned bid documents. Including:
- Remove and off-haul (2) existing AHU. (1) at mezzanine Bldg. B and (1) at Mezzanine Bldg.C. Includes:
  - Remove and off-haul (E) Louver
  - Remove and off-haul (E) chilled water S/R piping and make -up water piping.
  - Remove and off haul (E) ductwork and louver plenum.
  - Removal and off-haul (E) air handling unit through louver opening
  - Removal and off-haul of Electrical conduit, wire, VFD's, and disconnect equipment mezzanine.
  - Disconnect and retain of (E) Alerton controls, conduit and wiring.
- Remove and off-haul (4) existing Boilers. (2) Bldg. B Boiler Room and (2) Bldg C: Includes:
  - Bldg. B- Existing (2) Boiler, (1) pump
  - Bldg. B- Existing (2) Boiler, (1) pump
- Remove and off-haul (1) existing water heater and associated piping and accessories
- Remove and off-haul (E) hot water S/R piping, expansion tank, air separator and chemical feed tanks as shown on bid documents.
- Remove and off-haul make up water piping, pressure reducing valve, and backflow preventor as shown on bid documents.

Mechanical Installation

Chiller Plant Installation

- Furnish all labor, material and equipment as required to isolate, drain, disconnect, demo, and properly dispose of (2) air handling units and associated equipment

- Install (2) new Air Handling units (AHUs)- (1) at Bldg. B and (1) Bldg. C Mezzanine's.
  - Furnish & install new coil connections, equipment and accessories as shown for both HHW & CHW coils
  - Furnish & install pipe labels with directional arrows for all newly installed piping
  - Furnish & install copper condensate piping to new units. Extend piping as needed to make connections.
  - Install identification placards on all new equipment identifying unit tags per plans or per customer direction.
- Install all anchors and supports as required to install new piping and equipment
- Install (N) ductwork removed to install AHU's and provide new duct transitions as required
  - All rectangular duct to be lined
  - All spiral duct to be insulated with paper jacketed fiberglass insulation
- Install SSES Chiller Plant Equipment
  - Install (2) CGAM air cooled chiller
  - Install (2) Variable primary pumps
  - Install (1) Glycol management system
  - Install (1) Expansion tank
  - Install (1) Air dirt separator
- Furnish & install chilled water piping, valves, accessories and supports as shown on bid documents. Includes
- Furnish and install pipe bridge over breezeway between Bldg. B and Bldg. C
  - Furnish and install c-channel structure, ledgers, concrete pier and tube steel column support
- Furnish & install insulation on all new piping:
  - Interior: fiberglass insulation with paper jacketing
  - Exterior: fiberglass insulation with aluminum jacketing
- Furnish & install pipe labels with directional arrows for all newly installed piping
- Provide Air & water balance of (2) AHU's, the SSES chiller plant and the CHW/HHW coil connections at each AHU

Boiler Rooms Installation

- Provide all labor, equipment and materials required for mechanical installation as shown on the above referenced bid documents.
- Provide pipe flushing and install of final chemical/glycol (furnished by owner)
- Furnish & Install pipe and accessory insulation with PVC fittings
- Furnish & install pipe labels with directional arrows on all newly installed pipe and pipe systems
- Furnish & install phenolic labels for all tagged equipment above
- Combustion air fan is a part of this scope
- Furnish and Install (4) combustion air penetration, flashing, weatherproofing, roofing and ductwork
  - (E) Flue vent penetration are to be reused
- Furnish water balancing of (N) heating hot water system

Electrical Installation

- Furnish all labor, material and equipment to isolate and disconnect (2) Air Handlers. Existing disconnects to be removed.
  - All exposed conduit and wire feeding equipment that is being replaced shall be removed back to the nearest junction box.
  - Furnish & install remote mounted VFD's for SA Fans
  - Provide conduit and wire from VFDs to motors
  - Extend and reconnect convenience receptacle and unit light conduit and wire to new units
- Furnish and install (N) NVE electrical service upgrade as shown on plans.
  - Furnish and install (1) new 800A 480v/3ph switchgear
    - Furnish breakers for new electrical loads.
    - Furnish breakers for all existing electrical loads.
  - Furnish & install NVE transformer pad, extension, primary and secondary feeder conduits in accordance with NVE standards.

- Chiller Plant
  - Furnish and install (1) new 250A-480V/3ph circuit for Chiller 1B
  - Furnish and install (1) new 200A-480V/3ph circuit for Chiller 1C
  - Furnish and install (1) new 20A-480V/3ph circuit for VFD
  - Furnish and install (1) new 20A-480V/3ph circuit for Heat Trace
  - Furnish breakers for new electrical loads. See bid plan for (N) breaker requirements.
- BLDG B & C
  - Install (N) AHU VFD's
  - Furnish & install (N) breakers, conduit and wire from (E) switchgear to(N) AHU VFD's
  - Disconnect & reconnect (E) lighting and convenience receptacle power for (N) AHU
    - Extend conduit & wire as needed
  - Furnish & install conduit & wire for all chiller pad equipment as noted on bid documents
- Furnish & install electrical feeders to all SSES Chiller plants pad mounted equipment
  - Furnish & install (2) 120v/1 circuits from (E) SWGR in mech room to below equipment and receptacles
    - (1) circuit for chiller heater
    - (1) circuit for convenience power outlet
    - (1) circuit for GMS power
  - Install remote mounted VFD's for chilled water primary pumps
- Furnish and install new NEMA 3R fused disconnects, electrical conduit, liquid tight, wire, breakers, and fuses to connect new equipment and accessories
- Energize, test, and confirm phasing of all new feeders prior to unit start-up.
- Install identification placards on all new disconnects identifying unit tags, voltage and panel identification

BMS Controls Installation

- Provide all labor, equipment and materials required for the control system installation as shown on the above-mentioned bid documents. Controls upgrade to match existing systems.
- Bldg. C Chiller Plant Controls
  - Furnish all labor and material for Nema-4 temperature control panel, 24vac power supply, Alerton DDC controller w/ expandable I/O, OSA temperature sensor, Nema-4X Immersion temperature sensors w/ stainless steel wells, CHW loop DP transmitter, Glycol feeder alarm contact monitoring, Onicon FT-4600 makeup water meter, Heat trace controller monitoring.
  - Furnish all labor and material for chiller enable/disable, leaving water temperature setpoint, status, alarm monitoring, BACnet integration
- Building B & C-Air Handler Controls
  - Furnish all labor and material for Nema-1 Temperature control panel, 24vac power supply, reuse existing Alerton DDC controller, supply air temperature sensor, OSA entering averaging temperature sensor, duct static pressure transmitter, pickups, tubing, etc., filter differential pressure transmitter, pickups, tubing, etc, supply air smoke detector alarm monitoring and shutdown interlocks, high duct static pressure switch and shutdown interlocks, freeze stat and shutdown interlocks.
  - Furnish all labor and material for supply fan VFD "start/stop" control, supply fan VFD "speed" control, supply fan VFD "status" monitoring, supply fan VFD "alarm" monitoring, supply fan VFD BACnet integration.
  - Furnish all labor and material for Belimo CHW control valve, Belimo HW control valve, Belimo 2-position OSA damper actuator w/ end switch.
  - Furnish all labor and material for control conduit, wiring, and terminations.
- Building B & C-Boiler Controls
  - Furnish all labor and material for Nema-1 temperature control panel, 24vac power supply, Alerton DDC controller w/ expandable I/O, OSA temperature sensor, Immersion temperature sensors w/ stainless steel wells, HW loop DP transmitter, Glycol feeder alarm contact monitoring, Onicon FT-4600 makeup water meter, Honeywell CO/CH4 gas detector, Boiler room temperature sensor.
  - Furnish all labor for Boiler-1/2 "enable/disable" control, boiler-1/2 "setpoint" control, Boiler-1/2 "status" monitoring, Boiler-1/2 "alarm" monitoring, Boiler-1/2 BACnet integration, Boiler primary pump interlocks to associated boiler, Boiler plant emergency stop switch interlocks.

  - Furnish all labor for HWP-1/2 VFD “start/stop” control, HWP-1/2 VFD “speed” control, HWP-1/2 VFD “status” monitoring, HWP-1/2 VFD “alarm” monitoring, HWP-1/2 VFD BACnet integration, Boiler room UH (Existing) “enable/disable” control.
- Control conduit, wiring, and terminations.
- Furnish all labor and material for VFD start/stop, speed, status, alarm, and BACnet integration.
- Furnish all labor and material for control conduit, wiring, and termination
- Provide system programming and check out.
- Provide integration into (E) Alerton system server and build graphical display.
- Provide owner onsite training.
- Provide (1) year warranty.

Concrete Installation

- Provide all labor, equipment and materials required for the installation of chiller plant pads, boiler pads and patch back demolished pathways and as shown on the above referenced bid documents. Concrete upgrade and patch back finishes to match existing concrete finishes.
- Structural Concrete:
  - Furnish & install concrete equipment foundations for all SSES chiller plant equipment
  - Furnish & install 6” slab on grade around SSES chiller plant.
  - Furnish & install 10’ concrete apron for NVE transformer
- Fencing:
  - Furnish & install chain link fence around (2) side new SSES chiller yard
    - (N) Chiller pad to utilize existing fencing & BLDG C exterior wall
  - Provide double gate entrance
  - Provide privacy slatting
- Provide concrete finishes as shown on plan set. Match existing concrete where finishes are not clearly defined.
- Furnish pour back of (E) concrete sidewalks where trenching goes though sidewalk and (E) concrete pads.

General Construction Installation

- Provide all labor, equipment and materials required for concrete installation as shown on the above-mentioned bid documents.
- Trane to provide temporary weather proofing over weather exposed openings
- Furnish & install roof counterflashing and penetration modifications as required.

General Scope, Assumptions, & Clarifications

- Design and engineering services are by others
- Payment & performance bond is included
- Utility location services is included for this scope of work
- All equipment will be released for manufacture upon issuance of PO and owner approval of the equipment submittals.
- All work to be performed during normal business hours (7am to 4pm, M-F, non-holidays)
- Equipment Order Release and Services rendered are dependent on receipt of credit approval.
- Trane will not perform any work if working conditions could endanger or put at risk the safety of our employees or subcontractors.
- Lyon County School District provides an adequate area for storage and staging equipment and construction activities.
- All (E) Alerton global controllers to be reused for BMS control system

Excluded from the Proposal

- Design and engineering services

- ADA path of travel work
- Air balance of all downstream equipment, registers and grills inside classrooms, office, and mechanical spaces.
- Water balance of equipment connections outside of the boiler mechanical room
- Building code rectification or remediation
- Inspections & testing (by owner)
- Repair or replacement of any existing damaged HVAC controls and devices/sensors or actuators that are not meant to be replaced by this project bid documents
- Furnish, install, wire or terminate any panels/devices related to any systems not explicitly called out above, including (but not limited to): display or workstation, other controllers or control panels, smoke control systems, fire-life safety systems, lighting control systems, power and/or energy monitoring, security, tenant billing systems, etc.
- Modifications to the existing carbon monoxide detectors
- Asbestos or hazardous material testing & abatement
- Electrical upgrades other than what is detailed in the above scope. It is assumed existing site power is adequate to support the mechanical design without improvements to the infrastructure.
- Temporary HVAC
- Duct cleaning, sealing, and leak detection
- Roof work, painting, patching, or coring
- Modifications, repairs, or additions to ducts, piping, or condensate systems (beyond above scope inclusions)
- Fire life safety systems, fire sprinkler systems, and smoke evacuation systems
- Construction fencing, temporary offices, and security
- Wall and ceiling access doors for access to equipment
- Water treatment, testing and chemicals (by owner)
- Structural and/or architectural modifications other than the above scope
- Any item not specifically included in scope of work
- Permit, inspection and utility fees
- Short circuit studies on electrical systems.
- BMS Controls Computers, servers, software, printers, etc
- NV Energy service upgrade(s)
    - It is assumed the existing electrical facilities (outside of the new service upgrade) have adequate power for the new system(s) to be installed

Open Market Items (as allowed per FAR 8.402(f) for administrative convenience)

Boiler Room

- Bldg. B and C
    - (4) B-1B, B-2B, B-1C and B-2C: Lochinvar Boiler
    - (4) HWP-B1B, HWP-B2B, HWP-B1C, and HWP-B2C: Primary Pump
    - (3) HWP-1B, HWP-1C, and HWP-2C Secondary Pumps
    - (2) ADS-1B and ADS-1C: Air/Dirt Separator
    - (2) ET-1B and ET-1C: Expansion Tank
    - (2) BFP-1B and BFP -1C: Back Flow Preventor
    - (2) PRV-1B and PRV-1C: Pressure Reducing Valve
    - (2) CFT-1b and CFT-1C: Chemical Pot Feeder
    - (2) GSV-1B and GSC-1C: Gas Shut Off Valve
    - (2) GFS-1B and GFS-1C: Glycol Feed Station

Chiller Plant-

- Building B & C
    - (2) CWP-C1 and CWP-C2: Chilled Water Pumps

- (1) ADS-2C: Air/Dirt Separator
- (1) ET-2C: Expansion Tanks
- (2) Louvers
- (1) BFP-2C: Backflow Preventor
- (1) PRV-2C: Pressure Reducing Valves
- (1) CFT-2C: Chemical Pot Feeder
- (1) GFS-2C: Glycol Feed Station
- (1) HT-1: Heat Trace
- (1) FS-1: Floor Sink

Mechanical Room

- Water Heaters
  - (1) WH-1: Water Heater
  - (1) TV-1: Tempering Valve
  - (1) CP-1: Domestic Water Circulation Pump

Pricing Summary

This is a Firm-Fixed-Price (FFP) quote under Trane's GSA MAS Contract. The following is a pricing summary:

Pricing By Special Item Numbers (SINs)

SIN 238910	$2,843,433.00
SIN 334512	$521,471.57
OLM	$116,021.56
OPEN MARKET ITEMS	$243,166.87

- ***LUMP SUM PRICE FOR ENTIRE PROJECT*** **$3,724,093.00**

Respectfully submitted,

Ian Leisle
Account Manager
5595 Equity Avenue
Reno, Nevada 89502
ileisle@trane.com

This proposal is made subject to Trane's Commercial Supplier Terms & Conditions located online at www.trane.com/gsaschedule/termsofsale and are hereby incorporated by this reference.

GSA Schedule
Contract # 47QSWA20D002A

Acknowledgement & Acceptance

COMPANY _____ SIGNATURE _____

PO# _____ NAME _____

DATE _____ TITLE _____

Trane U.S. Inc.
4833 White Bear Parkway
White Bear Lake, Minnesota 55110-3325

GSA FEDERAL SUPPLY SCHEDULE PROPOSAL

***Contract#* 47QSWA20D002A, *SAM UEI#* QJFJBF8ZBUM8, *CAGE Code#* 60532**

Customer:	Lyon County School District 25 E. Goldfield Avenue Yerington, NV 89447	***Date:***	06/13/2025
		Job Name:	LCSD – Yerington ES-Bldg.100, 500, & 600-HVAC Upgrades
ATTN:	Kirk McCallum	***Terms of Delivery:***	FOB Destination Full Freight Allowed
Proposal #:	8083089	***Terms of Payment:***	½ % 10 – Net 30 Days

Trane is pleased to provide the enclosed proposal for your review and approval. This proposal is compliant with Trane's GSA Schedule MAS Contract#47QSWA20D002A and all its associated terms, conditions and negotiated pricing. In the event of a discrepancy between this proposal and the MAS contract, the MAS contract terms and conditions shall govern and take precedence. This proposal is valid for 30 days.

Included in the Proposal – Scope of Work

"Scope of Work" and notations within are based on the following negotiated scope of work with Kirk McCallum and based on the site surveys and the below bid documents:

- LCSD – Yerington ES-HVAC Upgrades Bid Document 5-23-2025
- LCSD – Yerington ES-HVAC Upgrades Prelim Submittals 5-23-2025

Mechanical Installation

Mechanical Demolition

- Provide all labor, equipment and materials required for mechanical demolition as shown on the above-mentioned bid documents. Including:
- Remove and off-haul (2) existing AHU-(1) Bldg. 500 and (1) Bldg. 600. Includes
  - Remove and off-haul (E) Louvers
  - Remove and off-haul (E) chilled water S/R piping and make -up water piping.
  - Remove and off haul (E) ductwork and louver plenum.
  - Removal and off-haul (E) air handling unit through louver opening
  - Removal and off-haul of Electrical conduit, wire, VFD's, and disconnect equipment mezzanine.
  - Disconnect and retain of (E) Alerton controls, conduit and wiring.
- Remove and off-haul (12) existing Heating Coils interior BLDG. 600. Includes
  - Remove and off-haul (12) existing heating boilers as shown on bid documents.
  - Remove and off-haul coil piping to nearest SOV.
    - SOV to be replaced with new.
  - Remove and off-haul ductwork transition at (E) heating coils
  - Remove classroom ceiling tile and T-Bar and retain for reinstallation.

Chiller Plant Installation

- Furnish all labor, material and equipment as required to isolate, drain, disconnect, demo, and properly dispose of (2) air handling units and associated equipment
- Install (2) new Air Handling units (AHUs)- (1) Bldg. 500 and (1) Bldg. 600.
  - Furnish & install new coil connections, equipment and accessories as shown for both HHW & CHW coils
  - Insulate and label all new piping with fiberglass insulation and paper jacketing
  - Furnish & install pipe labels with directional arrows for all newly installed piping

    - Furnish & install copper condensate piping to new units. Extend piping as needed to make connections.
    - Install identification placards on all new equipment identifying unit tags per plans or per customer direction.
- Install all anchors and supports as required to install new piping and equipment
- Install (N) ductwork removed to install AHU's and provide new duct transitions as required
    - All rectangular duct to be lined
    - All spiral duct to be insulated with paper jacketed fiberglass insulation
- Install YES Chiller Plant Equipment-(1) Bldg. 500 and (1) Bldg. 600.
    - Install (2) CGAM air cooled chiller
    - Install (4) Variable primary pumps
    - Install (2) Glycol management system
    - Install (2) Expansion tank
    - Install (1) Buffer Tank
    - Install (2) Air dirt separator
- Furnish & install chilled water piping, valves, accessories and supports as shown on bid documents
- Furnish & install Insulation on all new piping:
    - Interior: fiberglass insulation with paper jacketing
    - Exterior: fiberglass insulation with aluminum jacketing
- Furnish & install pipe labels with directional arrows for all newly installed piping
- Furnish & install controls components as required for complete system operation
- Factory startup of all HVAC equipment
- Bldg. 500-Provide Air & water balance of (1) AHU's, the YES Chiller Plant and the HHW coil connections at each AHU
- Bldg. 600-Provide Air & water balance of (1) AHU's, the YES Chiller Plant and the HHW coil connections at each AHU
- Provide all labor, equipment and materials required for electrical installation as shown in the above-mentioned bid documents.
- Furnish and install electrical feeders for main panel to (N) electrical panel in mezzanine.
    - Conduit to be reused as needed.
- Furnish and install mezzanine RTU electrical panel with breakers.
- Furnish and install new conduit, wire and breaker for 120v convenience outlet located inside equipment mezzanine.

Bldg.600 VAV Terminal Unit Upgrades (12)

- Provide all labor, equipment and materials required for mechanical installation as shown on the above referenced bid documents
- Provide draining of existing HHW system serving (E) reheat coils.
- Demo (12) existing duct mounted reheat coils
- Remove and replace heating coils with (N) VAV terminal units
    - Furnish and install copper piping and accessories to make final connection, including (N) shut off valves and (N) coil kits for all (12) new units.
- Furnish and Install (N) fiberglass insulation on all (N) and hydronic piping.
    - Interior piping with fiberglass insulation and paper jacketing & PVC Fittings
- Furnish modifications of (E) duck work to accept (N) VAV Terminal unit.
    - Provide (N) ductwork transition and exterior insulations for all (N) VAV terminal unit
- Remove and retain (E) T-Bar and ceiling tiles for replacement after completion of mechanical work
- Provide labor assistance for air/water balance of entire building. Including:
    - Provide Pre and post air balance of all registers as shown on bid documents
    - Provide water balance of (12) VAV reheat coils as shown on bid documents
- Provide pipe flushing and install of final chemical/glycol (furnished by owner)
- Furnish & install pipe labels with directional arrows on all newly installed pipe and pipe systems
- Furnish & install phenolic labels for all tagged equipment above
- Boilers will be furnished with concentric vent

Bldg.100-Install (1) Glycol Feed Station

- Remove and off-haul (E) glycol feed station
- Disconnect and reconnect (E) piping form Glycol feed station and reconnect (N) Glycol feed station
- Disconnect and reconnect (E) electrical wiring from Glycol feed station and reconnect (N) Glycol feed station.
- Factory start-up of all new equipment

Electrical Installation

- Furnish all labor, material and equipment to isolate and disconnect (2) Air Handlers. Existing disconnects to be removed.
    - All exposed conduit and wire feeding equipment that is being replaced shall be removed back to the nearest junction box.
    - Furnish & install remote mounted VFD's for SA Fans
    - Provide conduit and wire from VFDs to motors
    - Extend and reconnect convenience receptacle and unit light conduit and wire to new units
- Furnish and install (N) NVE electrical service upgrade as shown on plans.
    - Furnish and install (1) new 1000A 480v/3ph switchgear
        - Furnish breakers for new electrical loads.
        - Furnish breakers for all existing electrical loads.
    - NVE transformers, extension, primary and secondary feeder in accordance with NVE standards.
- Chiller Plant Bldg. 500
    - Furnish and install (1) new 400A-480V/3ph subpanel
    - Furnish and install (1) new 200A-208V/3ph subpanel
    - Furnish and install (1) new 75KVA 480v/208v transformer
    - Furnish breakers for new electrical loads. See bid plan for (N) breaker requirements.
- Chiller Plant Bldg. 600
    - Furnish and install (1) new 400A-480V/3ph subpanel
    - Furnish and install (1) new 200A-208V/3ph subpanel
    - Furnish and install (1) new 75KVA 480v/208v transformer
    - Furnish breakers for new electrical loads. See bid plan for (N) breaker requirements.
- BLDG 500 & 600
    - Install (N) AHU VFD's (furnished by control Subk)
    - Furnish & install (N) breakers, conduit and wire from (E) switchgear to(N) AHU VFD's
    - Disconnect & reconnect (E) lighting and convenience receptacle power for (N) AHU
        - Extend conduit & wire as needed
    - Furnish & install conduit & wire for all chiller pad equipment as noted on bid documents
- Furnish & install electrical feeders to all YES Chiller plants pad mounted equipment
    - Furnish & install (2) 120v/1 circuits from (E) SWGR in mech room to YES Chiller pads
        - (1) circuit for chiller heater
        - (1) circuit for convenience power outlet
    - Install remote mounted VFD's for Chilled water primary pumps
- Bldg. 100- Disconnect and reconnect (E) Glycol feed station and reconnect (N) Glycol feed station
- Furnish and install new NEMA 3R fused disconnects, electrical conduit, liquid tight, wire, breakers, and fuses to connect new equipment and accessories
- Energize, test, and confirm phasing of all new feeders prior to unit start-up.
- Install identification placards on all new disconnects identifying unit tags, voltage and panel identification

BMS Controls Installation

- Provide all labor, equipment and materials required for the control system installation as shown on the above-mentioned bid documents. Controls upgrade to match existing systems.
- Bldg. 500 and 600-Chiller Plant Controls
    - Furnish all labor and material for Nema-4 temperature control panel, 24vac power supply, Alerton DDC controller w/ expandable I/O, OSA temperature sensor, Nema-4X Immersion temperature sensors w/ stainless steel wells, CHW loop DP transmitter, Glycol feeder alarm contact monitoring, Onicon FT-4600 makeup water meter, Heat trace controller monitoring.

  - Furnish all labor and material for chiller enable/disable, leaving water temperature setpoint, status, alarm monitoring, BACnet integration
  - Furnish all labor and material for VFD start/stop, speed, status, alarm, and BACnet integration.
  - Furnish all labor and material for control conduit, wiring, and termination
  - Provide system programming and check out.
  - Provide integration into (E) Alerton system server and build graphical display.
  - Provide owner onsite training.
  - Provide (1) year warranty.
- Bldg. 500 and 600-Air Handler Controls
  - Furnish all labor and material for Nema-1 Temperature control panel, 24vac power supply, reuse existing Alerton DDC controller, supply air temperature sensor, OSA entering averaging temperature sensor, duct static pressure transmitter, pickups, tubing, etc., filter differential pressure transmitter, pickups, tubing, etc, supply air smoke detector alarm monitoring and shutdown interlocks, high duct static pressure switch and shutdown interlocks, freeze stat and shutdown interlocks.
  - Furnish all labor and material for supply fan VFD “start/stop” control, supply fan VFD “speed” control, supply fan VFD “status” monitoring, supply fan VFD “alarm” monitoring, supply fan VFD BACnet integration.
  - Furnish all labor and material for Belimo CHW control valve, Belimo HW control valve, Belimo 2-position OSA damper actuator w/ end switch.
  - Furnish all labor and material for control conduit, wiring, and terminations.
- Bldg. 600-VAV Controls
  - Furnish all labor and material for 24vac power supply, Alerton VAV DDC controllers, Alerton room sensors w/ adjustable setpoint & occupancy override, Supply air temperature sensors, Belimo damper actuators, Belimo 2-way HW control valves.
  - Furnish all labor and material for control conduit, wiring, and terminations.
- Bldg. 100 Glycol Feed Station
  - Furnish all labor and material for Glycol feeder alarm contact monitoring
  - Furnish all labor and material for Control conduit, wiring, and terminations.

Concrete Installation

- Provide all labor, equipment and materials required for the installation of chiller plant pads, boiler pads and patch back demolished pathways and as shown on the above referenced bid documents. Concrete upgrade and patch back finishes to match existing concrete finishes.
- Structural Concrete:
  - Furnish & install concrete equipment foundations for all YES chiller plant equipment
  - Furnish & install 6” slab on grade around YES chiller plant.
- Fencing and CMU:
  - Furnish & install chain link fence around (4) side new YES chiller yard
  - Provide double gate entrance
  - Provide privacy slatting
- Furnish all excavation and backfill earthwork removal and trenching, including electrical, piping and controls.
- Provide concrete finishes as shown on plan set. Match existing concrete where finishes are not clearly defined.
- Furnish pour back of (E) concrete sidewalks that have been removed and (E) concrete pads.

General Construction Installation

- Provide all labor, equipment and materials required for concrete installation as shown on the above-mentioned bid documents.
- Trane to provide temporary weather proofing over weather exposed openings
- Furnish & install roof counterflashing and penetration modifications as required.

General Scope, Assumptions, & Clarifications

- Design and engineering services are by others
- We have included locate services for all below grade work
- All equipment will be released for manufacture upon issuance of PO and owner approval of the equipment submittals.
- All work to be performed during normal business hours (7am to 4pm, M-F, non-holidays)
- Equipment Order Release and Services rendered are dependent on receipt of credit approval.
- Trane will not perform any work if working conditions could endanger or put at risk the safety of our employees or subcontractors.
- Lyon County School District provides an adequate area for storage and staging equipment and construction activities.
- All (E) Alerton global controllers to be reused for BMS control system

Excluded from the Proposal

- ADA path of travel work
- Additional structural engineering and construction for strengthening building structures (structural modifications, upgrades or remediation)
- Building code rectification or remediation
- Inspections & Testing (by owner)
- Repair or replacement of any existing damaged HVAC controls and devices/sensors or actuators that are not meant to be replaced by this project bid documents
- Furnish, install, wire or terminate any panels/devices related to any systems not explicitly called out above, including (but not limited to): display or workstation, other controllers or control panels, smoke control systems, fire-life safety systems, lighting control systems, power and/or energy monitoring, security, tenant billing systems, etc.
- Asbestos or hazardous material testing & abatement
- Electrical upgrades other than what is detailed in the above scope. It is assumed existing site power is adequate to support the mechanical design without improvements to the infrastructure.
- Temporary HVAC
- Duct cleaning, sealing, and leak detection
- Roof work, painting, patching, or coring (beyond above scope inclusions)
- Modifications, repairs, or additions to ducts, piping, or condensate systems (beyond above scope inclusions)
- Fire life safety systems, fire sprinkler systems, and smoke evacuation systems
- Temporary offices, and security
- Wall and ceiling access doors for access to equipment
- Water treatment, testing and chemicals (by owner)
- Testing and Balancing of any system(s) not specifically included in the above scope of work.
    - Air balance downstream of AHU's
    - Water Balance beyond Boiler room, chill water system
- Structural and/or architectural modifications (beyond above scope inclusions)
- Any item not specifically included in scope of work
- Inspection and utility fees
- Short circuit studies on electrical systems.
- BMS Controls Computers, servers, software, printers, etc

Open Market Items (as allowed per FAR 8.402(f) for administrative convenience)

Mechanical Room-Boiler

- BLDG. 100
  - (1) GFS-1: Glycol Feed Station

Chiller Plant and Air Handling Units

- BLDG 500
  - (2) CWP-5-1 & CWP-5-2: Chilled Water Pumps
  - (1) ADS-5: Air/Dirt Separator
  - (1) BT-5: Buffer Tank
  - (1) ET-5: Expansion Tanks
  - (1) CFT-5: Chemical Pot Feeder
  - (1) GFS-5: Glycol Feed Station
  - (1) BFP-5: Backflow Preventer
  - (1) PRV-5: Pressure Reducing Valve
  - (1) HT-5: Heat Trace
  - (1) FS-1: Foor Sink
  - (1)L-5: Louver
- BLDG 600
  - (2) CWP-6-1 & CWP-6-2: Chilled Water Pumps
  - (1) ADS-6: Air/Dirt Separator
  - (1) BT-6: Buffer Tank
  - (1) ET-6: Expansion Tanks
  - (1) CFT-6: Chemical Pot Feeder
  - (1) GFS-6: Glycol Feed Station
  - (1) BFP-6: Backflow Preventer
  - (1) PRV-6: Pressure Reducing Valve
  - (1) HT-6: Heat Trace
  - (1) FS-1: Foor Sink
  - (1)L-6: Louver

Bldg. 600-VAV Terminal Units

- (12) VAV 6-1 thru VAV6-12: VAV Terminal Units with Reheat

Pricing Summary

Trane U.S. Inc.
4833 White Bear Parkway
White Bear Lake, Minnesota 55110-3325

This is a Firm-Fixed-Price (FFP) quote under Trane's GSA MAS Contract. The following is a pricing summary:

Pricing By Special Item Numbers (SINs)

SIN 238910	$3,003,825.00
SIN 334512	$315,186.73
OLM	$121,528.27
OPEN MARKET ITEMS	$59,034.00

- ***LUMP SUM PRICE FOR ENTIRE PROJECT*** **$3,499,574.00**

Respectfully submitted,

Ian Leisle
Sr. Account Manager
5595 Equity Avenue
Reno, Nevada 89502
ileisle@trane.com

This proposal is made subject to Trane's Commercial Supplier Terms & Conditions located online at www.trane.com/gsaschedule/termsofsale and are hereby incorporated by this reference.

GSA Schedule Contract # 47QSWA20D002A

Acknowledgement & Acceptance

COMPANY _____ SIGNATURE _____

PO# _____ NAME _____

DATE _____ TITLE _____

AARON D. FORD
Attorney General

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First Assistant Attorney General

CHRISTINE JONES BRADY
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LESLIE NINO PIRO
General Counsel

HEIDI PARRY STERN
Solicitor General

June 27, 2025

Via U.S Mail

Deanne M. Davis
3 Harbor Road
Dayton, Nevada 89403

Re: Open Meeting Law Complaint, OAG File No. 13897-505
Lyon County School District Board of Trustees

Dear Mrs. Davis:

The Office of the Attorney General ("OAG") is in receipt of your complaint ("Complaint") alleging violations of the Open Meeting Law, NRS Chapter 241, ("OML") by the Lyon County School District Board of Trustees ("Board") regarding its November 28, 2023, meeting.

The OAG has statutory enforcement powers under the OML and the authority to investigate and prosecute violations of the OML. NRS 241.037; NRS 241.039; NRS 241.040. The OAG's investigation of the Complaint included a review of the Complaint, the Response on behalf of the Board, and the agendas, minutes and recordings of the Board's November 28, 2023, meeting. After investigating the Complaint, the OAG determines that the Board did not violate the OML as alleged.

FACTUAL BACKGROUND

The Board held a public meeting on November 28, 2023. During Agenda Item #6, Board Member Reports, Trustee Sherry Parsons read aloud a letter written by community member, Deanne Davis (hereinafter "Complainant"), at her request. The letter addressed the Board in relation to its ongoing search for a new superintendent. In her letter, Complainant expressed concerns regarding the school district and conveyed her hope that a new superintendent would lead the district in a positive direction. Complainant asserted her right to have her letter read by a Board Member, who is not subject to time limitations.

Telephone: 702-486-3420 • Fax: 702-486-3768 • Web: ag.nv.gov • E-mail: aginfo@ag.nv.gov
Twitter: @NevadaAG • Facebook: /NVAttorneyGeneral • YouTube: /NevadaAG

Agenda Item #23, Public Participation, invited members of the public to comment on matters not listed on the agenda. For each public participation item listed, the Board's Agenda included the following language relative to public comments:

> 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.

During the public comment period, commenter Mary McDonald addressed Complainant's letter, specifically responding to what she perceived as an implication that teachers were responsible for students falling behind. Ms. McDonald offered suggestions for positive action. Three additional commenters also made public comments during this period. No public commenter was interrupted or prevented from making their comments.

Complainant filed the instant complaint alleging: (1) Board President Cowee did not stop public comment by Mary McDonald that was directed toward Complainant rather than to the Board; (2) Board President Cowee allowed Ms. McDonald to continue for two minutes "disparaging, slandering, and attacking Complainant's character", making false accusations about Complainant's personal activities; (3) Ms. McDonald criticized, maligned and made false accusations against the church Complainant attends; and (4) Board President Cowee was not being neutral in his treatment of public comment with respect to the viewpoints expressed.

LEGAL ANALYSIS

The Lyon County School District Board of Trustees is a "public body" as defined in NRS 241.015(4), and therefore, the Board is subject to OML.

The Board did not violate the OML by allowing Ms. McDonald to speak during public comment at the November 28 meeting.

The OML provides that any restrictions placed on public comment must be reasonable and must not be based on the speaker's viewpoint. NRS 241.020(3)(d)(7). A public body's restrictions must be neutral as to the viewpoint expressed, but the public body may prohibit comment if the content of the comments is a topic that is not relevant to, or within the authority of, the public body, or if the content of the comments is willfully disruptive of the

meeting by being irrelevant, repetitious, slanderous, offensive, inflammatory, irrational, or amounting to personal attacks or interfering with the rights of other speakers. AG File No. 00-047 (April 27, 2001); *see* § 7.05 of the Open Meeting Law Manual (2019). Additionally, the public's freedom of speech during public meetings is vigorously protected by both the U.S. Constitution and the Nevada Constitution. *See* § 7.05 of the Open Meeting Law Manual (2019).

Here, both Complainant's letter and Ms. McDonald's public comment were made in their entirety, consistent with the Board's rules. While Complainant alleges that Ms. McDonald's comments were "disparaging, slanderous, and amounted to personal attacks," the evidence reflects that Ms. McDonald was responding to viewpoints expressed in Complainant's letter and was offering a contrasting opinion. Ms. McDonald's comments, though strongly worded, were oppositional in nature and were not willfully disruptive. Ms. McDonald spoke within her allowed time and did not interrupt the order or efficiency of the meeting.

Importantly, the OML prohibits restrictions on speech based solely on the viewpoint expressed. Ms. McDonald's comments represented her viewpoint, which differed from that of Complainant. Allowing Ms. McDonald to speak ensured that multiple viewpoints were heard, thereby promoting the principles of transparency and equal participation that the OML is intended to uphold.

In addition, rhetorical questions, emotional tone, or confrontational language do not, in and of themselves, meet the threshold of willful disruption or personal attack under the OML. Public discourse often involves disagreement and passionate expression, particularly on matters concerning the welfare of children and the educational system designed to support them. Here, both Complainant and Ms. McDonald ultimately voiced concerns toward the shared goal – the improvement of the school district. Their differing views on how to achieve that goal are protected speech.

Lastly, Board President Cowee did not selectively allow or restrict speakers based on their viewpoints. Although the speaker's comments were not favorable to the Complainant, the Board is statutorily prohibited from restricting comments based upon viewpoint. In fact, no speakers were interrupted or silenced during the meeting, and the public comment period was conducted in accordance with the procedural rules outlined on the agenda. Accordingly, the OAG does not find a violation of the OML on this point.

CONCLUSION

Upon review of your Complaint and available evidence, the OAG has determined that no violation of the OML has occurred. The OAG will close the file regarding this matter.

Sincerely,

AARON D. FORD
Attorney General

By: /s/ Rosalie Bordelove
ROSALIE BORDELOVE
Chief Deputy Attorney General

cc: Donald A. Lattin, Esq.
Maupin Cox Legoy
P.O. Box 30000
Reno, NV 89520
Counsel to the Board

Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: James Gianotti, Executive Director for Educational Services

Re: A curriculum adoption of Pearson Connexus Platform for LyOnline

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Recommendation:
That the Lyon County School District Board of Trustees approves an Instructional Materials adoption of Pearson for LyOnline.

Background Information:
LyOnline has served as the Lyon County School District's online learning platform since 2018. Following the pandemic, its offerings expanded to include grades K-5. While the district has utilized Imagine Learning (Edgenuity) materials for K-5 students, a desire to explore alternative options existed.

The Nevada Department of Education's recent disapproval of Imagine Learning (Edgenuity) materials for K-5 necessitated a change for LyOnline. In response, we consulted with the Washoe County School District, whose North Star Online School successfully utilizes Pearson Connexus for its K-5 online programs. North Star staff highly recommended Pearson Connexus, and LyOnline staff subsequently evaluated its content and coursework.

After thorough review, LyOnline administration and staff, as the primary instructional material stakeholders, expressed strong support for adopting Pearson Connexus. A stakeholder feedback period for parents, staff, and community members was held from July 7th to July 14th. No input or feedback regarding the platform was received during this time.

We propose moving forward with Pearson Connexus materials for one year at the quoted cost. This cost is comparable to the annual expenditure for the previous Imagine Learning (Edgenuity) K-5 materials; however, it provides access to 93 student seats, a significant increase from the approximately 35-40 seats previously available.

Budget Considerations:
Pearson Connexus materials $23,157 for 1 year to be paid from the general fund.

Discussed at Previous Meeting:
N/A

Attachment(s):
Lyon County Scope of Work
SY2025_2026_CourseLists_Nevada
Lyon Co School District Presentation

CONNECTIONS EDUCATION LLC
DBA
PEARSON VIRTUAL SCHOOLS
VIRTUAL LEARNING PROGRAMS
STATEMENT OF WORK

Customer:	Lyon County School District
Customer Address:	25 East Goldfield Avenue, Yerington, NV 89447
Contact Person:	Jim Gianotti
Phone Number:	(775) 463-6800
Email Address:	jimgianotti@lyoncsd.org

The above-named Customer ("Customer") and Connections Education LLC dba Pearson Virtual Schools ("Pearson"), are hereby entering into this Statement of Work ("Statement of Work") whereby Customer is contracting with Pearson to receive access to certain virtual education products through Pearson's suite of products and services, that includes Pearson's education management system, and any successor technology platform to which Pearson transitions the School for purposes of this Agreement, collectively the "EMS," along with associated Pearson-provided support services, as more fully set forth herein (collectively, the "Education Program"), said Education Program to be offered to Students enrolled in a Customer-sponsored virtual academic program ("School").

1. **Pearson Responsibilities**:
    a. Education Program. Provide access to the following Education Program licenses, products and services ("Educational Products and Services"), including a robust curriculum that combines proven and rigorous educational content and materials with the best in technology-enhanced learning such that a significant portion of the curriculum is delivered through the internet and other electronic means (the "Curriculum"). The Curriculum is updated regularly, based on a rigorous analysis of student performance on state standards as measured by state testing results and internal assessments. As state standards are modified or changed in the future, Pearson will continue to modify or change the curriculum to meet state standards. The Curriculum includes:
        i. Pearson Courses, including core and elective subjects, provided through Pearson Online Academy, and augmented by Pearson-provided Instructional Services ("Courses"). Courses may be modified from time to time and may be

subject to the State approval process before they can be made available for Student enrollment.

ii. In accordance with the license terms set forth herein, a license to use all required curricular and instructional materials that are part of Pearson's standard digital offering, including: textbooks; ancillary materials such as workbooks, kits, and texts; and other instructional resources (collectively "Instructional Materials"). Instructional Materials are delivered in a digital format.

b. EMS Access.

i. In accordance with the license terms set forth herein, a license for the duration of the Term to access the EMS, for purposes of utilizing the Education Program set forth in this Statement of Work, including providing web-based access from non-school sites to the Education Program by Students, Caretakers of Students, Customer Administrator, and other Customer designees.

ii. Access to other technologies, including those offered through the EMS, lesson scheduling tools, accountability tools, e-mail system, video and audio streaming, and the ability to track Student progress.

c. Instructional Support.

i. If Customer elects to use Pearson Certified Online Teachers for any Courses, Pearson will provide Pearson Teachers who are Certified and subject credentialed, except Certified teachers may not be provided for Career and Technical Education courses, American Sign Language courses, or in instances when substitute teachers are needed. Further descriptions of Instructional Services are provided on Exhibit A. Access to Courses taught by Pearson Teachers shall be through Pearson Online Academy, and Pearson will, if requested by Customer, implement Course completion requirements consistent with POA to enable Customer the ability to transfer credits earned. Instructional support will be provided in U.S. standard business hours. In addition, when Customer elects to use Pearson Teachers, Pearson will provide the following:

1. A credentialed, certified teacher (per above) to provide student- and teacher-initiated direct instruction to one student in one course for an academic year. The Pearson teacher acts as the teacher of record, responds to student-initiated chat, email, and telephone calls; grade assignments and assigns final grade; and moderate discussion boards.
2. With respect to Students with Full-Time Student Seats grades 6-12 only, an advisor whose responsibilities shall include: monitoring Student participation and performance; assisting Students in navigating Pearson's technology and systems; and facilitating communication between the Student and the subject matter Teacher on an as-needed basis.

3. Modification or adaptation of assessments, instructional approach and/or lesson presentation by Pearson Teachers to meet particular Students' IEP/504 plans supplied by Customer as is reasonably afforded within the EMS. Pearson will not provide additional resources related to Special Education. Pearson's ability to perform such modifications and adaptations is dependent on Customer's provision of accurate, timely and detailed IEP/504 documentation regarding the Students.

ii. If Pearson Teachers are not being used for a Course, Customer must provide Customer Teachers to teach Students enrolled in such Course.

iii. If Pearson Teachers are being used for a Course, Customer shall communicate with Pearson monthly regarding the number of projected enrollments in each such Course, and if so communicated, Pearson will provide full access to Pearson Teachers to the Students enrolled within 2-5 business days after Customer enrolls such Students. If the Customer desires a substantial increase in Student enrollments at any one time, or if there is an event of a national or regional scale that causes a sudden surge in enrollments, including Customer's enrollments, Customer acknowledges that it may take up to two weeks to provide full access to Pearson Teachers to such Students for the purpose of utilizing the Products and Services, or the Students may not experience all aspects of the Products and Services immediately, until such time as adequate staffing is in place.

d. Complaints. Promptly investigate any concerns or complaints raised by the Customer, involving the performance of any Pearson personnel providing support services, including Instructional Support to the School.

e. Student Records Support.

i. Pearson shall maintain the confidentiality of all Students' records in compliance with applicable state and federal laws, and pursuant to the confidentiality provisions under this Statement of Work.

ii. All Student Record information shall remain the property of the Customer, and Customer is responsible for retrieving such information via the EMS during the Term. To the extent permitted by law, Pearson may retain a copy of such records subject to the confidentiality requirements of this Statement of Work.

f. Implementation Specialist. Provide an Implementation Specialist who will be dedicated to ensuring a smooth and successful program launch. A collaborative call between the Customer and Pearson will begin the process, in order to gather program objectives and critical academic and technical information. The Implementation Specialist will then build a custom EMS Domain based on the Customer's preferences. The Implementation Specialist will also facilitate scheduling administrator and teacher user trainings, assigning Pearson teachers, and provisioning courses and user enrollments in Pearson Connexus to prepare the school program for academic success.

At the culmination of the process, the dedicated District Success Partner will become the Pearson point of contact.

g. Program Management. Provide a program liaison ("District Success Partner") who shall be the point of contact for the individual designated by the Customer as the Customer-designated Administrator(s) (described below). The Pearson District Success Partner shall respond to Customer inquiries and support student achievement in the Education Products through ensuring smooth program start; championing fidelity of implementation; providing consultative support related to effective online program implementation, support schools in implementing best practices for monitoring data and identifying performance trends, and by acting as Pearson's liaison for the Customer.

h. Training and Professional Development. Customer must identify the person(s) responsible for being the district/platform administrator(s). Prior to program start, district administrators will be supported through online training in getting started and using the platform. In addition, Exhibit A describes various Training and Professional Development options, some of which may be required and others available to Customer at the stated rates.

i. Other Professional and Technical Support Services.

   i. Provide 24/7 technical support through on-line help and live phone support via Pearson's Support Services to Authorized Users as follows: School Support services Monday-Friday 8:00 am to 6:00 pm (ET) and Student Technical Support services Monday-Friday 9:00 am to 9:00 pm (ET), excluding Pearson's designated holidays. Students must have access to a computer that meets the minimum system requirements set forth at https://support.ems.connexus.com/hc/en-us/articles/360007993234-Pearson-Connexus-System-Requirements. Pearson shall provide these Students with initial technical support to assist in determining if Students have the minimum requirements necessary to participate in the Education Program, and limited ongoing technical support on an as-needed basis for the Students' use of the EMS.

   ii. Provide online tutorials to Students and Caretakers on the Education Program, use of the EMS, various Pearson policies and procedures, and other technology to support Student learning as appropriate.

   iii. Virtual Set-up of School. Pearson will create a dedicated EMS site build for Customer's school. In order to complete this site set-up, Customer must provide the necessary information to set up Customer's school site. Platform feature allows Customer capacity to brand the login page with their own logo.

2. **Customer Responsibilities**: The Customer, or Customer's designee, shall be responsible for the day-to-day management of the School and shall perform any responsibility not explicitly delegated to Pearson under the terms of this Statement of Work, including, but not limited to:

a. Course Completion and Transfer Credits. Establish requirements for Course completion (including awarding of transfer credit where applicable), grade attainment and attendance in order to meet minimum requirements for graduation with a School diploma.
b. Counseling and Special Education Services. Deliver all counseling and Special Education Services, including but not limited to identifying Students who are Special Needs Students and providing said students with any necessary specially designed instruction, accommodations and/or modifications, including assistive technology, or non-standard materials.
c. Course Placement. Complete course placement changes for enrolled students.
d. Reporting. File all information directly with the applicable state or regulatory authorities, associated with the operation of the School, as required by any applicable state or federal law. Pearson will support the Customer in the preparation of such reports, per state law, utilizing information provided by Customer. With regard to the Customer's reporting responsibilities, the Customer shall timely inform Pearson of the information that is required to comply with any reporting obligation, including any required format or means of delivery (for example, Student Record fields and the required electronic format suitable for transferring such information in the Customer's or other regulatory authorities' records) at least thirty (30) days prior to any due date.
e. Standardized Testing. Administer any required standardized tests at its own cost.
f. Student Data Transfer/Access Requests. To the extent the Customer requests Pearson to provide any Customer employee or third-party contractor with access to Student personally identifiable information, or to transfer such Student personally identifiable information outside of the EMS to a third party, the Customer is responsible for determining that such request for access of transfer is compliant with applicable local or Customer policies and procedures, as well as state or federal law, and for informing Pearson of any restrictions Pearson must follow in providing such requested access or transfer. The Customer shall hold Pearson harmless and indemnify Pearson for such access or transfer.
g. Customer Administrator. The Customer shall designate and employ one or more Customer Administrator(s) and shall provide the names of such Customer Administrator(s) to Pearson in writing. The Customer Administrator(s) shall be responsible for: (a) identifying all individuals authorized to have access to Customer and/or Student information; and (b) granting such access. All grants of access are determined by the Customer, and may be customized, including, but not limited to, the following categories of access: Customer Administrator, Customer staff; Customer Teacher; Student; or Caretaker. In addition, the Customer Administrator(s) will provide information to Customer's prospective families and address concerns about Students, including those raised by Teachers or other parties.

h. Modifications to Content. It is the responsibility of the Pearson Teacher, as the trained content expert, to deliver the educational content in the way that teacher deems appropriate. To the extent a Customer modifies Content (including but not limited to course content, assessments, and grade weighting), the Customer holds Pearson harmless and assumes all responsibility for such modifications. Further, the Pearson Teacher may choose to discuss or protest such modification, and Pearson reserves the right to withdraw its Teacher as teacher of record in response to the Customer's modifications, if Pearson deems that appropriate. The ultimate responsibility for any unauthorized modification lies with the Customer.

i. National Collegiate Athletic Association Eligibility. Many of Pearson's high school core and elective courses, delivered by Pearson's teachers via the EMS, have been cleared as meeting NCAA Eligibility Center requirements. The Customer, by purchasing a package of services that complies with the requirements for the NCAA Eligibility Center approval of Pearson's courses, and delivering those courses as set forth below, may offer its student athletes courses that may be used for NCAA initial eligibility. In order for the Customer's purchased Pearson courses to maintain their status as meeting NCAA Eligibility Center requirements, the following must be in place:

   i. The list of Pearson NCAA-approved courses can be found on the NCAA website. In the High School field, enter Pearson Virtual School, and click submit. Select Pearson Virtual School on the next page, and you'll see the courses that are NCAA eligible.
   ii. The courses must be delivered through the EMS by Pearson's Certified Online Teachers (defined on Exhibit A).
   iii. The course content must be delivered via the sequential option. Credit recovery, diagnostic prescriptive, and flex courses are not NCAA-approved.
   iv. Customers may not modify NCAA approved courses. Any necessary modifications may only be made by Pearson staff.
   v. The Student and the Pearson Teacher should be in contact, at a minimum, as the Student completes each quarter of a Course, and the student must complete one (1) synchronous Curriculum Based Assessment (CBA) each semester for any core (Math, Science, Social Studies, Language Arts) course.
   vi. NCAA approval of Pearson courses is dependent upon both Pearson and the Customer abiding by a programmatic structure that adheres to the requirements set forth in the NCAA Guidelines for Pearson Online and Blended Learning Customers.
   vii. If the Customer's program is not in full compliance with all elements of this section, then Pearson shall consider such lack of compliance a material breach of this Statement of Work, and reserves the right, in its sole discretion, to terminate this Statement of Work accordingly.

3. **Limitations**: Customer acknowledges that Pearson's responsibility is only to deliver the contracted-for Educational Program listed above. Customer will provide all other resources, materials, products or services and take all other actions required for Customer's School, in accordance with Customer's policies. Customer acknowledges that Pearson is not serving as the credit-granting institution under this Statement of Work.
4. **Representation Regarding Non-discrimination**: Neither Pearson nor the Customer will illegally discriminate against any person on the basis of race, creed, color, sex, national origin, religion, ancestry, sexual orientation or disability, or any other basis prohibited by federal or state law.
5. **Internet Access**: Each Student (or each household as applicable) shall be required to have access to the Internet for a sufficient amount of time to complete the instructional program (including assignments, online communication and collaboration, research and access to supplemental online resources). Students will be advised that high-speed access will provide for optimal participation.
6. **Education Program Offerings**. Exhibit A to this Statement of Work, attached hereto and incorporated herein by reference, details the specific Educational Products and Services being made available to Customer hereunder, and the prices therefor, subject to Section 7. Exhibit B to this Statement of Work, attached hereto and incorporated herein by reference, details the pricing and invoicing procedures for the specific Educational Products and Services being made available to Customer hereunder
7. **Term**: This Statement of Work will commence upon its execution by both parties (the "Effective Date") and shall expire on **June 30, 2026**, with three (3) consecutive one-year renewal terms (the initial term and each renewal term individually and collectively "Term"). The Education Program in renewal terms may include provision of current or successor technology, as described above. Annually, upon each renewal of the Term, Pearson may increase prices for Educational Products and Services, by no more than Five Percent (5%) each, and such increase shall be effective without the need for an amendment to this Statement of Work or further action on the part of the parties; provided, that such adjusted prices shall not become effective until the first day of the renewal term. Each of the three consecutive renewal terms shall be automatic unless the party desiring not to renew provides the other party with notice of its intent not to renew on or before February 1 of the then-current Term. Failure to provide notice by February 1 will result in an automatic renewal for one (1) year under the same terms of this Agreement and Customer will be billed for and shall pay the "Minimum Purchase" and any excess usage as set forth below.
8. **Termination**:
    a. Grounds for Early Termination. Unless otherwise renewed or earlier terminated, this Statement of Work shall terminate immediately upon the expiration of the Term. Any notice of early termination shall take effect at the closing of the last day of the Academic Year, unless otherwise agreed to by the parties or provided for herein. Except

as specifically provided for herein and in the Standard Terms, this Statement of Work can only be terminated before its expiration as follows:

i. Termination by operation of law, if the School is no longer certified to be operational pursuant to applicable state law.

ii. Termination by Pearson at the close of the then Academic Year, if the payments to which Pearson is entitled under this Statement of Work are materially reduced as a result of a change in funding provided to the Customer or applicable laws or regulations impose requirements that are materially different from those previously provided under this Statement of Work and Pearson is unwilling or unable to make the required changes.

b. Obligations on Termination. In the event this Statement of Work is terminated by either party for any reason:

i. Each party will promptly (not later than thirty (30) days after the effective date of termination) return to the other party all Confidential Information, property and material of any type belonging to the other party, including but not limited to, electronic versions, hard copies and reproductions and will not retain copies of any such property or material except as may be expressly permitted in this Statement of Work or required by applicable law;

ii. All access to the EMS and other Educational Products and Services contracted for herein shall be discontinued;

iii. Customer shall pay Pearson all amounts due under this Statement of Work upon the earlier of either their due dates or thirty (30) days after the effective date of termination; and

iv. The parties shall continue to be bound by the following provisions of this Statement of Work, which shall survive termination of this Statement of Work: Sections 7, 8, 9, and 11.

9. **Limitation of Liabilities**: In no event will either party, or such party's Affiliates, directors, officers, employees, or agents, be responsible or liable for the debts, acts or omissions of the other party or such party's Affiliates, directors, officers, employees, or agents.

10. **Notices**: All notices, consents and other communications under this Statement of Work shall be given in writing and shall be sent by and deemed to have been sufficiently given or served for all purposes as of the date it is delivered by hand, received by overnight courier, or within three (3) business days of being sent by registered or certified mail, postage prepaid to the parties at the following addresses (or to such other address as hereafter may be designated in writing by such party to the other party). Notwithstanding the foregoing notice procedures, the parties acknowledge that notices regarding the ordinary operation of the Education Program may be sent through the usual and customary means that the parties establish for such communications, including electronic communications.

If to Pearson:	Pearson Virtual Schools 509 S. Exeter Street Suite 202 Baltimore, MD, 21202 Attn: Angela Bryant
With a copy to:	Pearson Virtual Schools 509 S. Exeter Street Suite 202 Baltimore, MD, 21202 Attn: Dept. of School Legal Affairs Legal-PearsonOBL@pearson.com
If to the Customer:	Lyon County School District 25 East Goldfield Avenue Yerington, NV 89447 Attn.: Jim Gianotti jimgianotti@lyoncsd.org

11. **Miscellaneous**:
    a. Governing Law. This Statement of Work shall be governed and controlled by the laws of the State of Nevada. Any legal actions prosecuted or instituted by any party under this Statement of Work shall be brought in a court of competent jurisdiction located in the State of Nevada, and each party hereby consents to the jurisdiction and venue of any such courts for such purpose.
    b. Severability. If any provision of this Statement of Work is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Statement of Work.
    c. Complete Agreement; Modification and Waiver. This Statement of Work constitutes the entire agreement between the parties with respect to the matter contained herein and supersedes all prior and contemporaneous agreements, warranties and understandings of the parties. There are no agreements, representations or warranties of any kind except as expressly set forth in this Statement of Work. No supplement, modification or amendment of this Statement of Work shall be binding unless executed in writing by both parties; provided, however, Pearson may accept quotes offered by Pearson and duly signed and returned by Customer, and such quotes shall be governed by this Statement of Work. No waiver of any provision of this Statement of Work will be effective unless it is in writing and signed by the party to be charged with such

modification, and no such waiver will constitute a waiver of any other provision(s) or of the same provision on another occasion.

d. Sales Tax. The Customer shall provide Pearson with support that it is tax exempt. To the extent that the Customer is not tax exempt, the Customer shall be responsible for federal, state, or local taxes assessed, if any, based on the Education Program provided by Pearson hereunder.

e. No Third-Party Rights. This Statement of Work is made for the sole benefit of the parties. Except as otherwise expressly provided, nothing in this Statement of Work shall create or be deemed to create a relationship among the parties or any of them, and any third party, including a relationship in the nature of a third-party beneficiary or fiduciary.

f. Compliance with Laws, Policies, Procedures, and Rules. Each party will comply with all applicable federal and state laws and regulations.

g. Headings; Exhibits. The section headings contained herein are for convenience only and shall not in any way affect the interpretation or enforceability of any provision of this Statement of Work. All schedules and exhibits to this Statement of Work are incorporated herein and shall be deemed a part of this Statement of Work as fully as if set forth in the body hereof.

h. Status and Relationship of the Parties. The Parties intend that the relationship created by this Statement of Work is that of an independent contractor and not employer-employee. Except as expressly provided in this Statement of Work, no agent or employee of Pearson shall be deemed to be an agent or employee of the Customer. Each Party shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between Pearson and the Customer is based solely on the terms of this Statement of Work, and the terms and conditions of any other written agreement between Pearson and the Customer.

i. Standard Terms. This Statement of Work is subject to the Standard Terms, meaning the Terms and Conditions for Virtual Learning Programs located at https://www.pearson.com/obl-terms-conditions. Capitalized terms not otherwise defined in this Statement of Work shall have the meanings ascribed to them in the Standard Terms. Once this Statement of Work is executed by the parties, this Statement of Work, including any subsequent amendments thereto, and the Standard Terms together will comprise the agreement of the parties. This Statement of Work shall be read so as to be compatible with the Standard Terms. However, to the extent there is an irreconcilable conflict between the two, the provisions set forth in the Statement of Work shall govern. Customer will issue a purchase order simultaneous with signature of this Statement of Work in order to facilitate its own internal billing procedures when applicable. Any terms set forth in such purchase order contradicting or adding to the terms of this Statement of Work shall be null, void, and of no effect.

j. Electronic Signatures. This Statement of Work and related documents may be signed in counterparts, and may be accepted in electronic form (e.g., by scanned copy of the signed document, an electronic or digital signature or other means of demonstrating assent) and each Party's acceptance will be deemed binding on the Parties. Computer maintained records of the Statement of Work and related documents when produced in hard copy form shall constitute business records and shall have the same validity as any other generally recognized business records.

Agreed to by:

Pearson Virtual Schools	**Lyon County School District**
By: _____	By: _____
Name: _____	Name: _____
Title: _____	Title: _____
Date: _____	Date: _____

Pearson

Exhibit A
EDUCATIONAL PRODUCTS AND SERVICES AND PRICES

Offering	Description	Price
Pearson CoursewarePLUS with Teaching Services		
Course Seat with Certified Online Teacher – Academic Year	The Course Seat with Certified Online Teacher license is an academic year license that provides access for one student to be enrolled in one (1) course with a Pearson teacher. An enrollment may be in any offered course within the Pearson Connexus catalog. If a student completes or withdraws from their assigned course, this license may be reused to enroll the same student (or another student) in another course. Minimum purchase of 47 licenses.	$497.00
Course Seat with Certified Online Teacher – Semester	The Course Seat (Semester) with Certified Online Teacher license is a semester license that provides access for one student to be enrolled in one (1) course with a Pearson teacher. An enrollment may be in any offered course within the Pearson Connexus catalog. If a student completes or withdraws from their assigned course, this license may be reused to enroll the same student (or another student) in another course. Minimum purchase of 85 licenses.	$275.00
Pearson CoursewarePLUS		
Individual Student Seat – Academic Year	Each Individual Student Seat license provides access for one student to be enrolled in up to six (6) Academic Year courses (or twelve (12) Semester courses) at a time during an academic year. Enrollments may be in any offered courses within the Pearson Connexus catalog. If a student completes or withdraws from their assigned courses, this license may be reused for another student. Minimum purchase of 93 licenses.	$249.00
Individual Student Seat – Semester	Each Individual Student Seat license provides access for one student to be enrolled in up to six (6) Semester courses at a time during an academic semester. Enrollments may be in any offered courses within the Pearson Connexus catalog. If a student completes or withdraws from their assigned courses, this license may be reused for another student. Minimum purchase of 170 licenses.	$137.00
Individual Course Enrollment – Academic Year	Each Individual Course Enrollment license provides access for one student to be enrolled in one (1) Academic Year course (or two (2) Semester courses) during an academic year. An enrollment may be in any offered course within the Pearson Connexus catalog. If a student completes or withdraws from their assigned course, this license may be reused to enroll the same student (or another student) in another course. Minimum purchase of 390 licenses.	$59.00
Individual Course Enrollment – Semester	Each Individual Course Enrollment license provides access for one student to be enrolled in one (1) Semester course during an academic semester. An enrollment may be in any offered course within the Pearson Connexus catalog. If a student completes or withdraws from their assigned course, this license may be reused to enroll the same student (or another student) in another course. Minimum purchase of 720 licenses.	$32.00

CoursewarePLUS Instructional Options		
Certified Online Teacher – Academic Year	Each COT course seat provides for a credentialed, Certified teacher to provide student- and teacher-initiated direct instruction to one student in one course for an academic year. The COT teacher acts as the teacher of record, responds to student-initiated chat, email, and telephone calls; grade assignments and assigns final grade; and moderate discussion boards.	$449.00
Certified Online Teacher (Semester)	Each COT course seat provides for a credentialed, Certified teacher to provide student- and teacher-initiated direct instruction to one student in one course for an academic semester. The COT teacher acts as the teacher of record, responds to student-initiated chat, email, and telephone calls; grade assignments and assigns final grade; and moderate discussion boards.	$247.00
LiveLesson	LiveLesson® is Pearson's online teaching tool and meeting area accessed through a secured link within the platform. LiveLesson sessions are delivered using the Adobe Connect web-based program. A LiveLesson session allows district teachers to communicate with their students synchronously (live) and asynchronously (recorded session). Each LiveLesson subscription is per teacher per school year.	$350.00
District Teacher Training Package – Online Options		
Getting Started: Teaching on Pearson Connexus	Training on how to teach in the EMS, including how to: navigate course materials; engage/communicate with students; grade assignments and provide student feedback; use basic EMS teacher tools, etc. This training is required for all customers planning to use their own Teachers on Pearson Connexus. Enrollment is only open to Customer's teachers. Available to 30 teachers per session.	$600.00
Monitoring Student Progress	Training on how to use the EMS reporting tools to monitor student progress and performance. Enrollment is only open to Customer's teachers. Available to 30 teachers per session.	$450.00
Navigating the Semester Closeout Process	Training on final grading and closing out the semester on the EMS. Enrollment is only open to Customer's teachers. Teachers can register to attend any of the scheduled "Navigating the Semester Closeout Process" sessions. Enrollment is only open to Customer's teachers. Available to 30 teachers per session.	$450.00
On Demand Training Resource	Access to just-in-time learning materials, including tutorials, user guides, training materials, implementation ideas, and more.	Included
Add-On Advanced Teaching Training (Online)		
Course Customization Training	Training on how to use the course customization features of the EMS to modify and/or personalize courses. Available to up to 30 teachers.	$500.00

Administrator Trainings (Online)		
Getting Started: Training for Administrators	Training for Administrators on using the administrative tools available in the EMS, including how to provision users, copy courses, and enroll students and teachers into course sections. This training is required for all new customers. Available to up to 15 administrators.	$400.00
Reporting on Student Performance	Training for administrators on how to use the EMS reporting tools to monitor student performance. Enrollment is open to Customer and other organizations concurrently. Administrators can register to attend any of the scheduled “Reporting on Student Performance” sessions. This training is only required if Customer is using Pearson teachers. Available to up to 15 administrators.	$200.00
Teacher Professional Development (Online)		
Course: Teaching for Impact (12 modules)	Teaching for Impact is designed to provide teachers with research-based instructional strategies and effective practices for teaching in a virtual or blended learning environment. Each course includes examples of teachers modeling best practices with students, utilizing an online learning platform. Course topics align to the National Standards for Quality Online Teaching and include resources that teachers can use immediately with their students.	Included
Family Engagement Support		
Family Information Session	A designated Pearson administrator will work directly with the Customer to plan and host a personalized virtual Family Information Session prior to the launch of the program. During the event, prospective and newly enrolled students and their families will learn more about Customer’s requirements of the virtual program, receive an overview of Pearson Connexus, view a quick demo of the solution, and participate in a Q&A session. The event can be recorded, and the recording can be made available to the Customer as a resource for their families.	Included

Pearson

Exhibit B
Pricing and Invoicing

1. **Pricing and Invoicing**. In consideration for the Education Program provided by Pearson to the Customer during the Term, Pearson shall be paid the sums set forth on Exhibit A, and subject to the terms of the Statement of Work.
    a. General.
        i. All Educational Products and Services expire at the end of their duration listed herein, or if not stated, at the end of the then-current Academic Year, unless agreed to otherwise.
        ii. A number of products and services are offered under this Agreement. Customer is responsible for understanding the differences between the options and for its choices to purchase among them. For example, the appropriate license type for a given student is dependent on variables such as the number of courses that student will be enrolled into, which instructional model will be utilized, and whether the student will be provided access to services. Customer shall be solely responsible for assigning the appropriate license type to each student and understands that charges will be incurred based on the license that Customer selects.
        iii. If volume discounts are indicated in this Statement of Work, they shall apply as follows: any discount percentage indicated on the Statement of Work will only be applied to the products designated in the Statement of Work (the "Eligible Products") if Customer purchases at least the minimum indicated on the Statement of Work. In the event Customer makes such a qualifying purchase, the discount will also be applied to all subsequent purchases of Eligible Products for the remainder of that Academic Year. Eligibility for volume discounts resets each Academic Year.
    b. Payment.
        i. Pearson shall invoice the Customer by July 30 for the Minimum Purchase of $23,157 and by July 30 at each renewal Term for Individual Student Seat licenses. Customer shall remit payment to Pearson for these invoices within thirty (30) days from the invoice date. Customer agrees to pay to Pearson all such fees, and all applicable sales, use or other taxes, however designated, except for taxes based on Pearson's income. Customer shall pay a monthly charge of 1.5% (18% annually) on all amounts not paid when due, or, if a lower maximum rate is established by law, then such lower maximum rate.
        ii. Customer will incur charges under this Statement of Work by notifying Pearson in writing of its desire to purchase Educational Products and Services (such as a signed quote or purchase order) or otherwise, including

through Customer's usage of the EMS (such as, but not limited to, Customer enrolling a Student under an enrollment license), the less Minimum Purchase. Upon Pearson's determination of any charges incurred by Customer, Pearson shall invoice Customer for any such charges.

iii. In no event shall failure by Pearson to invoice the Customer for a given product, service or usage constitute a waiver of the Customer's obligation to make payment to Pearson under this Statement of Work. Further, Customer acknowledges that should Pearson fail to list a new enrollment license, for example, on the invoice following such license's utilization or a new enrollment entered by Customer, Customer will nevertheless remain financially responsible for such license and will be invoiced accordingly, and failure to pay shall be deemed a breach of the Agreement. No refund or credit shall be due to Customer in the event that an Educational Product or Service is not utilized.

Pearson Connexus Courses for Nevada School Year 2025–2026

Course list subject to change.

PVS teachers not available for credit recovery courses.

K–5 Core Courses

Mathematics

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Math K A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Math K B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Math 1 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Math 1 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Math 2 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Math 2 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Math 3 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Math 3 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Gifted and Talented Math 3 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Gifted and Talented Math 3 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Essential Math 3 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Essential Math 3 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Math 4 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Math 4 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Essential Math 4 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Essential Math 4 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Math 5 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Math 5 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Essential Math 5 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved
Essential Math 5 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course	Materials Shipped	Approved

K-5 Science

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Science K A	PVS teaching services available – may not be state certified	Semester	Science	Current Course	Materials Shipped	Approved
Science K B	PVS teaching services available – may not be state certified	Semester	Science	Current Course	Materials Shipped	Approved
Science 1 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course	Materials Shipped	Approved
Science 1 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course	Materials Shipped	Approved
Science 2 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course	Materials Shipped	Approved
Science 2 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course	Materials Shipped	Approved
Science 3 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Science 3 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 3 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 3 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Science 4 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Science 4 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 4 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 4 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Science 5 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Science 5 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 5 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 5 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved

K-5 Language Arts

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Language Arts K A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Language Arts K B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Language Arts 1 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Language Arts 1 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Language Arts 2 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Language Arts 2 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Language Arts 3 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Language Arts 3 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Gifted and Talented Language Arts 3 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID	Materials Shipped	Approved
Gifted and Talented Language Arts 3 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID	Materials Shipped	Approved
Language Arts 4 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Language Arts 4 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Gifted and Talented Language Arts 4 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID	Materials Shipped	Approved
Gifted and Talented Language Arts 4 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID	Materials Shipped	Approved
Language Arts 5 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Language Arts 5 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course	Materials Shipped	Approved
Gifted and Talented Language Arts 5 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID	Materials Shipped	Approved
Gifted and Talented Language Arts 5 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID	Materials Shipped	Approved

K-5 Social Studies

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Social Studies K A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course	Materials Shipped	Approved
Social Studies K B	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course	Materials Shipped	Approved
Social Studies 1 A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course	Materials Shipped	Approved
Social Studies 1 B	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course	Materials Shipped	Approved
Social Studies 2 A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course	Materials Shipped	Approved
Social Studies 2 B	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course	Materials Shipped	Approved
Social Studies 3 A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Social Studies 3 B	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Nevada State History 4	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved

Social Studies 4 A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Social Studies 5 A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Social Studies 5 B	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved

K-5 Health and Physical Education

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Physical Education K	PVS teaching services available – may not be state certified	Yearlong	Health and PE	Current Course - New CID	Materials Shipped	Approved
Physical Education 1	PVS teaching services available – may not be state certified	Yearlong	Health and PE	Current Course - New CID	Materials Shipped	Approved
Physical Education 2	PVS teaching services available – may not be state certified	Yearlong	Health and PE	Current Course - New CID	Materials Shipped	Approved
Physical Education 3	PVS teaching services available – may not be state certified	Yearlong	Health and PE	Current Course - New CID	Materials Shipped	Approved
Physical Education 4	PVS teaching services available – may not be state certified	Yearlong	Health and PE	Current Course - New CID	Materials Shipped	Approved
Physical Education 5	PVS teaching services available – may not be state certified	Yearlong	Health and PE	Current Course - New CID	Materials Shipped	Approved

K–5 Electives

Art, Music, Literature, Technology

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Art 1	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course	Materials Shipped	Approved
Art 3	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course	Materials Shipped	Approved
Art 5	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course	Materials Shipped	Approved
Educational Technology and Online Learning K	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course		Approved
Educational Technology and Online Learning 1	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course		Approved
Educational Technology and Online Learning 2	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course		Approved
Educational Technology and Online Learning 3	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course		Approved
Educational Technology and Online Learning 4	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course		Approved
Educational Technology and Online Learning 5	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course		Approved

K-5 World Languages

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Elementary Chinese I	PVS teaching services available – may not be state certified	Yearlong	World Languages	Current Course		Approved
Elementary Chinese II	PVS teaching services available – may not be state certified	Yearlong	World Languages	Current Course		Approved
Elementary Sign Language	PVS teaching services available – may not be state certified	Yearlong	World Languages	Current Course		Approved
Elementary Spanish I	PVS teaching services available – may not be state certified	Yearlong	World Languages	Current Course		Approved
Elementary Spanish II	PVS teaching services available – may not be state certified	Yearlong	World Languages	Current Course		Approved

6–8 Core Courses

6-8 Mathematics

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Math 6 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Math 6 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Gifted and Talented Math 6 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Gifted and Talented Math 6 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Math 7 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Math 7 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Gifted and Talented Math 7 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Gifted and Talented Math 7 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Math 8 A (Pre-Algebra)	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Math 8 B (Pre-Algebra)	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Gifted and Talented Math 8 A (Pre-Algebra)	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Gifted and Talented Math 8 B (Pre-Algebra)	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved

6-8 Science

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Science 6 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Science 6 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 6 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 6 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Science 7 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Science 7 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 7 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 7 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Science 8 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Science 8 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 8 A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Gifted and Talented Science 8 B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved

6-8 Language Arts

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Language Arts 6 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Language Arts 6 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Gifted and Talented Language Arts 6 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID		Approved
Gifted and Talented Language Arts 6 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID		Approved
Language Arts 7 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Language Arts 7 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Gifted and Talented Language Arts 7 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID		Approved
Gifted and Talented Language Arts 7 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID		Approved
Language Arts 8 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Language Arts 8 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Gifted and Talented Language Arts 8 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID		Approved
Gifted and Talented Language Arts 8 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course - New CID		Approved

6-8 Social Studies

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Social Studies 6 A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Social Studies 6 B	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved

Social Studies 7 A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Social Studies 7 B	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Social Studies 8 A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Social Studies 8 B	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved

6-8 Health and Physical Education

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Health and Physical Education 6	PVS teaching services available – may not be state certified	Yearlong	Health and PE	Current Course - New CID		Approved
Health and Physical Education 7	PVS teaching services available – may not be state certified	Yearlong	Health and PE	Current Course - New CID		Approved
Health and Physical Education 8	PVS teaching services available – may not be state certified	Yearlong	Health and PE	Current Course - New CID		Approved

6–8 Electives

Art, Music, Literature, Technology

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Art 6 A	PVS teaching services available – may not be state certified	Semester	Electives	Current Course	Materials Shipped	Approved
Art 6 B	PVS teaching services available – may not be state certified	Semester	Electives	Current Course	Materials Shipped	Approved
Art 7 A	PVS teaching services available – may not be state certified	Semester	Electives	Current Course	Materials Shipped	Approved
Art 7 B	PVS teaching services available – may not be state certified	Semester	Electives	Current Course	Materials Shipped	Approved
Art 8 A	PVS teaching services available – may not be state certified	Semester	Electives	Current Course	Materials Shipped	Approved
Art 8 B	PVS teaching services available – may not be state certified	Semester	Electives	Current Course	Materials Shipped	Approved
Educational Technology and Online Learning 6	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course		Approved
Educational Technology and Online Learning 7	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course		Approved
Educational Technology and Online Learning 8	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course		Approved
Internet Safety 6	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course		Approved
Internet Safety 7	PVS teaching services available – may not be state certified	Yearlong	Electives	Current Course		Approved
Home Life	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Approved
Middle School 2D Studio Art	No PVS teaching services available	Semester	Electives	Current Course		
Middle School Career Exploration 1	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Approved
Middle School Digital Art and Design	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Approved

6-8 World Languages

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Middle Chinese I	PVS teaching services available – may not be state certified	Yearlong	World Languages	Current Course		Approved
Middle Chinese II	PVS teaching services available – may not be state certified	Yearlong	World Languages	Current Course		Approved
Middle Spanish I	PVS teaching services available – may not be state certified	Yearlong	World Languages	Current Course		Approved
Middle Spanish II	PVS teaching services available – may not be state certified	Yearlong	World Languages	Current Course		Approved

9–12 Core Courses

9-12 Mathematics

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Algebra 1 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Algebra 1 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Algebra 2 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Algebra 2 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Algebra with Finance A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Algebra with Finance B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Calculus A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Calculus B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Consumer Math A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Consumer Math B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Explorations in Mathematics A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Explorations in Mathematics B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Geometry A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Geometry B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Honors Algebra 1 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Honors Algebra 1 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Honors Algebra 2 A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Honors Algebra 2 B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Honors Geometry A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Honors Geometry B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Honors Pre-Calculus A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Honors Pre-Calculus B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Pre-Calculus A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Pre-Calculus B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Statistics A	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved
Statistics B	PVS teaching services available – may not be state certified	Semester	Mathematics	Current Course		Approved

9-12 Language Arts

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
English 9 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
English 9 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Honors English 9 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Honors English 9 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
English 10 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
English 10 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Honors English 10 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Honors English 10 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
English 11 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
English 11 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Honors English 11 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Honors English 11 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
English 12 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
English 12 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved
Honors English 12 A	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved

Honors English 12 B	PVS teaching services available – may not be state certified	Semester	English / Language Arts	Current Course		Approved

9-12 Science

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Biology A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Biology B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Chemistry A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Chemistry B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Earth Science A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Earth Science B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Honors Biology A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Honors Biology B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Honors Chemistry A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Honors Chemistry B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Honors Earth Science A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Honors Earth Science B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Honors Physical Science A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Honors Physical Science B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Honors Physics A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Honors Physics B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Physical Science A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Physical Science B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Physics A	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved
Physics B	PVS teaching services available – may not be state certified	Semester	Science	Current Course		Approved

9-12 Social Studies

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
American Government - Single Semester	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Economics	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Honors American Government - Single Semester	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Honors Economics	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Honors United States History A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course - New CID		Approved
Honors United States History B	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course - New CID		Approved
Honors World History A (Beginnings to Present)	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Honors World History B (Beginnings to Present)	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Personal Finance	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Psychology A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
Psychology B	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
United States History A	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course - New CID		Approved
United States History B	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course - New CID		Approved
World Geography	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
World History A (Beginnings to Present)	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved
World History B (Beginnings to Present)	PVS teaching services available – may not be state certified	Semester	Social Studies	Current Course		Approved

Advanced Placement

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
AP Biology A	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course		Approved
AP Biology B	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course		Approved
AP Calculus AB A	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course		Approved
AP Calculus AB B	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course		Approved
AP English Language and Composition A	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course - New CID		Approved
AP English Language and Composition B	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course - New CID		Approved
AP English Literature and Composition A	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course		Approved
AP English Literature and Composition B	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course		Approved
AP Environmental Science A	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course - New CID		Approved
AP Environmental Science B	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course - New CID		Approved
AP Human Geography A	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course		Approved
AP Human Geography B	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course		Approved
AP Macroeconomics	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course - New CID		Approved
AP Microeconomics	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course - New CID		Approved
AP Psychology	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course - New CID		Approved
AP Spanish Language A	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course - New CID	Materials Shipped	Approved
AP Spanish Language B	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course - New CID	Materials Shipped	Approved
AP Statistics A	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course - New CID		Approved
AP Statistics B	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course - New CID		Approved
AP United States Government and Politics	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course		Approved
AP United States History A	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course		Approved
AP United States History B	PVS teaching services available – may not be state certified	Semester	Advanced Placement	Current Course		Approved

9-12 Health and Physical Education

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Health and Physical Education 1a	PVS teaching services available – may not be state certified	Semester	Health and PE	Current Course		Approved
Health and Physical Education 1b	PVS teaching services available – may not be state certified	Semester	Health and PE	Current Course		Approved
VS: Personal Fitness	PVS teaching services available – may not be state certified	Semester	Health and PE	Current Course - New CID		Approved
VS: Physical Education	PVS teaching services available – may not be state certified	Semester	Health and PE	Current Course		Approved

9-12 Electives & CTE

Business, Career, Humanities, Science, Technology, and Test Prep

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Astronomy 1a: Introduction	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved
Astronomy 1b: Exploring the Universe	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved
Career Planning and Skill Development	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved
Coding 1a: Introduction to Programming	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved

Coding 1b: Plan, Design, Develop	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved
CRP: Anatomy and Physiology 1a: Introduction	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course - New CID		Pending Approval
CRP: Anatomy and Physiology 1b: Discovering Form and Function	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course - New CID		Pending Approval
CRP: Culinary Arts 1a: Introduction	No PVS teaching services available	Semester	Career Technical	Current Course		Approved
CRP: Digital Design 1a: Introduction	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Pending Approval
CRP: Digital Design 1b: Express Your Ideas Visually	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Pending Approval
CRP: Digital Media Fundamentals 1a	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved
CRP: Digital Media Fundamentals 1b	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved
CRP: Health Science Foundations 1a: Introduction	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved
CRP: Health Science Foundations 1b: Professional Responsibilities	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course - New CID		Approved
CRP: Marketing Foundations 1a: Introduction	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved
CRP: Marketing Foundations 1b: Building Your Base	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved
CRP: Principles of Business, Marketing, and Finance 1a: Introduction	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved
CRP: Principles of Business, Marketing, and Finance 1b: Targeting Your Business Insight	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Approved
Hospitality and Tourism 1: Traveling the Globe	No PVS teaching services available	Semester	Career Technical	Current Course		Approved
Hospitality and Tourism 2a: Hotel & Restaurant Management	No PVS teaching services available	Semester	Career Technical	Current Course		Approved
Hospitality and Tourism 2b: Hotel & Restaurant Management	No PVS teaching services available	Semester	Career Technical	Current Course		Approved
Journalism 1a: Introduction	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Pending Approval
Journalism 1b: Investigating the Truth	PVS teaching services available – may not be state certified	Semester	Career Technical	Current Course		Pending Approval
Art History A	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Approved
Art History B	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Approved
Biotechnology 1a: Introduction	No PVS teaching services available	Semester	Electives	Current Course		Approved
Biotechnology 1b: Unlocking Nature's Secrets	No PVS teaching services available	Semester	Electives	Current Course		Approved
Concepts of Engineering and Technology	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Approved
Digital Photography 1a: Introduction	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Approved
Digital Photography 1b: Creating Images with Impact!	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Approved
Driver's Education	No PVS teaching services available	Semester	Electives	Current Course		Approved
High School Computer Science A	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Pending Approval
High School Computer Science B	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Pending Approval
International Business: Global Commerce in the 21st Century	PVS teaching services available – may not be state certified	Semester	Electives	Current Course - New CID		Approved
Introduction to Computer Applications	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Approved
Introduction to Drawing	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Approved
Social Problems 1: A World in Crisis	No PVS teaching services available	Semester	Electives	Current Course		Approved
Social Problems 2: Crisis, Conflicts and Challenges	No PVS teaching services available	Semester	Electives	Current Course		Approved
Speech and Debate	PVS teaching services available – may not be state certified	Semester	Electives	Current Course		Approved
College Prep with ACT	PVS teaching services available – may not be state certified	Semester	Other	Current Course		Approved
College Prep with SAT	PVS teaching services available – may not be state certified	Semester	Other	Current Course		Approved
Freshman Success	No PVS teaching services available	Semester	Other	Current Course		Approved

9-12 World Languages

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
American Sign Language 1a: Introduction	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Pending Approval
American Sign Language 1b: Learn to Sign	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Pending Approval
American Sign Language 2a: Communicating	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Pending Approval
American Sign Language 2b: Advancing Communication Skills	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Pending Approval
American Sign Language 3a: Community and Culture	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Pending Approval
American Sign Language 3b: Conversations and Culture	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Pending Approval
French I A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
French I B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
French II A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
French II B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
French III A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
French III B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
French IV A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
French IV B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
German I A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
German I B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
German II A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
German II B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
German III A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
German III B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Japanese I A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Japanese I B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Japanese II A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Japanese II B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Spanish I A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Spanish I B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Spanish II A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Spanish II B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Spanish III A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Spanish III B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Spanish IV A	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved
Spanish IV B	PVS teaching services available – may not be state certified	Semester	World Languages	Current Course		Approved

9-12 Credit Recovery

Course Name	Teaching Services Available	Suggested Course Length	Subject Area	Course Status	Physical Materials Shipped	Approval Status
Algebra 1 A (M)	No PVS teaching services available	Semester	Mathematics	Current Course		Approved
Algebra 1 B (M)	No PVS teaching services available	Semester	Mathematics	Current Course		Approved
Algebra 2 A (M)	No PVS teaching services available	Semester	Mathematics	Current Course		Approved
Algebra 2 B (M)	No PVS teaching services available	Semester	Mathematics	Current Course		Approved
Geometry (M)	No PVS teaching services available	Yearlong	Mathematics	Current Course		Approved
Geometry A (M)	No PVS teaching services available	Semester	Mathematics	Current Course		Approved

Geometry B (M)	No PVS teaching services available	Semester	Mathematics	Current Course	Approved
Integrated Math 1 A (M)	No PVS teaching services available	Semester	Mathematics	Current Course	Approved
Integrated Math 1 B (M)	No PVS teaching services available	Semester	Mathematics	Current Course	Approved
Integrated Math 2 A (M)	No PVS teaching services available	Semester	Mathematics	Current Course	Approved
Integrated Math 2 B (M)	No PVS teaching services available	Semester	Mathematics	Current Course	Approved
Integrated Math 3 A (M)	No PVS teaching services available	Semester	Mathematics	Current Course	Approved
Integrated Math 3 B (M)	No PVS teaching services available	Semester	Mathematics	Current Course	Approved
Integrated Math 4 A (M)	No PVS teaching services available	Semester	Mathematics	Current Course	Approved
Integrated Math 4 B (M)	No PVS teaching services available	Semester	Mathematics	Current Course	Approved
English 1 A (M)	No PVS teaching services available	Semester	English / Language Arts	Current Course	Approved
English 1 B (M)	No PVS teaching services available	Semester	English / Language Arts	Current Course	Approved
English 2 A (M)	No PVS teaching services available	Semester	English / Language Arts	Current Course	Approved
English 2 B (M)	No PVS teaching services available	Semester	English / Language Arts	Current Course	Approved
English 3 A (M)	No PVS teaching services available	Semester	English / Language Arts	Current Course	Approved
English 3 B (M)	No PVS teaching services available	Semester	English / Language Arts	Current Course	Approved
English 4 A (M)	No PVS teaching services available	Semester	English / Language Arts	Current Course	Approved
English 4 B (M)	No PVS teaching services available	Semester	English / Language Arts	Current Course	Approved
Biology A (M)	No PVS teaching services available	Semester	Science	Current Course	Approved
Biology B (M)	No PVS teaching services available	Semester	Science	Current Course	Approved
Earth Science A (M)	No PVS teaching services available	Semester	Science	Current Course	Approved
Earth Science B (M)	No PVS teaching services available	Semester	Science	Current Course	Approved
MS: Science and Technology	No PVS teaching services available	Yearlong	Science	Current Course	Approved
Physical Science - Chemistry (M)	No PVS teaching services available	Semester	Science	Current Course	Approved
Physical Science - Physics (M)	No PVS teaching services available	Semester	Science	Current Course	Approved
Economics (M)	No PVS teaching services available	Semester	Social Studies	Current Course	Approved
Geography B (M)	No PVS teaching services available	Semester	Social Studies	Current Course	Approved
Government (M)	No PVS teaching services available	Semester	Social Studies	Current Course	Approved
United States History	No PVS teaching services available	Yearlong	Social Studies	Current Course	Approved
United States History A (M)	No PVS teaching services available	Semester	Social Studies	Current Course	Approved
United States History B (M)	No PVS teaching services available	Semester	Social Studies	Current Course	Approved
World History A (M)	No PVS teaching services available	Semester	Social Studies	Current Course	Approved
World History B (M)	No PVS teaching services available	Semester	Social Studies	Current Course	Approved

Notes:

The World Languages courses require a headset and microphone that are compatible with the computer being used for the course.

Courses listed as A or B can be taken individually as a Semester course or together as a year-long course.

All courses available with a Pearson Virtual Schools (PVS) teacher unless otherwise indicated. State-specific certification will vary.

While we do provide state certified content area teachers, we do not provide gifted endorsements

Course list subject to change. Please see Pearson representative for assistance.

PVS teachers not available for credit recovery courses.

AP® is a trademark registered and/or owned by the College Board, which was not involved in the production of, and does not endorse, this product.

A Virtual Learning Solution for Lyon County School District Families

715

July, 2025

Pearson Virtual Schools – Mission & Company Experience

- Our mission is to help each student maximize their potential and meet the highest performance standards through a uniquely individualized learning program.
- Pearson partners with charter school boards, school districts, state entities, and non-profits, and is currently serving over 110,000 students via full-time virtual education in 31 states.
- Additionally, we reach thousands of students through hundreds of district/school partnerships.
- Since 2001, we have successfully served more than 1 million students using our products and services.



A Partnership with Pearson

- Comprehensive offering
- Hundreds of courses approved and aligned to NV standards for grades K-12, including Honors, AP, CTE, World Languages, and Credit Recovery
- Customizable courses, plus ability to personalize instruction for students
- Professional Development
- Certified Online Teachers, Advisory Teachers, and various avenues for synchronous support
- Implementation Specialist to manage program launch
- Dedicated Program Manager for ongoing support
- Synchronous Training Services
- Dedicated Family Engagement support

717

Pearson Solutions

- Supporting fully virtual students – medically fragile, work/study, bullied, anxious, teen parents, and those that need an alternative way to learn
- Addressing teacher vacancies
- Providing credit recovery options
- Expanding your district catalog – AP, CTE, World Languages, Electives
- Recapturing students who have left the district to homeschool or attend another virtual program/school



Team Experience

- District Partnerships team members have an average of 10 years of service at Pearson
- More than 70% of team members are former educators/administrators

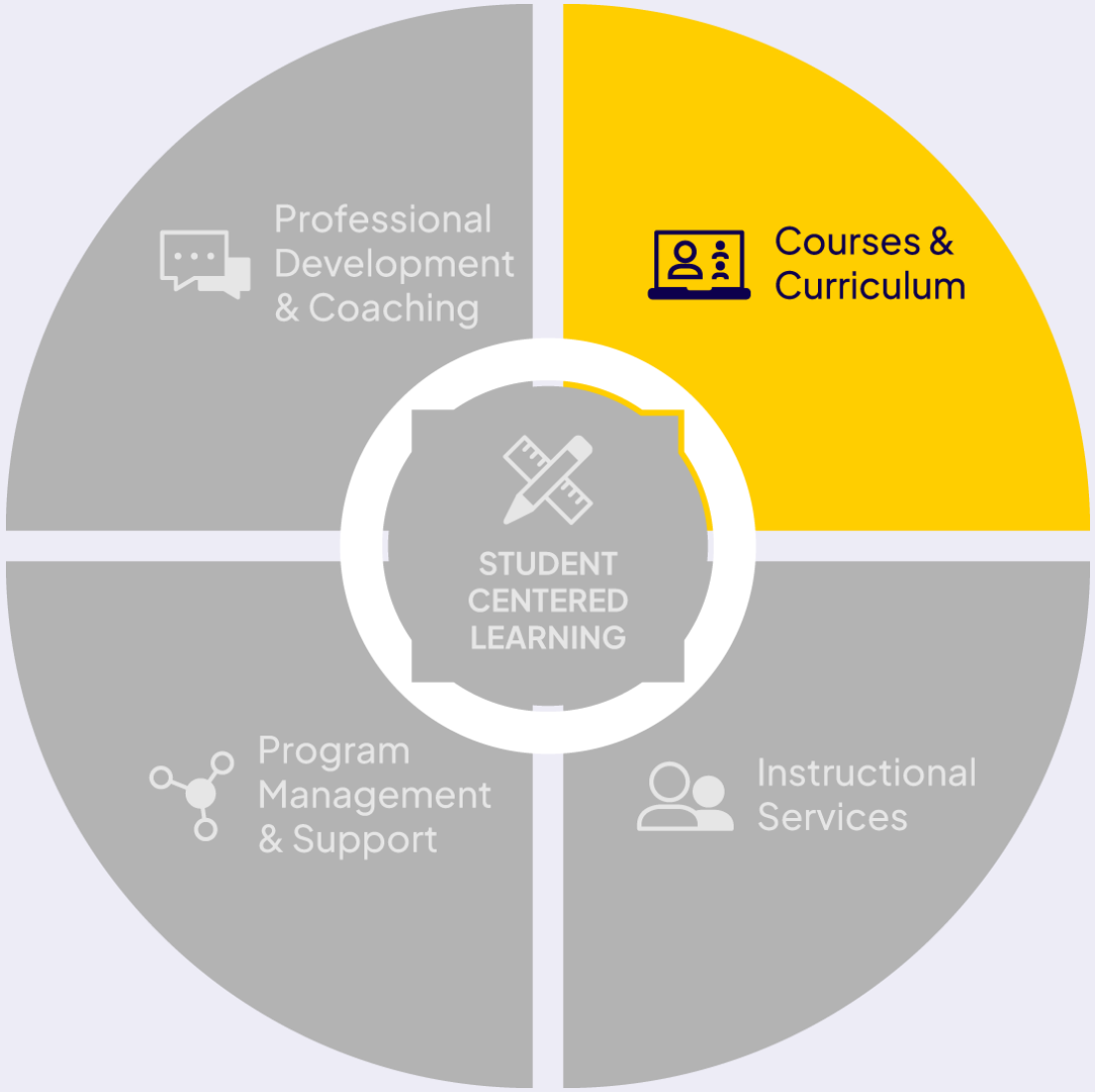


Pearson Virtual Schools Managing Director Lorin Thomas-Tavel with the District Partnerships Team at DLAC February 2025

Meet Pearson Connexus



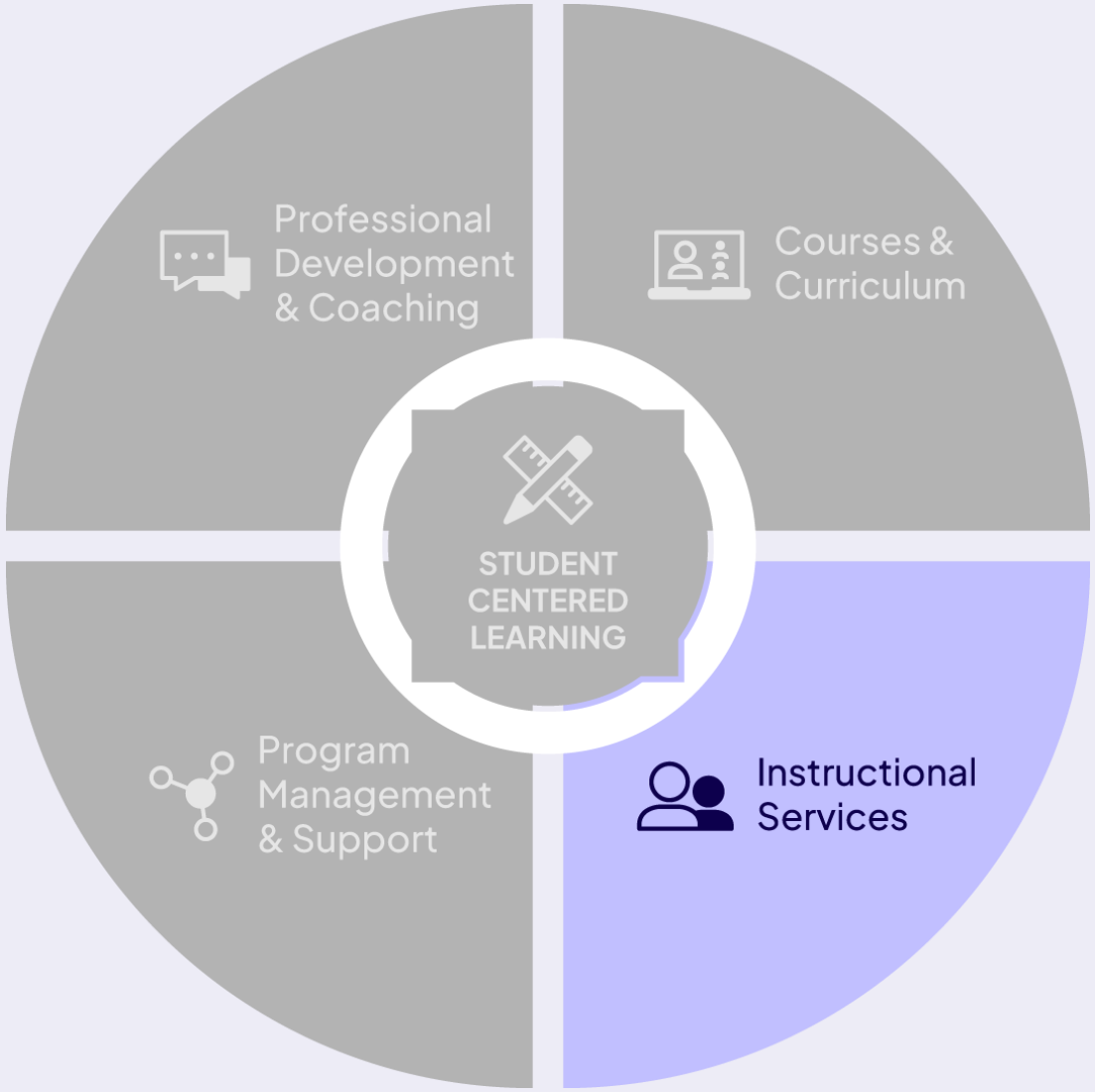
720



Online Courses and Curriculum

- Access to the widest range of courses for K-12 learners (more than 300) aligned to Nevada standards
- Academic Courses
- Gifted and Talented Courses
- Honors/AP Courses
- CTE/Electives
- World Languages
- NCAA Approved Courses
- Cognia Accredited
- Expand choices and opportunities
- Physical materials provided with some courses

721



Instructional Services

- Certified K-12 teachers deliver synchronous, real-time instruction in an online classroom – weekly for Core; elective schedules vary by course
- Additional 1:1 personalized instruction provided during office hours/by appointment
- Grading of all projects and assessments, and progress monitoring to ensure student success
- Partners can use a combination of their district teachers and Pearson teachers

722

The Efficacy of Pearson's Instructional Model

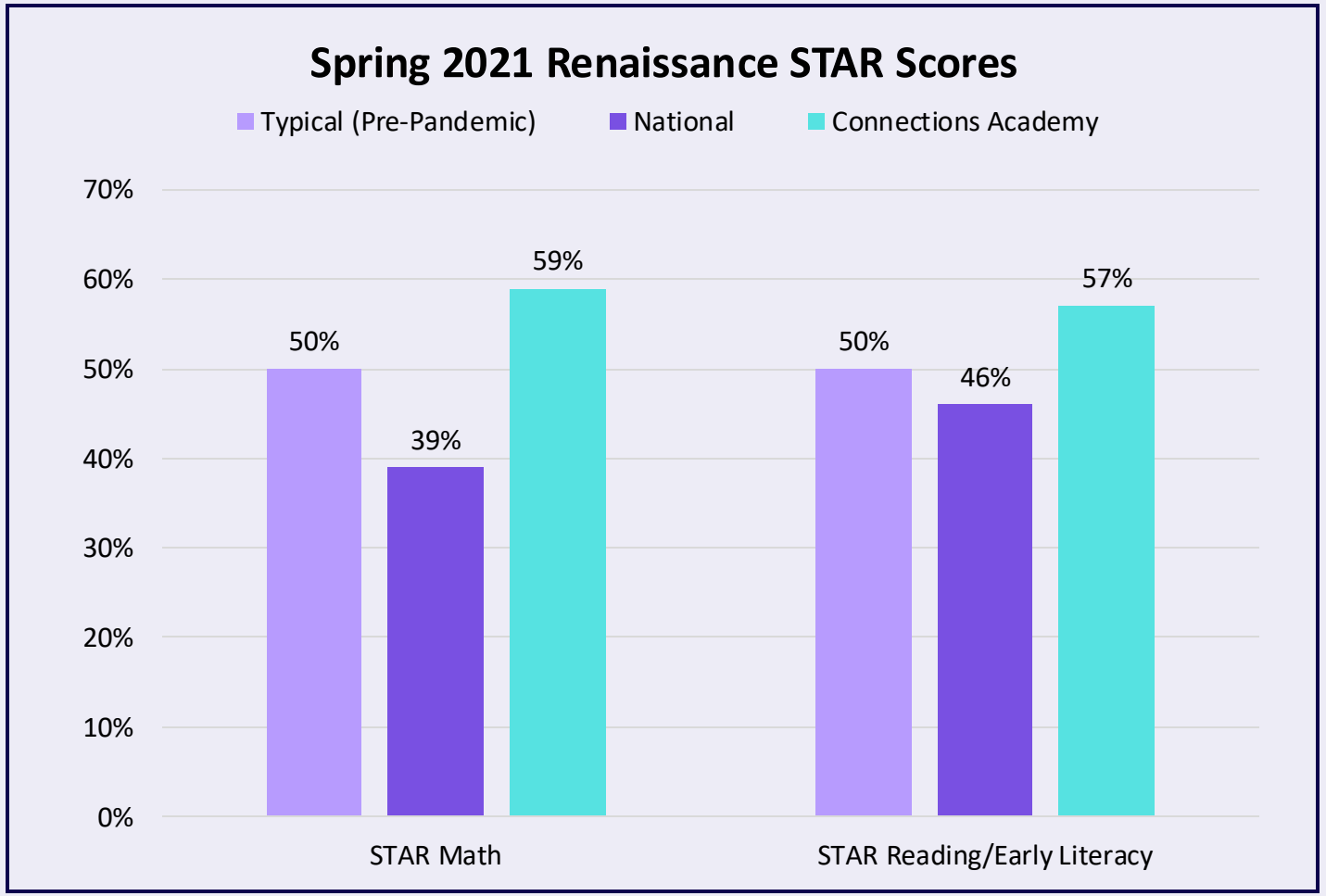
- "The worst student performance in decades." ~WSJ August 2022
- At Pearson, we have a different story.
- While news outlets continue to highlight learning loss, we are proud to share that students in Pearson-supported virtual schools advanced academically.



723

Renaissance/STAR Test

Pearson-supported virtual students outperformed expectations in spring of 2021, based on trends, as well as the actual national sample.

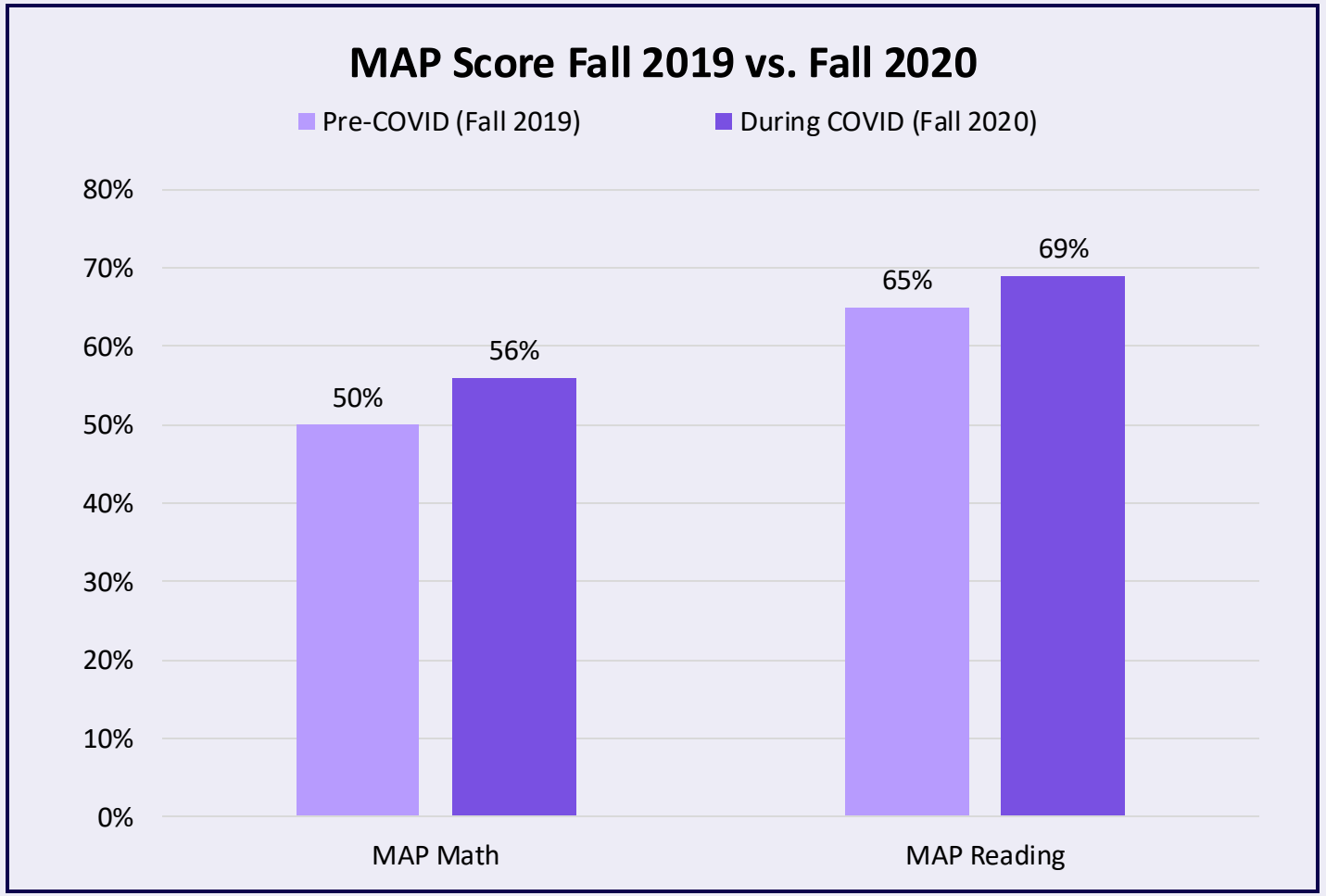


A sample of 23k Connections Academy students outperformed expectations and the national sample of students on STAR.

724

NWEA/MAP Test

Pearson-supported virtual students showed statistically significant learning growth from fall 2019 to fall 2020, while the national cohort did not.



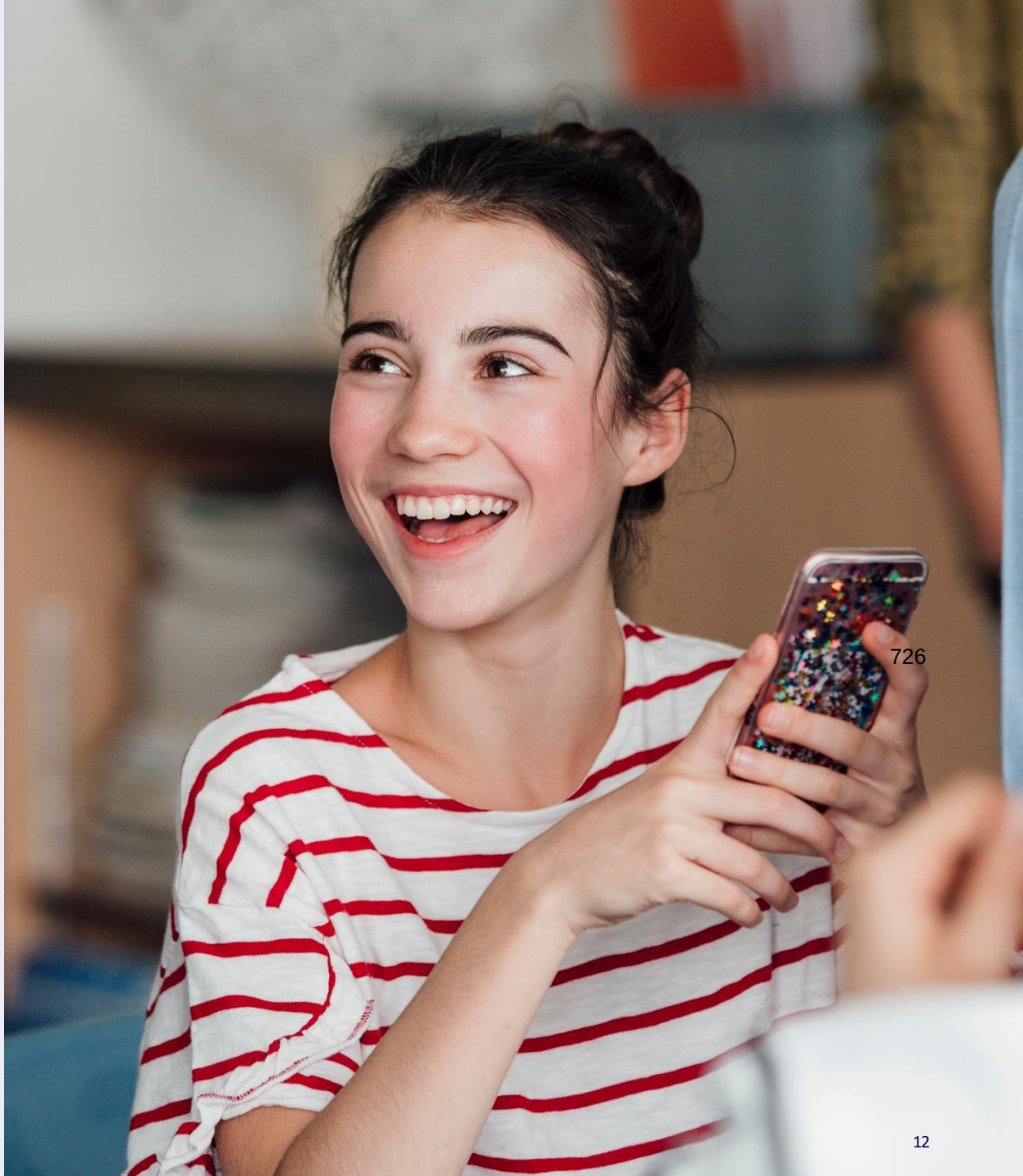
A sample of 9,638 Connections Academy students improved in MAP Math and Reading overall during COVID.

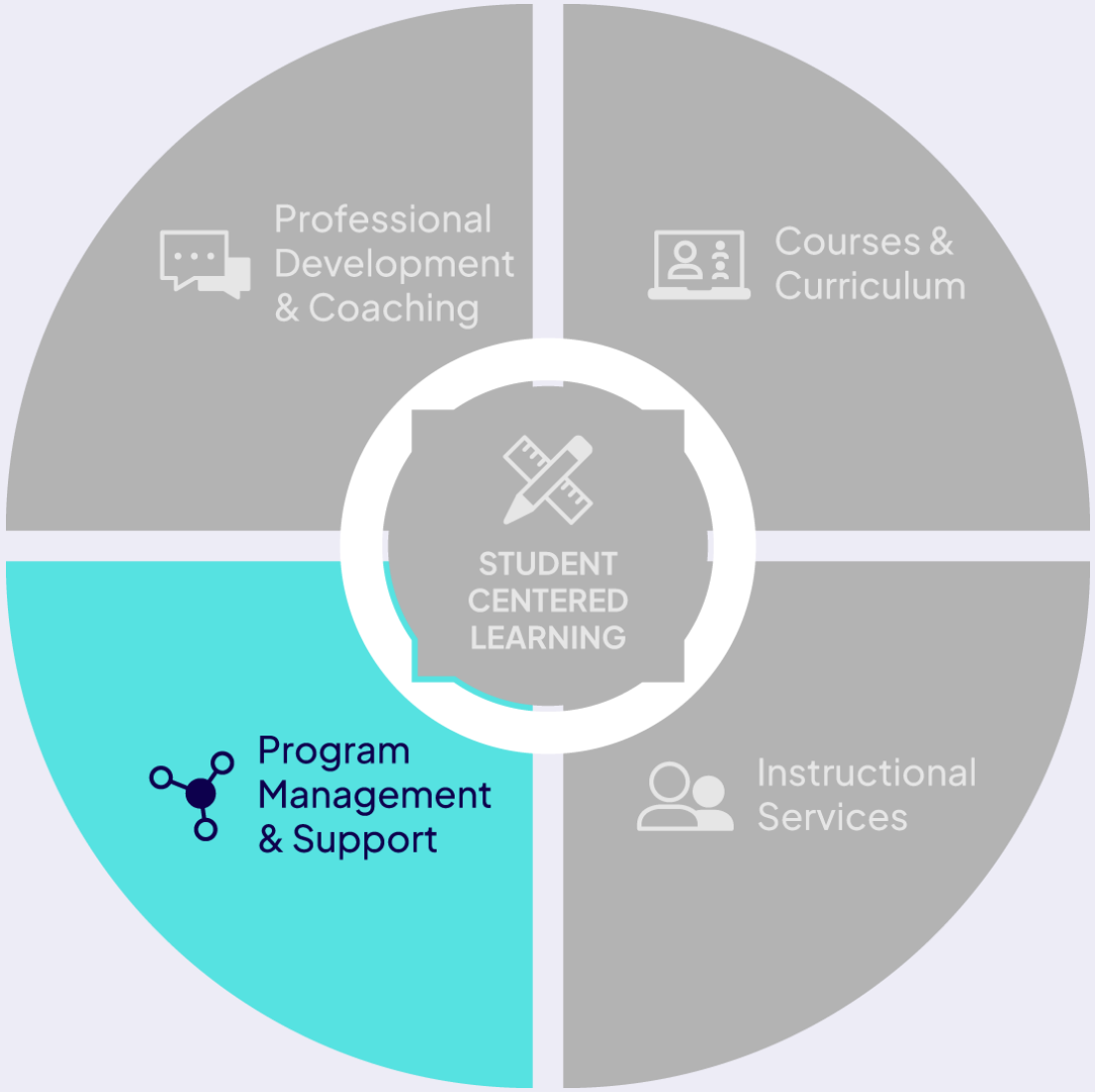
*Numbers reflect national percentile scores associated with each test

725

Pearson-Supported Virtual Students Out-Perform Other Virtual Students

- From SY2017-18 to SY2022-23, when comparing Connections Academy schools to schools (in the same state) supported by a matched virtual competitor, Connections Academy schools overall have higher proficiency rates on ELA and Math required state assessments.

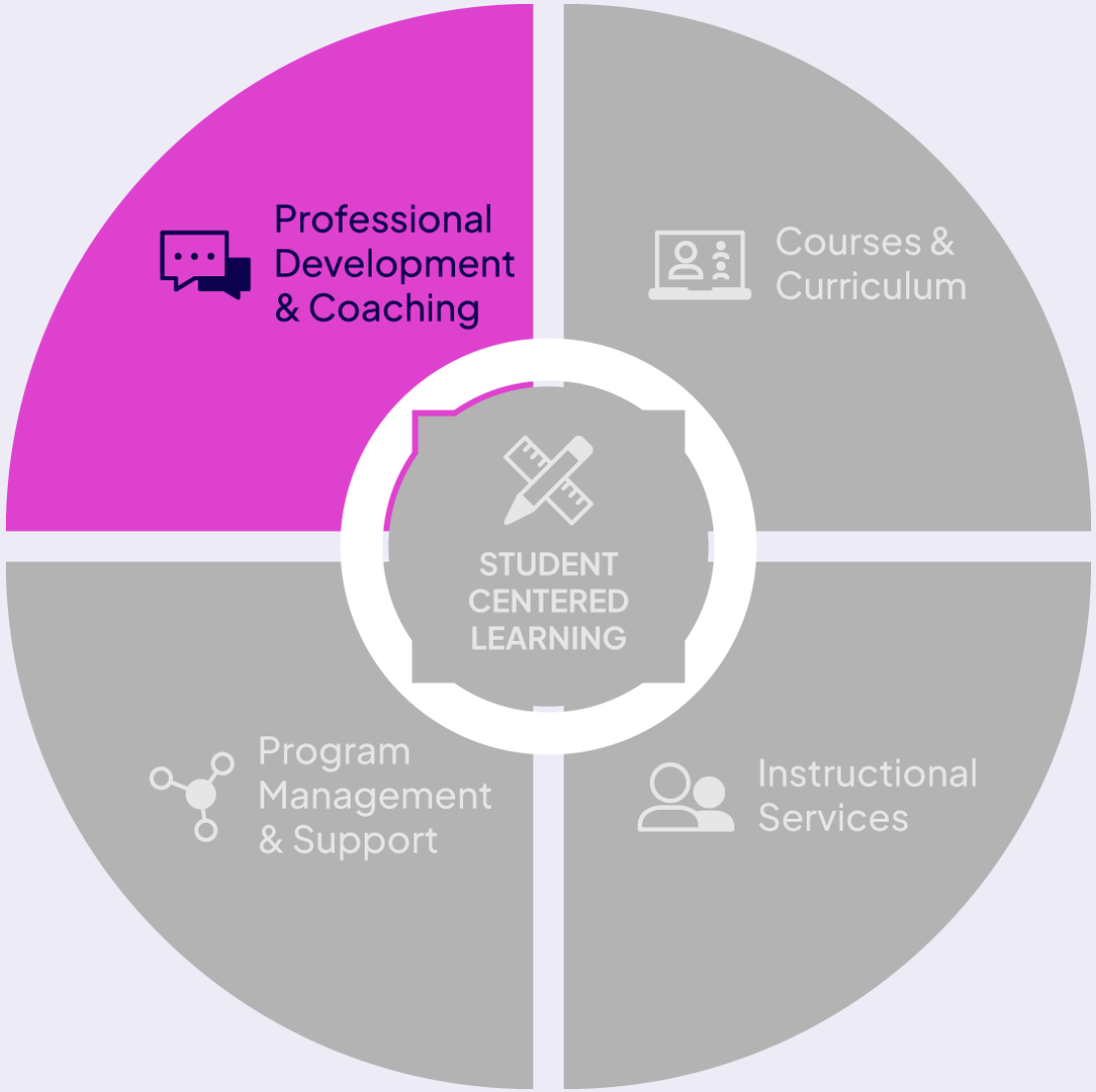




Program Management & Family Engagement

- Program Management/District Success Partner
  - Provides ongoing operational support to ensure student achievement
  - Ensures a smooth program start and champions fidelity of implementation
  - Offers consultative support related to effective online program implementation
  - Provides guidance in monitoring student data & identifying performance trends
- Implementation Specialist
  - Facilitates program launch
- Family Support
  - Virtual Information Session to share program details and answer questions

727



Training and Professional Development

- Resources to empower district Program Coordinators
  - Synchronous start-up training for administrators and teachers
  - 24/7 access to online resources via Help portal
  - True TEAM of support!

728

Administrator + Teacher Trainings

- Prior to the start of school
  - Synchronous Administrator Training
    - Getting Started
  - Synchronous Teacher Training
    - Getting Started
    - Course Customization
- Resources available throughout the school year
  - Additional Administrator Training
    - Reporting on Student Performance (synchronous – admin)
    - Monitoring Student Progress (synchronous - teacher)
    - Navigating the Semester Closeout (synchronous - teacher)
    - Teaching for Impact (asynchronous - teacher)
  - Program Management
  - Help Portal 24/7/365

729

Your virtual learning partner should check all the boxes:

- A comprehensive LMS serving K-12 students on one platform
- A robust K-12 catalog of state-aligned courses, including World Languages, Honors, AP, CTE, NCAA-approved courses, and more
- Live instruction from Certified teachers – plus office hours, 1:1 time, and advisory teacher support
- Real-time live support for your school from our Pearson team including a District Success Partner, an Implementation Specialist, and Sales Specialist
- Flexibility with reusable licenses as students move in and out of the program
- A district-specific synchronous Virtual Information Session to prepare families for the start of school
- NCAA-Approved courses when Pearson teachers are TOR; NCAA-eligible when partner teachers are TOR
- More than 20 years of experience in serving students online

730

Partnering with Pearson



Pearson Responsibilities

- K-12 Curriculum
- Intuitive online platform with access to real-time student performance data
- Instructional services delivered by Certified K-12 teachers
- Implementation Specialist + District Success Partner
- Live training at start of school; resources available throughout the school year
- Marketing/student recruitment guidance
- Family Engagement Info Session

District Responsibilities

- Overall accountability/program oversight
- Marketing/student recruitment (with Pearson guidance)
- Enrollment and academic placement
- School counseling and special education services
- State testing and associated assessments
- Socialization opportunities that may include athletics, clubs, field trips
- Grant diploma
- Submission of state reporting
- Provide a district liaison who serves as Program Coordinator in partnership with District Success Partner

731

Pearson

Always Learning.

Karla Fabian

210.683.1989

Karla.Fabian@pearson.com

Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: Stacey Griffin-Cooper, Deputy Superintendent

Re: Policy JG – Student Discipline

Recommendation: That the Board of School Trustees review and approve the proposed revisions to Policy JG: Student Discipline as a first reading.

Background Information:
Policy JG governs student discipline within the Lyon County School District, outlining procedures for suspensions, expulsions, and permanent expulsions, ensuring compliance with state and federal laws. In coordination with the Lyon County Sheriff's Office, specifically our school resource officers and Lyon County Juvenile Probation Office, staff is recommending changes to section VI subsection 7 to include the addition of "mind altering substances" such a Kratom to our list of prohibited substances. We are also adding a separate line for possession, sale, purchase or use of controlled substance paraphernalia, and adding mind altering substances such as Kratom to the prohibition of sale and purchase of controlled substances.

- Rationale: The proposed revisions aim to enhance clarity, update terminology, and ensure alignment with current legal standards and best practices regarding student discipline.
- Potential Impact of Students/Staff: These revisions will provide clearer guidelines for both students regarding disciplinary expectations and for staff in applying disciplinary measures consistently and appropriately.
- Potential Safety Impacts: By clarifying disciplinary procedures, the policy supports a more orderly and safe learning environment.
- Risk Mitigation: The updates help mitigate legal risks by ensuring the policy explicitly references and other mind-altering substances.
- Next steps to implement the Recommendation: Upon board approval, the revised Policy JG will be formally adopted and disseminated to all relevant school personnel and made accessible to students and parents/guardians.
- Ties back to the District Improvement Plan or Portrait: These revisions support the district's commitment to fostering a safe and equitable learning environment.

Budget Considerations: There is no direct budget implication associated with these policy revisions.

Discussed at Previous Meeting: 10/22/2024

Attachment(s):
Revised Policy JG - Student Discipline

LCSD STUDENT DISCIPLINE POLICY OVERVIEW

PRESENTER:
DR. STACEY L. COOPER; DEPUTY SUPERINTENDENT

JULY 22, 2025



BACKGROUND INFORMATION

AB 285 & AB 330 (2023): Prohibited the suspension or expulsion of students under the age of 11, with exceptions for misconduct listed in statute. (controlled substance, battery against staff, weapons/firearms, ongoing threat to school, habitual discipline)

NRS 392 (2023): Required the development of progressive discipline plans based upon “restorative justice” for students being suspended or expelled.

Restorative Justice: nonpunitive intervention and support provided by the school to a student to improve the behavior and remedy any harm caused by the student.

LCSD: WE ARE AHEAD OF THE GAME!

- Restorative Justice is NOT a new approach for Lyon County Schools!
- We acknowledge the importance of the whole-child; and are committed to improving student behavior and preventing the behavior from reoccurring.
- The Lyon County Sheriffs Office maintains a strong partnership with our schools, through a “zero-tolerance” expectation for our students.







WHY THIS POLICY MATTERS

- **Our Goal:** To ensure a safe and effective learning environment for *all* students.
- **Balancing Act:** We need to maintain order while also protecting every student's right to an education.
- **Fairness:** No student should be removed from school without a clear reason and a chance to explain their side.
- **Following the Rules:** Our policy follows all state and federal laws, especially those protecting students with disabilities

DEFINITIONS WITHIN POLICY JG: WHAT DO THEY MEAN?

- **Suspension:** General terminology referencing the exclusion of a student from school.
- **Short-term Suspension:** Temporary exclusion of a student from school, commonly up to ten (10) days.
- **Long –term Suspension:** Exclusion of a student from school, as determined by a Discipline Panel, beyond ten (10) school days, but no more than one semester.
- **Expulsion:** Exclusion of a student from school, as determined by a Discipline Panel for more than one semester, but not permanently.
- **Permanent Expulsion:** Exclusion of a student from school, as determined by the Discipline Panel, without the possibility of returning to the regular school campus.

OUR APPROACH TO DISCIPLINE

- **Clear Expectations:** We communicate expected behavior to all students and parents in writing.
- **Safe Environment:** School staff are responsible for keeping schools safe and secure.
- **Respect:** Students are expected to respect school staff and not disrupt learning.
- **Individual Situations:** We consider each student's unique circumstances when deciding on consequences.
- **Progressive Discipline:** We aim to use a step-by-step approach, starting with less severe consequences and escalating if needed.
- **Restorative Justice:** For certain situations, we use "restorative justice," which focuses on helping students improve their behavior and fix any harm caused, rather than just punishing them.

IMPORTANT CHANGES & SPECIAL CONSIDERATIONS

Age Matters: Generally, students must be at least 11 years old to be suspended or expelled, *unless* it's for specific serious behaviors.

Exceptions for Younger Students: There are seven specific serious behaviors where students under the age of 11 *can* be suspended or expelled.

- **Students with Disabilities:** We have special procedures to ensure students with disabilities are disciplined fairly and in line with federal laws (IDEA and Section 504). They are still entitled to an education even if suspended for more than 10 days.
- **Homeless & Foster Care Students:** Special considerations apply to these students to ensure their unique situations are factored into disciplinary decisions.

THE "SEVEN SERIOUS BEHAVIORS" (EXCEPTIONS FOR YOUNGER STUDENTS)

These are the types of misconduct where even younger students (under 11) may face suspension or expulsion (NRS 392):

- **Selling/Distributing Drugs:** Student sells or gives out controlled substances.
- **Battery Against Staff:** Student physically harms a school employee.
- **Intentional Battery Against Staff:** Student physically harms a school employee with the intent to cause injury.
- **Ongoing Danger:** Student poses a continuous threat to people or property or constantly disrupts learning.
- **Dangerous Weapon (Non-Firearm):** Student has a dangerous weapon that isn't a gun.
- **Firearm Possession:** Student has a gun.
- **Habitual Discipline Problem:** Student has a repeated history of serious behavioral issues, and efforts to create a behavior plan have not worked.



WHAT HAPPENS WHEN A STUDENT IS REMOVED?

- **Alternative Education:** If a student is suspended for a semester, they must:
  - Enroll in a private school or be homeschooled.
  - Enroll in an independent study or online learning program.
  - Enroll in an alternative education program provided by the school district (which must be in-person and in the least restrictive environment).
- **Immediate Removal:** In very serious cases (like possessing a firearm or posing an ongoing danger), a student can be removed immediately, with a hearing to follow as soon as possible.

SUPERINTENDENT'S ROLE & RESPONSIBILITY

- **Modification Power:** The Superintendent can, for good reason, change a suspension or expulsion decision.
- **Restorative Justice Focus:** The Superintendent or Discipline Panel *must* allow a modification if they believe a "restorative justice" plan can successfully help the student improve.



COMMON MISCONDUCT & CONSEQUENCES

- **Examples of Misconduct:** (List a few common examples from the policy, simplified)
  - Vandalism or theft
  - Disobeying staff
  - Fighting
  - Possession of drugs or alcohol
  - Bullying or cyberbullying
  - Cheating
  - Truancy (skipping school)
- **Consequences Vary:** Consequences can range from a verbal warning to in-school suspension, out-of-school suspension, or expulsion, depending on the severity and individual circumstances.
- **Legal Referrals:** If Lyon County, Nevada, or federal laws are broken, we will involve law enforcement.

APPEALS PROCESS

- **Right to Appeal:** Students and parents have the right to appeal disciplinary decisions. Appeals go through the Deputy Superintendent & must be filed within 5 days of the hearing.

- **Policy & Guidelines:** The process for appeals is outlined in our Administrative Guidelines for Suspension and Expulsion.



QUESTIONS & DISCUSSION



STUDENT DISCIPLINE

The Lyon County School District Board of Trustees ("Board of Trustees") recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student in this District and one that cannot be imposed without due process since exclusion deprives a child of the right to an education.

No student shall be deprived of the right to an education in the public schools of this District without notice of the charges against them, an explanation of the evidence and an opportunity for hearing, which will be informal or formal, depending upon the length of exclusion being imposed or proposed. Suspensions, expulsions, or permanent expulsions of students in this District will be imposed only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, as applicable.

For purposes of this policy, "short-term suspension" shall be the temporary exclusion of the student by the school principal from the school, all school programs, and school-sponsored activities for up to ten school days. A "long-term suspension" shall be the exclusion of the student from the school by a panel of three school administrators ("Discipline Panel") for any period of time beyond ten school days, but no more than one semester. An "expulsion" shall be the exclusion of the student from the school by the Discipline Panel for more than one semester, but not permanently. A "permanent expulsion" shall be the exclusion of the student from the school by the Discipline Panel, without the possibility of returning to any regular school campus. A suspension, expulsion, or permanent expulsion may be appealed in accordance with the procedures outlined in Administrative Guidelines for Suspension and Expulsion. See Board Policy JFCC for right of appeal to the Superintendent of a disciplinary decision imposed for violation of the prohibition on bullying, cyber-bullying, and discrimination based on race.

School administrators shall maintain safe and secure learning and working environments. School administrators and teachers will communicate in writing to all students and parents the expectations of appropriate school conduct. All student behavior will be guided based on these principles. School administrators, teachers, and other staff members will not subject themselves to abuse, annoyance or interruptions of their normal functions by violations of the stated standards. Staff members will hold students to strict account for their conduct on or in close proximity to school grounds, and at such other times and places as the law allows (e.g., at school-sponsored events). Disruption of the delivery of instruction will not be tolerated.

It shall be the policy of the Board of Trustees that the Superintendent shall cause to be formulated administrative regulations and procedures to provide a basic discipline procedure for all schools in the District.

Reference: NRS 392.461-4675

Policy #JG

Revised ~~10/22/24~~8/26/25

STUDENT DISCIPLINE – ADMINISTRATIVE REGULATIONS
SUSPENSION AND EXPULSION

I. General Statement

The law charges every teacher and school administrator with maintaining order and discipline among students and provides that students who do not comply with reasonable rules may be subject to disciplinary action.

These regulations establish the procedures for implementation of Policy JG in the school district.

Throughout these regulations, the term "school administrator" generally refers to the school principal or designee. The term "parent" generally refers to the student's parents or legal guardians.

These Administrative Regulations incorporate amendments to NRS Chapter 392 enacted by the 2019 Legislature under Assembly Bill 168, by the 2021 Legislature under Assembly Bill 67, and by the 2023 Legislature under Assembly Bills 285 and 330. These changes generally prohibit the suspension or expulsion of students under the age of 11, with exceptions for misconduct in the following seven categories of behavior:

A. Student who sells or distributes a controlled substance;
B. Student who commits a battery against a school employee;
C. Student who commits a battery against a school employee with intent to result in bodily injury;
D. Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;
E. Student in possession of a dangerous weapon other than a firearm;
F. Student in possession of a firearm; and
G. Student deemed a habitual discipline problem.

NRS 392 also requires the development of progressive discipline plans based on restorative justice in certain circumstances for students who are being suspended or expelled. "Restorative justice" means nonpunitive intervention and support provided by the school to a student to improve the behavior of the student and remedy any harm caused by the student.

II. Definitions

Suspension

"Suspend" or "suspension" means the disciplinary removal of a student from the school in which the student is currently enrolled for not more than one school semester.

Expulsion

"Expel" or "expulsion means the disciplinary removal of a student from the school in which the student is currently enrolled for more than one school semester with the possibility of:

1. Except as otherwise provided in subsection 2, returning to the school in which the student is currently reenrolled or another public school within the school district after the expulsion; and
2. Enrolling in a program or public school for alternative education for students who are expelled or permanently expelled during the period of expulsion.

Permanent Expulsion

"Permanently expelled" means the disciplinary removal of a student from the school in which the student is currently enrolled:

1. Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the student is currently enrolled or another public school within the school district; and
2. With the possibility of enrolling in a program or public school for alternative education for students who are expelled or permanently expelled after being permanently expelled.

III. Individual Circumstances

Actions taken to control and correct undesirable student behavior should take individual circumstances into account. Concern for the safety and educational welfare of all students is a priority.

IV. Students with Disabilities

Students with disabilities must be disciplined in accordance with applicable provisions of Part B of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, state law, and these regulations.

Students with disabilities receiving IEP services who are at least 11 years of age, or younger in the event that the student engages in misconduct in one of the seven categories where state law provides for the suspension, expulsion, and/or permanent expulsion of students with disabilities at any age, may be suspended from school for not more than ten (10) days for each occurrence of misconduct, expelled, or permanently expelled from school only after a designee of the Board of Trustees has reviewed the circumstances and determined that the action is in compliance with the IDEA. In Lyon County School District, the Executive Director of Special Services is the designee responsible for making this determination. Nevada law allows for the suspension of a student with a disability who is under the age of eleven (11) in the following areas of misconduct: 1) Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, 2) Student in possession of a dangerous weapon other than a firearm, or 3) Student in possession of a firearm.

Before any school administrator suspends a student with a disability for any portion of a day, up to a maximum of ten (10) days per occurrence of misconduct, or conducts a hearing regarding a proposed expulsion or permanent expulsion, the administrator must contact the

Executive Director of Special Services who will determine whether the procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before implementation of the short-term suspension, or before a hearing is conducted regarding a proposed expulsion or permanent expulsion.

In addition, pursuant to state and federal law, a student with a disability who has been suspended or expelled must be provided with a free appropriate public education in compliance with the IDEA for each school day the student is suspended or expelled after the student has been removed for ten (10) cumulative days.

V. Administrative Responsibility

School administrators are responsible for taking actions as necessary to protect students and school personnel from dangerous or socially detrimental actions of students.

VI. Prohibited Conduct and Consequences

Consequences for misconduct vary and will be imposed or recommended by school administrators (including, as applicable, the assistant principal or principal) at his or her discretion depending upon individual circumstances. Consequences may include a verbal reprimand, referral to the school counselor, in-school suspension or other in-school procedures, out-of-school suspension, or expulsion. When appropriate, progressive discipline will be imposed. When city, state or federal laws are alleged to have been violated, referral will also be made to the proper legal authorities. Any offense deemed serious by a school administrator may result in a long-term suspension or expulsion. Under certain circumstances, suspension or expulsion is mandatory under state law. See Section VII.

1. Damage to school property, vandalism, theft
2. Receiving or possessing stolen property, under circumstances that would cause a reasonable person to know the property was stolen from another
3. Presence in an unauthorized area; leaving school buildings or grounds during school hours without proper clearance
4. Engaging in threatening or intimidating behavior
5. Willful disobedience, insolence, or insubordination to administrators, teachers, or other school personnel, including but not limited to behavior which defies instructions of district personnel, and the use of impertinent language toward administrators, teachers, or other school personnel
6. Assault, battery, fighting, or inciting others to engage in fighting
7. Possession of or being under the influence of any controlled or mind altering substance, (e.g. Kratom), alcoholic beverage, or intoxicants unless verified by a valid prescription; sale of any controlled substance or its counterfeit; possession, sale, or use of drug paraphernalia
8. Possession, sale, purchase or use of controlled substance paraphernalia
9. Sale or purchase of any controlled or mind altering substance (e.g. Kratom or its counterfeit)
10. Possession of firearm or dangerous weapon as defined under NRS 392.466 see Section VII for mandatory suspension or expulsion under certain circumstances
11. Possession of knives or weapons that are not defined as dangerous under NRS 392.466, including but not limited to pocketknives
12. Bullying, cyberbullying, or discrimination based on race in violation of Board of Trustees Policy JFCC
13. Slander or libel, by spreading false information in writing or verbally about a person

and harming his/her reputation

14. Hazing in connection with any school or social activity relating to school
15. Disorderly conduct, including conduct that impairs the health, safety, or welfare of teachers, students, or other persons, or interferes with the maintenance of school discipline, including but not limited to reporting a false fire alarm or bomb threat, possession or use of incendiary device, and gambling
16. Use of firecrackers, snappers, or similar devices, including the discharging, distribution, possession, sale or use of the same
17. Use of profane or vulgar language, oral/written obscenity, or obscene gestures; indecent exposure, including an open indecent or obscene exposure of one's person or the person of another
18. Inappropriate dress and appearance that presents potential health or safety problems or causes school disruptions
19. Inappropriate public displays of affection; sexual activity or misconduct
20. Possession, use, sale, or distribution of tobacco products in violation of Board of Trustees Student Smoking Policy JFCG
21. Harassment of other students, administrators, teachers, or other school personnel, including harassment based on sex, gender identity, race, religion, national origin, disability as defined in Board of Trustees Policy AC
22. Truancy; excessive tardies
23. Engaging in conduct that warrants the reasonable belief that substantial disruption of school operations will likely result
24. Violating the district's internet and public network acceptable use policy as defined in Board of Trustees Policy EDB
25. Violating the district's policy concerning the use of cellular telephones and other electronic devices as defined in Board of Trustees Policy EDBB
26. Engaging in gang activity or association in violation of Board of Trustees Policy JFC
27. Violating school bus rules or other school traffic/transportation rules
28. Altering or attempting to alter school records such as attendance records, grade records, etc.
29. Forging or using forged passes, excuses, or other school documents
30. Cheating; dishonesty; plagiarizing
31. Actions for which state law mandates discipline as set forth in Section VII of these guidelines
32. Violating any other rules that the principal has established and has published in the school handbook
33. Violating any prohibition on student conduct established in any Board of Trustees policy
34. Engaging in any conduct that is prohibited by city, state or federal law

VII. Suspension, Expulsion or Permanent Expulsion

General Provisions

With the exception of the authority given to LCSD if a student engages in any of the seven

categories of misconduct described below, students must be at least 11 years old to be subjected to suspension, expulsion or permanent expulsion for violations of the LCSD code of conduct.

In extraordinary circumstances, a school official may request an exception from the Board of Trustees to expel or permanently expel a student under 11 years of age.

If a student is suspended for one school semester or expelled, the student must:

1. Enroll in a private school pursuant to Chapter 394 of NRS, or be homeschooled;

2. Enroll in a program of independent study provided pursuant NRS 389.155 for students who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the student qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program; or

3. Enroll in a program of alternative education provided by the school district. LCSD shall, alone or through a partnership with another school district, provide a program of alternative education in an in-person setting that allows each student enrolled in the program to receive educational services in the least restrictive environment.

A homeless student or a student in foster care may be suspended from school for not more than 5 days if, following a review of all available information, the principal determines that the conduct of the student poses an ongoing threat to the student or other persons at the school, and if a determination is made that homelessness or being in foster care was not a factor in the behavior that led to the consideration for suspension or expulsion. The person responsible for making a determination of whether or not homelessness or being in foster care was a factor in the behavior shall presume that homelessness or being in foster care was not a factor in the behavior unless the person determines otherwise A determination that homelessness was not a factor in the behavior must be made in consultation with the LCSD liaison for homeless students in accordance with the McKinney-Vento Homeless Assistance Act of 1987, or a contact person at a school, including, without limitation, a school counselor or school social worker. A determination that being in foster care was not a factor in the behavior must be made in consultation with an advocate for students in foster care at the school in which the student is enrolled or the school counselor of the student.

For any proposed suspension of 10 days or less, see Section IX, Procedures for Short-Term Suspensions.

For any proposed suspension of more than 10 days or an expulsion, see Section X, Procedures for Long-Term Suspensions or Expulsions.

Suspension, Expulsion or Permanent Expulsion in Seven Categories of Misconduct

Nevada law contains specific discipline authority and rules for seven categories of

misconduct:

A. Student who sells or distributes a controlled substance;
B. Student who commits a battery against a school employee;
C. Student who commits a battery against a school employee with intent to result in bodily injury;
D. Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;
E. Student in possession of a dangerous weapon other than a firearm;
F. Student in possession of a firearm; and
G. Student deemed a habitual discipline problem.

The specific discipline rules for these seven categories of misconduct are described below.

The Superintendent may, for good cause shown in a particular case, allow a modification to the suspension or expulsion provisions for these seven categories of misconduct, if such modification is set forth in writing. The Superintendent shall allow such a modification if the Superintendent determines that a progressive discipline plan based on restorative justice may be used successfully.

A. Student who Sells or Distributes Controlled Substances

State law authorizes the LCSD to impose the following discipline for a student who sells or distributes any controlled substance while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

Nevada law does not allow the suspension of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

The principal of the school may reduce the period of suspension or convert an expulsion to a suspension for a student who distributes a controlled substance while on the premises of a public school, at an activity sponsored by a public school or on a school bus if:

1. The student is less than 11 years of age;
2. The student has not engaged in such proscribed conduct before; and
3. After a thorough review of the facts and circumstances, the principal determines that the

student did not know that the substance being distributed was a controlled substance.

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

B. Student who Commits a Battery Against a School Employee

State law authorizes the LCSD to impose the following discipline for a student who commits a battery against an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 8 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 or 7 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

Nevada law does not allow the suspension, expulsion, or permanent expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

"Battery" means any willful and unlawful use of force or violence upon the person of another. (NRS 200.481.1(a))

C. Student who Commits a Battery Against a School Employee with Intent to Result in Bodily Injury

State law authorizes the LCSD to impose the following discipline for a student who commits a battery which is intended to result in the bodily injury of an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 8 or older **must** be suspended, expelled, or permanently expelled.
- Students ages 6 or 7 **must** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

"Bodily injury" means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.

Nevada law does not allow the suspension, expulsion, or permanent expulsion of a student

with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

The principal of a public school may, at his or her discretion, reduce or eliminate the period of suspension, convert an expulsion to a suspension or otherwise reduce, eliminate or alter a disciplinary action imposed upon a student who commits a battery which results in the bodily injury of an employee of the school.

D. Student who Poses a Continuing Danger to Persons or Property or an Ongoing Threat of Disrupting the Academic Process

State law authorizes the LCSD to impose the following discipline for a student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

E. Student in Possession of a Dangerous Weapon Other than a Firearm

State law authorizes the LCSD to impose the following discipline for a student found in possession of a dangerous weapon other than a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

"Dangerous weapon" includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a

butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.

F. Student in Possession of a Firearm

State law authorizes the LCSD to impose the following discipline for a student found in possession of a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **must** be suspended, expelled, or permanently expelled.
- Students ages 8 through 10 **must** be suspended or expelled, but not permanently expelled.
- Students ages 6 or 7 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

The student **must** be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

"Firearm" is defined in NRS 392.466 as including, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. § 921, as that section existed on July 1, 1995.

G. Student Deemed a Habitual Discipline Problem

A school administrator shall deem a student enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in one year the student has:

1. Threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times; or the student has a record of five significant suspensions from the school of three days or more for any reason; and

2. The school has made reasonable efforts to develop a plan of behavior, and the student has not made efforts to enter into or participate in such a plan of behavior.

If a student is suspended, a school official shall develop, in consultation with the student and the parent or legal guardian of the student, a plan of behavior for the student. The parent or legal guardian may choose for the student not to participate in the plan of behavior. If the parent or legal guardian chooses for the student not to participate, the school official shall inform the parent or legal guardian of the consequences of not participating in the plan of behavior.

State law authorizes the LCSD to impose the following discipline for a student deemed a habitual discipline problem:

- Students at any age **may** be suspended.
- Students at any age **may** be expelled under extraordinary circumstances as determined by the principal.
- Students **may not** be permanently expelled.

Nevada law does not allow the suspension or expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The school must make a reasonable effort to complete a progressive discipline plan based on restorative justice, based on the seriousness of the acts which were the basis for the discipline.

VIII. Conduct On and Off Campus

Violations of the rules listed in this regulation or the violation of any other regulation, policy, or law may result in the student being suspended or expelled when the misconduct occurs:

A. At any time on school grounds, at the student's assigned school or at any other school, or upon any properties controlled by the District, whether or not school is in session.

B. Off school grounds at a school activity, function, event, or on the way to and from school or a school activity, function, or event.

C. Off school grounds but within sufficient proximity to District property that the conduct may have a direct impact on a school campus, a school sponsored activity, function, or event, or upon the health, welfare, or safety of students or school employees.

D. Off school grounds by a student who is truant and whose conduct may impact a school campus, a school sponsored activity, function or event, or the health, welfare, or safety of students or school employees.

E. At any time on or off the school grounds when the conduct has a direct impact on the health, welfare, or safety of students or school employees. This includes conduct off the school grounds that materially and substantially disrupts school activities or causes school officials to reasonably believe that it will do so.

IX. Procedures for Short-Term Suspensions (up to 10 school days)

Students who have been subjected to a short-term (up to 10 school days) out-of-school suspension will be allowed to make up work assigned during that period. It is recognized, however, that no assignments adequately substitute for being present for classroom instructional activities and that many activities by their nature may be impossible to make up. The student is responsible for initiating the request for any available makeup work.

Students who have been subjected to a short-term out-of-school suspension may not attend, practice, or participate in any extra-curricular activities during the suspension. Students who have been subjected to a short-term out-of-school suspension will not be allowed on school

premises unless prearranged with a school official.

The following procedures will be used to suspend a student from school for up to 10 school days. Except for the seven categories of misconduct described in Section VII, students must be at least 11 years old to be subjected to a short-term suspension.

The term "school administrator" refers to a dean/assistant principal or principal.

A. The school administrator tells the student that he/she is meeting with the student to investigate allegations that the student has violated laws, and/or rules, policies, or regulations of the school district.

B. The school administrator tells the student the specific laws, rules, policies, and/or regulations that are alleged to have been violated and that if the evidence supports the allegations, there will be consequences up to and including short-term or long- term suspension from school, and expulsion. The school administrator asks the student if the student understands the allegations.

C. The school administrator explains to the student the evidence the school administrator has regarding the alleged violation(s).

D. The school administrator asks the student to explain his or her conduct and gives the student an opportunity to present the student's side of the story.

E. After hearing the student's explanation and evidence, the school administrator determines whether he/she needs more information and, if so, obtains it before making a decision. If no additional information is needed, the school administrator determines what, if any, violations exist and assigns appropriate consequences.

F. Before any school official suspends a student with a disability receiving IEP services for any portion of a day (up to a maximum of ten (10) days per occurrence of misconduct), the administrator must contact the Executive Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before implementation of the suspension.

G. If suspension is appropriate (for ten consecutive school days or less), the administrator notifies the student that the student will be suspended for (number of days) commencing (startingdate). A special education student receiving IEP services may be suspended for up to ten (10) days maximum per occurrence of misconduct.

H. On the same day that the suspension is issued, the school administrator notifies the student and, if the student is under 18 years of age, the student's parent or legal guardian via telephone call that the student has been suspended, including the terms (a description of the act committed by the student and the date on which the act was committed), effective date, and duration of the suspension. The terms of the suspension and the

current process to exercise the right to appeal the suspension shall be confirmed in writing through correspondence from the school administrator to the student and, if the student is under 18 years of age, the student's parent or legal guardian. Only suspensions of three (3) or more days may be appealed.

If the suspension is for 3-10 days, the correspondence must also include:

1. An explanation that if the student receives five significant suspensions of three or more days on his or her record during the current school year and has not entered into and participated in a plan of behavior, the student will be deemed a habitual disciplinary problem;
2. An explanation that a student who is deemed a habitual disciplinary problem may be suspended from school; or expelled from school under extraordinary circumstances as determined by the principal of the school;
3. If the student has a disability and is receiving IEP services, an explanation of the effect of NRS 392.466, including that if it is determined that the student's behavior is not a manifestation of the student's disability, he or she may be suspended or expelled from school in the same manner as a student without a disability;
4. A summary of the provisions in NRS 392.4655 concerning the development of a behavior plan.

I. The student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for up to 10 school days may appeal the decision of the school administrator by contacting the Deputy Superintendent in writing within five (5) days of the issuance of the suspension. Only suspensions of three (3) or more days may be appealed.

The request for an appeal may be filed based on one or more of the following grounds:

1. A procedural error that significantly impacted the outcome of the investigation. The request for an appeal must include a statement of the alleged procedural error.
2. New evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction. The request for an appeal must include a summary of new evidence, why it was unavailable at the time of the investigation and its potential impact.

The Deputy Superintendent will schedule a hearing on an appeal of a suspension within five (5) days of receipt of the written request for an appeal. The appeal of a suspension for up to 10 school days will be conducted in an in-person or virtual hearing chaired by a Lyon County School District school administrator who did not issue the original suspension. The student or, if the student is under 18 years of age, the parent or legal guardian and a Lyon County School District school counselor shall be invited to the appeal hearing. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the student's meeting with the school administrator who issued the suspension. The school

administrator chairing the appeal hearing, in consultation with the school counselor, shall then determine whether the disciplinary action taken by the school administrator who issued the suspension will be upheld or overturned. The Deputy Superintendent will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the appeal decision within two school days of the appeal hearing. The appeal decision is final.

X. Procedures for Long-Term Suspensions (more than 10 school days, up to one semester), Expulsions (more than one semester), and Permanent Expulsions

Students who have been subjected to a **long-term suspension, expulsion, or permanent expulsion** may not attend, practice, or participate in any extra-curricular activities during the suspension. Students who have been subjected to a long-term suspension, expulsion, or permanent expulsion will not be allowed on school premises unless prearranged with a school official.

The following procedures will be implemented for **long-term suspensions for more than 10** consecutive school days (up to one semester), **expulsions** (more than one semester), and **permanent expulsions** (no possibility of returning to a regular campus. The term "expulsion" generally refers to either an "expulsion" or a "permanent expulsion." Except for the seven categories of misconduct described in Section VII, students must be at least 11 years old to be subjected to a long-term suspension or expulsion.

The timelines are general guidelines, subject to modification under individual circumstances.

A. If the school administrator determines that a **long-term suspension** or **expulsion** is an appropriate consequence for a violation of laws, rules, policies, and/or regulations, the school administrator must notify the Superintendent within two days, or as soon as practicable, of imposing a short-term suspension.

B. Students with disabilities receiving IEP services may not be suspended for more than ten (10) days per occurrence of misconduct. Students with disabilities receiving IEP services may be expelled or permanently expelled. Before any hearing is scheduled to propose the expulsion or permanent expulsion of a student with a disability, the administrator must contact the Executive Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before scheduling any hearing.

C. The Superintendent or his or her designee will designate a panel of three impartial school district administrators (the "Discipline Panel") to conduct a hearing on the proposed long-term suspension expulsion.

D. The hearing will generally be scheduled no later than the conclusion of the short-term suspension, unless individual circumstances require an extended timeline.

E. Three calendar days in advance of the scheduled hearing, the school administrator will

send or hand-deliver to the student (if 18 years of age or older) and his or her parents or guardians a written notice that includes the following:

1. A statement of the laws, rules, policies, and/or regulations allegedly violated by the student and the disciplinary action proposed by the school administrator;

2. Notification that the school district will convene a hearing before imposing any additional suspension(beyond any short-term suspension already imposed) or expulsion;

3. Notification of the date, time, and location for the scheduled hearing;

4. Notification of the student's right to be represented at the hearing by an advocate of his or her choosing, including legal counsel;

5. Notification of the student's right to present evidence and witnesses in his or her own behalf and to cross-examine witnesses against the student who are available and present at the hearing;

6. Notification of witnesses the school intends to present;

7. Notification of written evidence the school intends to present and copies of any such evidence;

8. Notification of the current process to exercise the right to appeal the long-term suspension or expulsion; and

9. A copy of this administrative regulation.

F. The Discipline Panel will not be required to observe the strict rules of evidence observed by the courts, and shall be allowed to take such evidence, including oral and written evidence and impeaching evidence, as the Discipline Panel deems appropriate.

G. Neither the school administrator nor the student or his or her parent shall discuss the merits of the case with any member of the Discipline Panel prior or subsequent to the hearing.

H. The District will record the hearing, and the District's recording is the official recording of the proceeding. The student, or if the student is under 18 years of age, the parent or legal guardian may obtain a copy upon request.

I. All hearings shall be closed to the public. (NRS 392.467)

J. At the conclusion of the hearing, the Discipline Panel shall issue a written decision stating its findings with respect to the alleged violation(s) of laws, rules, policies, and/or regulations and the disciplinary consequences, if any, to be imposed. Generally,

when feasible, the written decision will be provided to the student and, if the student is under 18 years of age, the parent or legal guardian prior to the conclusion of any short-term suspension that has been imposed.

K. The decision of the hearing committee may be appealed by the student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for more than 10 school days or expelled. The request for an appeal may be filed based on one or more of the following grounds:

1. A procedural error that significantly impacted the outcome of the investigation. The request for an appeal must include a statement of the alleged procedural error.
2. New evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction. The request for an appeal must include a summary of new evidence, why it was unavailable at the time of the investigation and its potential impact.

The student or, if the student is under 18 years of age, the parent or legal guardian may appeal the decision of the hearing committee by contacting the Deputy Superintendent in writing within five (5) days of the issuance of the decision of the hearing committee. The Deputy Superintendent will schedule a hearing on the appeal of a long-term suspension or expulsion within five (5) days of receipt of the written request for an appeal.

The Deputy Superintendent will immediately contact the Superintendent. The appeal of a long-term suspension or an expulsion will be conducted by the Superintendent or designee in an in-person or virtual hearing within five (5) days of receipt of the request for an appeal. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the impartial hearing proceedings. Following the hearing, the Superintendent or designee will review the recording of the hearing and the final decision of the Discipline Panel. The Superintendent or designee will review adherence to the requirements for procedural safeguards listed above. The Superintendent or designee will review the evidentiary basis for the decision of the Discipline Panel. After reviewing the evidentiary basis for the decision and the extent to which the hearing procedures were adhered to, the Superintendent or designee shall then determine whether the disciplinary decision of the Discipline Panel will be upheld or overturned. The Superintendent or designee will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the decision of the Superintendent or designee within two school days of the appeal hearing. The decision of the Superintendent or designee is final.

XI. Students Under Suspension or Expulsion From Other Schools

Except as otherwise provided in NRS 392.4675, Lyon County School District Schools will

not accept students who are under suspension or expulsion from other schools until such suspension or expulsion has been completed.

XII. Exception to Policy JG

An exception to this policy will be made with respect to student-athletes who test positive for alcohol, tobacco, or controlled or mind altering substances pursuant to LCSD Policy JFCJ (Random Drug Testing of Student Athletes). Students testing positive as a result of Policy JFCJ will be regulated in accordance with that policy.

XIII. Temporary Alternative Placement

If a student's behavior severely and consistently interferes with teaching and learning, he/she may be removed from class (or other school premise) temporarily in accordance with NRS 392.4645.

The student who interferes with the teacher teaching or the students learning may be removed from class temporarily. While out of class, the student must be supervised and working on schoolwork (in another classroom or in the office). The principal (or designee) will meet with the student and notify parents within 24 hours of the student's removal from class. Within three days, there will be a conference including the administrator, student, parents, teacher, counselor and Case Manager (if applicable). After the conference, the principal will decide whether the student should return to class. If the recommendation is that the student returns to class, and the referring teacher disagrees with that decision, the principal will call a meeting of the Progressive Discipline Committee (consisting of two elected teachers and an elected staff member; if the referring teacher or staff member is a member of the committee, the elected alternates should take their place at the review meeting) and inform the parents that the committee will be meeting to discuss the student's placement. The Committee will review the circumstances for the student's removal and assess the best placement. The committee shall direct that the student be: (1) returned to the classroom (or other premise) from which he/she was removed; (2) assigned to another classroom (or other premise); (3) assigned to an alternative educational program; or (4) referred to an Administrative Panel for possible suspension or expulsion. The committee may take other appropriate disciplinary action against the student should it deem necessary.

XIV. Transportation (NRS 392.4636)

The Board recognizes that parents of pupils who are transported to school by District buses are responsible for the supervision of such pupils until such time as the pupil boards the bus in the morning and after the pupil leaves the bus at the end of the school day. The responsibility of the School District commences when the pupil boards the bus and ends when the pupil is delivered to the regular bus stop at the close of the school day. The Board shall require pupils to conduct themselves in the bus in a manner consistent with established standards for classroom behavior. In cases when a pupil does not conduct themselves properly on a bus, the Transportation Supervisor or designee shall so inform the building principal, who will inform the parents immediately of the misconduct and request their cooperation in changing the pupil's behavior.

Pupils who become a serious disciplinary problem on the school bus may have their riding privileges suspended. In such cases, the parents of the pupils involved become responsible for seeing that their children get to and from school safely, except as provided in IDEA for a student with a disability whose IEP includes transportation as a related service.

Specific Authority to Suspend, Expel or Permanently Expel (NRS 392.466)
AUGUST 2024

	AGE	SUSPENSION	EXPULSION	PERMANENT EXPULSION	CONDITIONS FOR IMPLEMENTATION
SALE OR DISTRIBUTION OF CONTROLLED SUBSTANCE	11+	Yes	Yes	Yes	Pupil **may** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil **may** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil **may** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Suspension must be reviewed and approved by Superintendent or designee.
BATTERY AGAINST EMPLOYEE	8+	Yes	Yes	Yes	
	6-7	Yes	No	No	
	5 or less	Yes	No	No	Suspension must be reviewed and approved by Superintendent or designee.
BATTERY AGAINST EMPLOYEE **WITH INTENT TO RESULT IN BODILY INJURY** *New category	8+	Yes	Yes	Yes	Pupil **must** be suspended, expelled, or permanently expelled.
	6-7	Yes	No	No	Pupil **must** be suspended.
	5 or	Yes	No	No	Pupil **may** be suspended.

	less				Suspension must be reviewed and approved by Superintendent or designee.
PUPIL WHO POSES A CONTINUING DANGER TO PERSONS OR PROPERTY OR AN ONGOING THREAT OF DISRUPTING THE ACADEMIC PROCESS *New category	11+	Yes	Yes	Yes	Pupil **may** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil **may** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil **may** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended **only after** the suspension is reviewed and approved by Superintendent or designee.
POSSESSION OF DANGEROUS WEAPON OTHER THAN FIREARM	11+	Yes	Yes	Yes	Pupil **may** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil **may** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil **may** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended **only after** the suspension is reviewed and approved by Superintendent or designee.
POSSESSION OF FIREARM	11+	Yes	Yes	Yes	Pupil **must** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil **must** be suspended, expelled, or permanently expelled. (lengths of removals no longer in statute)
	8-10	Yes	Yes	No	Pupil **must** be removed from the public school immediately upon being given an explanation of

					the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil **must** be suspended or expelled.
	6-7	Yes	No	No	Pupil **must** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil **may** be suspended.
	5 or less	Yes	No	No	Pupil **must** be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil **may** be suspended. Pupil may be suspended **only after** the suspension is reviewed and approved by Superintendent or designee.
HABITUAL DISCIPLINE PROBLEM	No Age Limit	Yes	Yes Under extraordinary circumstances as determined by the principal	No	School must make a reasonable effort to complete a progressive discipline plan based on restorative justice, based on the seriousness of the acts which were the basis for the discipline.

ADDITIONAL PROVISIONS THAT APPLY TO ALL SUSPENSIONS, EXPULSIONS, AND PERMANENT EXPULSIONS
Nevada law allows for the suspension of a student with a disability who is under the age of eleven (11) in the following areas of misconduct: 1) Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, 2) Student in possession of a dangerous weapon other than a firearm, or 3) Student in possession of a firearm. Suspensions are limited to no more than 10 days per occurrence of misconduct.
A pupil with a disability who has been suspended or expelled must be provided a free appropriate public education in compliance with IDEA for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days. (This has been federal law for many years.)
The Superintendent of a school district may, for good cause shown in a particular case, allow a modification to a suspension or expulsion if such modification is set forth in writing. The Superintendent of a school district must allow such a modification if he or she determines that a progressive discipline plan based on restorative justice may be used successfully.
If a pupil is expelled or the period of the pupil's suspension is for one school semester, the pupil must (a) enroll in a private school pursuant to chapter 394 of NRS or be homeschooled; (b) enroll in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 or 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program; or (c) enroll in a program of alternative education provided by the school district in which the pupil resides. Each school district shall, alone or through a partnership with another school district, provide a program of alternative education pursuant to this paragraph in an in-person setting that allows each pupil enrolled in the program to receive educational services in the least restrictive environment.

Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: Dr. Stacey L. Cooper

Re: Updates Policy KL: Processing Complaint

Recommendation:
That the Board of School Trustees review and approve the proposed revisions to Policy KL: Processing Complaints as a first reading.

Background Information:
The Lyon County School District (LCSD) is updating its public complaint policy (Policy #KL), with the latest revision dated December 18, 2018. The original policy acknowledges the right of parents/guardians and other citizens to provide feedback and aims to improve educational programs while protecting the rights of district employees and students. Proposed changes clarify that the Board of Trustees welcome "constructive feedback" and encourage "parent/guardian and citizen advocacy." Any concerns against employees or students made directly to the Board or individual members will be referred to the Superintendent and further referred to the appropriate administrator or manager/supervisor for resolution. The policy specifies that employee and student disciplinary proceedings are confidential matters and not topics for public discussion.

Policy Overview:
A significant addition to the policy is the introduction of criteria for "vexatious" and "repeated" complaints. District officials will only investigate complaints against employees or students that are based on factual information, not rumor, hearsay, opinion, or perception. The policy also ensures that no employee or student will suffer adverse consequences for asserting that a complaint is vexatious or repeated, and complainants will be informed in writing if their complaint is dismissed, along with the reasons for dismissal.
The administrative regulations for processing public complaints emphasize resolving concerns at the lowest levels first, and the adherence to a succinct timeline that honors collective bargaining agreements. If the complaint remains unresolved at the school level or is above site-level responsibility, it may be referred to the Deputy Superintendent. The Deputy Superintendent will respond in writing within 10 working days. Appeals of investigation conclusions can be made in writing within 10 working days of receiving the report.

Budget Considerations:
There is no direct budget implication associated with these policy revisions.

Discussed at Previous Meeting:
December 18, 2018

Attachment(s):
Policy KL - Processing Complaints

~~POLICY FOR~~ PROCESSING PUBLIC COMPLAINTS

1. The Board recognizes that parents/guardians have the right and the responsibility to represent their children, and that other citizens may have an interest in commenting on public education. Therefore, it is the obligation of the employees of the District to respond to the questions and concerns of the parents/guardians or the public.

2. The Board of School Trustees welcomes constructive ~~criticism of~~ feedback about the Lyon County School District intended to improve the quality of the educational programs and related services by encouraging parent/guardian and citizen ~~participation~~ advocacy, while protecting the rights of ~~the~~ District employees and students.

3. The Board as a governmental employer directs that District action relating to concerns against employees of the District fully comply with the procedures of NRS Chapter 391, the Negotiated Agreements, and the policies and regulations of the District which ensure due process ~~of law~~.

4. In order to avoid potentially litigious situations, both District employees and concerned citizens should exercise discretion in discussing matters that may prove to be potentially libelous or slanderous in nature. A false statement of misconduct may be legally actionable if the maker of the statement knew it was false or if the maker recklessly makes the statement ~~without adequate investigation to determine the truth or falsity of the allegation~~.

5. Any concern that deals with employees or students made directly to the Board of School Trustees or any individual member of the Board shall be referred to the Superintendent. Any matter brought to the attention of the Superintendent or other District official shall be referred to the ~~A~~administrator or manager/supervisor with responsibility for the matter and who shall address the concern.

6. This policy is not intended to constitute a complaint procedure for employees or their associations nor is it intended, for allegations of ~~bullying, harassment, intimidation or discrimination~~ prohibited conduct/behavior(s) of students/staff or other areas which are covered by specific ~~D~~district ~~P~~policies which provide for a separate complaint and investigation procedure (see policy~~y~~ies JFCC, GBBC, and GL respectively or contact a District official for assistance).

7. Employee and student discipline proceedings are ~~a personnel~~ confidential matters and are not a topic for public discussion. Disciplinary action, if any, is also a confidential matter ~~between the employee and the supervising Administrator~~ and will not be made public. In a like manner, concerns expressed by the community should be kept in confidence and the names of students,

employees, parents/guardians, and the circumstances of the concern shall not be discussed with individuals not directly involved in the concern.

8. Any student disciplinary action ~~to be taken~~ as ~~a~~ the result of ~~the~~ a substantiated complaint ~~process shall follow appropriate due process and confidentiality guidelines in protecting student rights~~ will be addressed in accordance with LCSD Board Policy JG.

9. Informal complaints by parents/guardians about employees (i.e. teachers) covered by the Lyon County Education Association Collective Bargaining Agreement (LCEA CBA) and their student requires that the parent/guardian meet with the employee and administrator within 3 working days of the complaint to cooperatively resolve the problem.

10. District officials will thoroughly investigate all valid complaints of prohibited conduct/behavior that are founded in actual, common, or constructive knowledge that would lead a reasonable person to believe that the prohibited conduct/behavior occurred. In other words, complaints against employees or students will only be investigated if they are based on factual information and not merely rumor, hearsay, opinion, perception, etc. Therefore, vexatious and/or repeated complaints will not be investigated by District officials when they are dismissed using this standard.

A. A complaint shall be deemed vexatious if it is determined to have been made maliciously, frivolously, or without reasonable grounds; or if it is intended to harass, annoy, or otherwise subject the individual to unnecessary investigation or discipline.
B. A complaint shall be deemed repeated if it contains substantially the same allegations or facts as a prior complaint that has already been investigated and resolved or dismissed.
C. An employee or student about whom a complaint has been filed may submit evidence within 2 days of receiving the complaint asserting that the complaint is vexatious and/or repeated.
D. Any complaint against an employee or student that is deemed by District officials to be vexatious and/or repeated will not be investigated.
E. No employee or student shall suffer adverse consequences for asserting that a complaint is vexatious and/or repeated, or for requesting that it be dismissed.
F. If a complaint is dismissed as vexatious or repeated, no record of the complaint will be maintained in the employee's personnel file or the students education record. Further, the dismissed complaint may not be used or based in any future disciplinary proceedings.

11. If a complaint is dismissed, District officials will inform the complainant in writing regarding the dismissal of their complaint and the reasons that warrant the dismissal.

Policy #KL
Revised ~~12/18/18~~ 8/26/25

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~~**LYON COUNTY SCHOOL DISTRICT**~~
~~**PUBLIC COMPLAINT**~~
~~**PROCEDURE**~~

PROCESSING PUBLIC COMPLAINTS - ADMINISTRATIVE REGULATIONS

The following regulations and procedures are established to ensure that parent/guardian and individual citizen~~'s~~ formal complaints will be given serious attention by Lyon County School District administration. The rights of the complainant as well as students and school personnel are to be protected. Although confidentiality will be honored so far as laws and policy require, it cannot be guaranteed. Reprisal or retaliation, in any form, by any involved party shall not be tolerated.

1. ~~It is vital e~~Every effort will be made to first resolve concerns at the lowest levels. Therefore, the complainant should make a reasonable effort to resolve the problem with those directly involved before filing a formal complaint. If the complaint remains unresolved, the complainant shall be provided a copy of this policy and advised of the next step in the procedure.

2. If the complaint initially is made, by phone or in person, to the school site administrator, ~~he/she~~ they shall:

> ~~1~~A) send/give a complaint form to the complainant to be filled out in writing and returned to the administrator within 10 days;
> ~~2~~B) inform those involved and/or named in the complaint by providing them a copy of the complaint.

~~If at all possible, t~~The administrator shall attempt to arrange a meeting within 10 ~~school~~ working days with the complainant and school personnel who may contribute to the resolution of the complaint. (***NOTE:*** within 3 working days if the complaint is informal and the school personnel is covered by the LCEA CBA).

If the complaint concerns ~~itself with purported activity of~~ a student who is not a child of the complainant, the administrator shall follow student due process and confidentiality guidelines in addressing the complaint with the student and ~~his/her~~ their parent/guardian.

3. If, upon receipt of a formal written complaint, the administrator determines the complaint focuses on an issue, directive or policy above site level responsibility, ~~he/she~~ they shall refer the complaint to the appropriate District level administrator for review/action.

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4. If the complaint has been ~~dealt with~~ addressed at the school site and the complainant ~~disagrees~~ is not satisfied with the actions taken and/or proposed resolutions, the complaint may be referred to the Deputy Superintendent. The Deputy Superintendent may handle the complaint personally or refer it to other appropriate District level administration. The formal written complaint shall be reviewed ~~responded to in writing~~ within ~~ten~~ 10 working days. If necessary, the Deputy Superintendent will meet with the administrator, complainant, and other applicable individuals in an attempt to resolve the matter within 10 more working days. The Deputy Superintendent's decision will be provided in writing within 10 working days following the review or meeting.

5. If the complainant ~~continues to disagree~~ remains dissatisfied after having gone through the aforementioned process, ~~he/she~~ they may request the Superintendent review the complaint and resolution documentation. The Superintendent shall respond in writing to the written complaint within ~~ten~~ 10 working days from receiving the request to review the complaint.

6. If the complainant believes the complaint is not satisfactorily resolved by the Superintendent, ~~he/she~~ they may register the complaint, in writing, with the Board of Trustees setting forth the facts upon which it has been based, how the matter has been handled to this point and the relief sought by the complainant. The Board, at a regular or special meeting (in a closed session if required by NRS 241 et al), shall then review and address the complaint. Those who were a part of the complaint process must be duly notified as to this meeting and shall be afforded the opportunity to present testimony and evidence. The decision of the Board, which is final, shall be communicated to all involved parties in writing.

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Appendix A

LYON COUNTY SCHOOL DISTRICT
PUBLIC COMPLAINT FORM

Name of complainant:_____

Mailing address:_____

Phone number:_____ Email address: _____

Date of complaint:_____

Please list/indicate what steps you have taken to resolve the concern. If you have not attempted to resolve this issue with the teacher/employee and ~~school principal~~ administrator, ~~if appropriate,~~ please do so before using this form.

I ~~have spoken to~~ addressed the issue with the teacher/employee~~.~~ on:_____
~~Date~~ by (describe the action taken):

_____
_____
_____

I ~~have spoken to~~ addressed the issue with the principal/supervisor~~.~~ on:_____
~~Date~~ by (describe the action taken):

_____
_____
_____

Explanation of complaint:_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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Relief Requested or Proposed Resolution:_____

Complainant's Printed Name Complainant's Signature

THIS FORM MUST BE RETURNED TO THE SITE ADMINISTRATOR OR DISTRICT OFFICIAL WITHIN TEN DAYS

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ADDITIONAL PAGES AND/OR EVIDENCE MAY BE ATTACHED

Appendix B

COMPLAINT FORM ACTION

Complaint Form received by:_____ Date:_____

Complaint Form reviewed by:_____ Date:_____

Complaint investigate by (if applicable):_____ Date:_____

_____ Date:_____

_____ Date:_____

_____ Date:_____

Review/Investigation Report sent by:_____ Date:_____

_____ Date:_____

_____ Date:_____

_____ Date:_____

Additional information/comments:_____

_____

_____

_____

_____

_____

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Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Updates Policy GL- Staff Complaints

Recommendation: That the Board of School Trustees review and approve the proposed revisions to LCSD Policy GL, Staff Complaints, as a first reading.

Background Information:

The Lyon County School District (LCSD) is updating its staff complaint policy (Policy #GL) pertaining to allegations of prohibited conduct, including bullying, cyber-bullying, harassment, sexual harassment, intimidation, retaliation, and discrimination. The policy was last updated August 27, 2024 with updated timelines and definitions aligned to NRS 388.122.

Policy Overview: The updated policy outlines employee and administrator responsibilities, as well as the complaint and investigation processes. Changes were made in language, including but not limited to adjusting "bullying, harassment, and sexual harassment" to "prohibited conduct and/or behavior." "Cyber-bullying" was added to the language, as well as noted investigatory timeline adjustments to ensure expedient but thorough investigation processes for the complainant.

The policy also introduces a process for dismissing "vexatious" or "repeated" complaints, which are defined as those made maliciously, frivolously, without reasonable grounds, or containing substantially the same allegations as a prior resolved complaint. If a complaint is dismissed as vexatious or repeated, no record will be maintained in the employee's personnel file, and it cannot be used in future disciplinary proceedings. Complainants will be notified in writing if their complaint is dismissed, and the reasons for dismissal. Appeals of investigation conclusions can be made in writing within 10 working days of receiving the report, based on procedural error or new evidence.

Budget Considerations: There is no direct budget implication associated with these policy revisions.

Discussed at Previous Meeting: August 27, 2024

Attachment(s): Policy GL- Staff Complaints

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 all prohibited conduct/behavior(s), including but not limited to, bullying, cyber-bullying, harassment, sexual harassment, intimidation, retalitation, and discrimination for all staff. Through the District's staff complaint resolution process detailed in ~~the following~~ this policy and administrative regulations, employees shall have a method to resolve concerns and complaints.

~~Below~~ The following 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").

SPECIAL NOTE REGARDING SEXUAL HARASSMENT UNDER TITLE IX:

If the alleged ~~bullying or harassment or sexual harassment~~ prohibited conduct/behavior(s) 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 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:

Executive Director of Human Resources (EEO Officer)
Lyon County School District

25 E. Goldfield Avenue Yerington, NV 89447
(775)463-6800 bhogan@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.

[1]Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:

a. A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo); or
b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or
c. Sexual assault as defined in the federal Clery Act, or dating violence, domestic violence, or stalking as defined in the federal Violence Against Women Act.

The 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 and EEO Officer for the District.

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STAFF COMPLAINTS: DEALING WITH ALLEGATIONS OF PROHIBITED CONDUCT/BEHAVIOR(S) - ADMINISTRATIVE REGULATIONS ~~- 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, cyber-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:

1. Identify the offensive behavior to the alleged offender and request that the behavior cease.
2. 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~~ they believe~~s s/he~~ they ~~is~~ are 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.
3. 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 the District's designated EEO Officer.
4. An employee who witnesses or obtains valid information regarding prohibited conduct/behavior(s) by ~~his/her~~ their immediate supervisor is required to report the incident to ~~the~~ any administrator, District official, or EEO Officer.
5. Applicants who have concerns regarding violations of ~~this~~ any board policy are encouraged to contact the designated EEO Officer or the alternate.
6. Definitions for Bullying, Harassment, Intimidation and Discrimination are found in Policy GBBC – Employee ~~Harassment, Intimidation and Discrimination~~ Bullying.

NOTE: 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.

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~~2.~~ Administrator/Manager/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~~ they 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).
4. Any evidence secured.

Upon becoming aware of alleged prohibited conduct/behavior(s), District officials will take necessary action to ensure the safety of the involved employees.

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.

Filing a Complaint

Complaints should be filed with the lowest level administrator/manager/supervisor who is not involved in the alleged ~~bullying, harassment and/or discrimination~~ prohibited conduct/behavior(s) and has the authority to remedy the alleged issues, or filed with the ~~Department of~~ Executive Director of Human Resources/EEO Officer or alternate.

If an administrator/manager/supervisor is aware or made aware of actions that may amount to ~~bullying, harassment and/or discrimination~~ prohibited conduct/behavior(s), they ~~administrator may~~ must request a written complaint from the alleged victim ~~or proceed with an investigation without a written complaint~~. If ~~there is no~~ the alleged victim refuses to file a written complaint, the administrator will ~~file~~ create a report of the alleged prohibited conduct/behavior(s), 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 Executive Director of Human Resources. The Executive Director of Human Resources will then be responsible for forwarding the complaint to the appropriate administrator/manager/ supervisor as soon as possible, ~~as practical~~ but not later than 1 working day after receipt.

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Formal complaints ~~should~~ must 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~~ evidence; and~~, if appropriate~~
5. The relief or remedy requested.

Once a complaint is received by the appropriate first level administrator, a confidential, thorough, and impartial investigation shall begin promptly ~~once received by the appropriate administrator~~ within 5 working days~~, unless unusual circumstances prevent the investigation from being started~~. Administrators/managers/supervisors shall coordinate and timely report investigative findings to the Executive Director of Human Resources. Additionally, the district may report individuals in violation of this policy to law enforcement officials as applicable. Licensed staff may be reported to the Nevada Department of Education.

Note: *A copy of the complaint and associated evidence (if any) will be provided to the alleged offender(s) by the administrator/ manager/supervisor within 1 working day of receiving the complaint. The alleged offender(s) may submit evidence to the investigating administrator/manager/supervisor asserting that the complaint is vexatious or repeated within 2 working days of receiving the complaint against them.*

Complaint Review

Upon receiving a complaint of alleged ~~bullying, harassment and/or discrimination~~ prohibited conduct/behavior(s), the administrator/manager/supervisor 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. Additionally, the complaint may be reviewed by the Superintendent or designee to determine if it is vexatious or repeated.

District officials will thoroughly investigate all valid complaints of prohibited conduct/behavior that are founded in actual, common, or constructive knowledge that would lead a reasonable person to believe that the prohibited conduct/behavior occurred. In other words, complaints against employees will only be investigated if they are based on factual information and not merely rumor, hearsay, opinion, perception, etc. Therefore, vexatious and/or repeated complaints will not be investigated by District officials when they are dismissed using this standard.

1. A complaint shall be deemed vexatious if it is determined to have been made maliciously, frivolously, or without reasonable grounds; or if it is intended to harass, annoy, or otherwise subject the individual to unnecessary investigation or discipline.

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2. A complaint shall be deemed repeated if it contains substantially the same allegations or facts as a prior complaint that has already been investigated and resolved or dismissed.
3. An employee about whom a complaint has been filed may submit evidence asserting that the complaint is vexatious and/or repeated within 2 days of receiving the complaint.
4. Any complaint against an employee that is deemed by District officials to be vexatious and/or repeated will not be investigated.
5. If a complaint is dismissed as vexatious or repeated, no record of the complaint will be maintained in the employee's personnel file. Further, the dismissed complaint may not be used or based in any future disciplinary proceedings.
6. No employee shall suffer adverse consequences for asserting that a complaint is vexatious and/or repeated, or for requesting that it be dismissed.
7. If a complaint is dismissed, District officials will inform the complainant in writing regarding the dismissal of their complaint and the reasons that warrant the dismissal.

Investigation Process

The District will endeavor to complete an investigation into ~~bullying, harassment or discrimination~~ prohibited conduct/behavior(s) as quickly as possible after the ~~administrator~~ District official 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~~ complainant(s) and alleged offender(s) 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 and documents are considered work products and are kept confidential as permitted by law.

~~1. Investigation~~

1. 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 begin within ~~three~~ 5 working ~~(3)~~ days. This provides adequate time for the accuser and accused to present evidence, as applicable. The District treats all valid allegations or complaints seriously and requires all employees to be candid and truthful during the investigation process.

2. The investigation should be completed as expediently as practicable, not to exceed ~~7~~ 10 working days after the ~~staff complaint is filed~~ investigation commenced. If the ~~administrator~~ District official is not able to complete the required interviews ~~with the complainant or respondent,~~ because ~~any of the~~ staff are not available, 2 additional days may be used to complete the investigation.

3. The District will make efforts to ensure that all investigations are kept as confidential as ~~reasonably~~ possible, although confidentiality cannot be guaranteed. Employees ~~will be~~ are requested to refrain from discussing the subject content with others, particularly while the investigation is in progress. Employees ~~shall~~ may 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.

4. The ~~District~~ investigator(s) 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. The complainant(s) and individual(s) against whom the complaint was made will be provided a copy of the investigation report with the associated findings and conclusion.

5. If evidence arises that a participant in the investigation made ~~intentionally~~ false statements or withheld pertinent information from the investigator, that employee will be disciplined, up to and including possible termination.

6. If it is determined that a violation of ~~this~~ LCSD board 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, admonition, pay reduction, transfer, demotion, suspension without pay, and/or termination. The District will also initiate action to deter any future prohibited conduct/behavior(s) from occurring. Employee discipline will be progressive and remain confidential as required by policy and law.

7. With regard to disability-related complaints, the EEO Officer shall propose a resolution to the complaint based upon the findings of ~~such~~ the investigation. Such resolution will include reasonable accommodation when the District determines that such a reasonable accommodation can be provided.

Retaliation

It is a violation of ~~the~~ LCSD board ~~P~~policy and applicable law 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 with the Executive Director of Human Resources/EEO Officer or alternate.

Appeals

Any complainant who is not satisfied with the ~~resolution of a complaint~~ conclusion of the investigation may appeal that decision in writing within 10 ~~business~~ working days of ~~notification~~

~~of the resolution~~ receipt of the investigation report addressed to the Executive Director of Human Resources based on one or more of the following grounds:

1. A ~~P~~procedural error in the investigation process (e.g. failed to interview all witnesses listed, failed to consider video evidence, etc.) 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~~ conclusion. 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 Executive Director of Human Resources, depending on the nature of the complaint, and those involved. ~~Acknowledgement of receipt of appeal will be sent to the appealing party.~~ The Executive Director of Human Resources will respond to the appealing party indicating receipt of the appeal and the name of the Appeal Review Officer within 3 working days of receipt.

Before considering the appeal, the Appeal Review Officer will determine whether the appeal is timely and ~~raises~~ substantiates one or more of the permissible grounds for appeal listed above. If the written appeal is not timely or does not ~~raise~~ substantiate 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 within 10 working days of receiving the assignment.

~~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,~~ T~~t~~he Appeal Review Officer WILL NOT conduct a new or separate investigation, but will limit ~~his or her~~ their review to the investigation record and process. If the Appeal Review Officer determines that the written appeal is timely and substantiates one or more of the permissible grounds for appeal,
~~• The Appeal Review Officer will decide whether to grant or deny the appeal based on the specific grounds for appeal.~~ ~~•~~ ~~The Appeal Review Officer~~ they ~~may~~ will ~~also~~ ~~remand~~ refer the matter back to the original investigator(s) to consider substantiated new evidence or if a procedural error was found that significantly impacted the investigation. The original investigator(s) will reopen the investigation to consider the new evidence and/or correct the procedural error as applicable and render a new report with associated facts and conclusion within 10 working days from it being referred back. The original investigator(s) will provide the new report to the complainant, alleged offender(s), and Appeal Review Officer within 1 working day of completion.

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The Appeal Review Officer will review the new report to determine that the new substantiated evidence was appropriately considered and/or the procedural error was corrected leading to the new facts and conclusion. ~~.~~ The Appeal Review Officer will render a decision and provide a written determination ~~respond~~ to ~~the appealing~~ all the party~~y~~ies involved ~~with a written decision of the appeal~~ within 10 working days of receiving the new report. The Appeal Review Officer's decision is final and not subject to further 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~~ will 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 conduct/behavior~~s~~ are disciplined, the complainant(s) will only be advised that the District is taking appropriate steps to ensure that the prohibited conduct/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~~ prohibited conduct/behavior(s) ~~herein~~, but which ~~are or~~ may ~~be prohibited by~~ be a violation of other District ~~rules~~ policies/regulations.

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, Vexatious, and/or Repeated Accusations

Persons knowingly bringing false, vexatious, and/or repeated accusations ~~will be held responsible for their actions, and~~ may be subject to disciplinary action commensurate with their conduct/behavior(s) and in accordance with the requirements of applicable state law, District policies and administrative regulations, and/or collective bargaining agreements.

Remediation

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Individuals found to be subjected to ~~harassment or discrimination~~ prohibited conduct/behavior(s) will be provided support services available from the District to help deal with the effects. As always, employees are encouraged to access the Employee Assistance Program (EAP).

Where To Go for Help

Employees may contact any of the following individuals or offices for guidance, information, or resolution of ~~a sexual harassment~~ prohibited conduct/behavior issues:

- Administrators, Supervisors, Managers, or other District officials ~~principal, or director~~
- ~~Department~~ The Executive Director of Human Resources (EEO Officer) or alternate

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

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Appendix A

LYON CSD STAFF COMPLAINT FORM REGARDING ALLEGED WORKPLACE ~~BULLYING, HARASSMENT, OR DISCRIMINATION~~ PROHIBITED CONDUCT AND/OR BEHAVIOR(S)

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 personnel or other staff members ~~bullied, harassed or discriminated~~ engaged in prohibited conduct/behavior(s) against any ~~person~~ employee with respect to the ~~person~~ employee'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~~ workplace or other civil rights. The complaint process shall remain confidential to the fullest extent allowed by law.

Complainant Information

Name:		
Full Address~~: City State ZIP~~		
~~Home/Cell~~ Phone #:	Work Phone:	Email:
School or Work Location~~/Department~~:		Occupation/Tile:

This complaint alleges the following prohibited conduct/behaviors:
Bullying ___; and/or
Harassment/Discrimination on the basis of (check all that apply):
Age___ Disability___ Equal Pay___ Genetic Information___ Gender Identity or Expression___ National Origin___ Pregnancy___ Race___ Religion___ Retaliation___ Sex___ Sexual Harassment___ Sexual Orientation___ Other (please specify)_____

Subject of Complaint:

Name:
Occupation (if known):
School or Work Location~~/Department~~ (if known):

Complaint:

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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 the complaint with the alleged offender and/or supervisor, or reason for not addressing the complaint with the alleged offender and/or supervisor:	
Description of Incident (Please attach additional information as necessary.):	
Relief Requested or Proposed Resolution:	

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):

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Information witness may have:

Please attach any and all related documents you believe are material and relevant to support your complaint allegations.

~~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:_____

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Lyon County School District
Board Memo

Date: July 22, 2025

To: Board of School Trustees

From: Rachel Stewart, Executive Director of Special Services

Re: Policy JO: Student Records

Recommendation: That the LCSD Board of Trustees approves revisions to LCSD Policy JO: Student Records as a second and final reading.

Background Information:
Policy JO exists to strike a critical balance: ensuring that the Lyon County School District (LCSD) has access to necessary student and family information to provide effective instruction and services, while simultaneously upholding the confidentiality and privacy of this sensitive data. It acknowledges that maintaining extensive, sometimes personal, student records is essential for educational purposes. The policy establishes clear guidelines, under the superintendent's oversight, to manage these records in compliance with state laws and federal regulations like FERPA and IDEA. This framework allows for the efficient use of student data by authorized personnel, while providing parents/eligible students with rights regarding access, review, and control over the disclosure of their educational records.

The policy defines "directory information" (e.g., name, address, participation in activities, photographs) which can be released without specific parental consent, though parents/eligible students have an annual opportunity to opt out of this possible disclosure (see the appendices). Special education records receive enhanced confidentiality, requiring parental consent for release, with a specific exception for transfers to other schools to avoid service delays. Parents/Eligible students have the right to inspect and challenge their records, and access is restricted to school officials with a legitimate educational interest. Records are retained for varying periods, with permanent records kept for 60 years post-graduation or withdrawal. Updating Policy JO is a proactive step to reinforce the LCSD's commitment to parent rights, student privacy, legal compliance, and ensure record-keeping practices are as clear, efficient, and protective as possible.

Policy Overview:
Policy JO governs the creation, maintenance, access, and disclosure of student education records in the (LCSD). Its core purpose is to ensure necessary student information is available to authorized school personnel for educational purposes, while strictly maintaining confidentiality.

The revisions to Policy JO include several key updates aimed at enhancing compliance and clarity. Notably, the policy now specifies that permanent student records (such as name, address, attendance dates, and graduation information) will be retained for 60 years after graduation or withdrawal. The policy explicitly includes provisions for annual notification of rights under the Family Educational Rights and Privacy Act (FERPA) to parents and eligible students. It also incorporates direct references to the Protection of Pupil Rights Amendment (PPRA), outlining parental rights regarding surveys, collection of information for marketing purposes, and certain physical examinations, along with corresponding notification and opt-out procedures. Although PPRA is referenced in this

policy, *LCSD Board Policy JF – Protection of Pupil Rights: Student Surveys* provides more specific regulations regarding this law. These adjustments are designed to streamline record-keeping practices, ensure timely record destruction, and reinforce transparency and parental rights in accordance with current federal guidelines. Additionally, multiple appendices were added which include the annual forms sent to parents/eligible students.

Budget Considerations:
None

Discussed at Previous Meeting:
June 24, 2025 first reading

Attachment(s):

LCSD Policy JO: Student Records

STUDENT EDUCATION RECORDS

~~In order to provide students with appropriate instruction and educational services, it is necessary for the district to maintain extensive and sometimes personal information on them and their families. It is essential that pertinent information in these records be readily available to appropriate school personnel, be accessible to the student's parents or legal guardian or the student in accordance with the law, and yet be guarded as confidential information.~~

~~It will be the responsibility of the superintendent to provide for the proper administration of student records in keeping with state law and federal requirements, and to standardize procedures for the collection of necessary information about individual students throughout the district.~~

~~The board designates as "directory information", which may be released without specific permission, to individuals approved by the principal, except when prohibited by a parent or adult pupil: The pupil's name, address, participation in recognized curricular, co-curricular, or extracurricular activities excluding handicapped education programs, photographs, height and weight if involved in athletics, awards and honors received, and previously attended schools. Parents and adult pupils will be given an opportunity to prohibit the release or directory information annually.~~

~~SPECIAL EDUCATION RECORDS~~

~~Before any confidential information is released to another agency, program, or person, the school district is required to obtain parental written permission for such a release. This is to protect the parent and child against unauthorized access to confidential information. An exception to this will be made if the child moves to another school, transfers to a public agency or program, and is no longer enrolled within the school district. In this event, all confidential special education records will be forwarded to the receiving school, agency, or program without parental written consent. The purpose of this exception is to avoid extended delays in the transfer of records which may be essential to the child's educational interests. Parents may, however, request that all or specific types of information not be forwarded to the receiving school, agency, or program.~~

~~DESTRUCTION OF SPECIAL EDUCATION RECORDS~~

~~Federal law (Individuals With Disabilities Education Act) requires that the school district make a reasonable attempt to provide written notice to the parents, guardian, or the student, if he or she has become an adult, prior to the destruction of the student's confidential special education records when these are no longer needed to provide services.~~

~~Records are destroyed when the student reaches the age of 25. Parents and/or students may obtain a copy of these records prior to destruction by contacting Lyon County School District Special Services Division, 25 East Goldfield Avenue, Yerington, Nevada, 89447 or by calling (775) 463-6800.~~

I. The Lyon County School District recognizes the confidential nature of student education records and that the primary purpose of keeping records on a student is for the educational welfare and advancement of the student. Those persons, agencies or firms seeking information from or access to student records must come within the exceptions of the Family Educational Rights and Privacy Act (FERPA) of 1974.

II. The United States Department of Education defines "education records" as records that are directly related to a student and that are maintained by an educational agency or institution or a party acting for or on behalf of the agency or institution. These records include but are not limited to grades, transcripts, assessments/tests class lists, student course schedules, health records, and student discipline files. The information may be recorded in any way, including, but not limited to, handwriting, print, computer media, video, audio, film, microfilm, microfiche, and e-mail. (34 CFR § 99.2)

III. Education records for students with disabilities are strictly confidential under the Individuals with Disabilities Education Act (IDEA). IDEA incorporates and builds upon the protections already provided by the Family Educational Rights and Privacy Act (FERPA). Specifically, IDEA provides additional protections for students receiving special education services, ensuring the privacy of their records beyond what FERPA already mandates. However, IDEA permits the disclosure of personally identifiable information (PII), such as education records, to officials of another school or agency where the student seeks or intends to enroll, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer.

IV. Administrative regulations below are established for the compilation, maintenance, release, destruction, and security of student records in conformance with federal requirements.

Legal Reference(s): Family Educational Rights and Privacy Act ~~of 1974 (PL 93-380)~~ FERPA (The FERPA statute is found at 20 U.S.C. § 1232g and the FERPA regulations are found at 34 CFR Part 99); Individuals with Disabilities Education Act (IDEA).

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STUDENT EDUCATION RECORDS - ADMINISTRATIVE REGULATIONS

COMPILATION AND MAINTENANCE OF STUDENT EDUCATION RECORDS

The Lyon County School District respects and values the rights of parents/legal guardians and "eligible students" (as defined by FERPA) regarding education records. Therefore, written permission will be obtained from a parent/legal guardian or eligible student before changing the preferred name and/or gender assigned at birth in the education record of a student enrolled in the LCSD.

1. Each student's official ~~school~~ education record will include the following:

   a. Records to be retained permanently~~2~~

      1) Name and address of parent
      2) Verification of date and place of birth
      3) Dates and record of attendance
      4) Course enrollment and grades (Transcripts)
      5) Achievement test data
      6) Date of graduation or withdrawal

   b. Additional education ~~R~~records ~~of verifiable information to be retained during the student's school career~~ that may be retained include, but are not limited to:

      1) Medical/health data. ~~*(Note: These must be retained for a period not less than two years beyond the age when school enrollment may occur.)*~~
      2) Individual psychological evaluation (gathered with written consent of parents).
      3) Individual intelligence tests, tests for learning disabilities, etc. ~~(counselor administered).~~
      4) Other verifiable information to be used in educational decision making.

2. Maintaining Student Records

   a. Transcripts of the scholastic record will contain only true factual information. The school will confine its record-keeping to tasks with clearly defined educational ends.

   b. Items listed under 1-a and 1-b will be retained for ~~100~~ 60 years after graduation or withdrawal. ~~Those listed under 1-b will be retained during the student's school life and destroyed at graduation unless the school code imposes other restrictions.~~

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c. Teacher and staff comments on student records will be confined to matters related to student performance. Value judgments will be excluded from the record.

d. Student records will be considered as current educational ~~and/or therapeutic~~ tools ~~and will be available only for use as such~~.

NOTE: *Education records for students with disabilities will be maintained as outlined above. However, the Individuals with Disabilities Education Act (IDEA) requires schools to notify parents before destroying these records.*

~~3. Review of Student Records~~

~~a. A student of age or the parents/guardians will have access to the student's records under administrative supervision during those times the school is normally in session, unless arrangements for another time have been made in writing. The student of age or parents/guardians has the unique right to inspect the academic record and is entitled to an explanation of any information recorded on the record. Examination of the record will be permitted under conditions which will prevent its alteration or mutilation.~~

~~b. If the student of age or parents/guardians is in disagreement with the data on the student's record, they may challenge the information by presenting a written statement to the superintendent, with a copy to the appropriate building administrator outlining the area of concern or disagreement. Within 10 working days the parents will receive a written reply and/or personal conference. If the parents/guardians disagree with the decision rendered by the superintendent, they may petition the Board for a hearing.~~

~~c. Staff members who have a legitimate interest and need will be allowed information concerning the record of any student. Such use will be limited to specific needs for providing the student with educational and welfare services.~~

~~4. Release of Student Records~~

~~a. The record will not be released to an outside agency or another school without the written authorization by the parent if the student is under 18 years of age, unless married. If 18 or over, or married, authorization for release will be by the student. Requests in writing for records will be considered as a release by an individual applying for school admission or employment.~~

~~b. Information obtained in confidence should remain private and be accorded the utmost security. The confidentiality of necessary professional evaluations will be maintained.~~

~~c. Information from student files will not be available to unauthorized persons within the school or to any person outside the school without the express consent of the student or the parents/guardians except under legal compulsion or in cases where the safety of persons or property is involved.~~

~~d. "A non-custodial or co-custodial parent has the same right of access to records as the custodial parent unless a court order prohibits such access. It will be assumed that there is no prohibitive court order unless documentation of such an order is presented to the school."~~

SECURITY AND RELEASE OF STUDENT EDUCATION RECORDS

I. All school records of students are confidential. All records containing personal student information will be governed by the following principles:

A. Parents/legal guardians have the right, upon written request, to inspect and review any and all educational records relating directly to their dependent and legal wards. Each parent has full rights regarding access to educational records unless the District is provided with evidence that there is a court order, or legally binding document that specifically revokes these rights. The right accorded to parents/legal guardians transfers to the students upon attainment of their eighteenth birthday. As defined in 34 CFR 99.3, parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

B. The Lyon County School District maintains students' education records that (1) contain information which is directly related to a student and (2) are maintained by an education agency. These educational records are maintained in the LCSD student information system (e.g. Infinite Campus) and at the school of enrollment. Questions regarding educational records at the schools should be directed to the school principal in writing. Questions regarding other records should be directed to the superintendent or designee in writing. District personnel must be present to interpret records being reviewed.

C. Any request from parents/legal guardians, or students eighteen years of age or older must be complied within a reasonable length of time not to exceed forty-five (45) days from the date the request is received.

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D. Parents/legal guardians or eligible students may, by written request to the principal of the school, challenge the content of student records in order to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of students. Additionally, parents/legal guardians or eligible students have the right to seek to amend education records. Such requests may become a part of the record at the discretion of the parent/legal guardian or eligible student.

Within ten (10) school days after receiving such a notice from a parent/legal guardian or eligible student, the principal shall notify the parent/legal guardian or eligible student in writing of the principal's decision and the reasons for the decision. The parent/legal guardian or eligible student shall have the right to appeal this decision to the superintendent or designee, within ten (10) school days after receipt of the principal's letter. The superintendent or designee, within fifteen (15) working days of receipt of such an appeal, shall hold a hearing with the parents/legal guardians and/or eligible student.

The parent/legal guardian or eligible student shall be informed in writing of the date and time of the hearing. Such notification shall be well in advance of the hearing date to allow time for the parent/legal guardian or eligible student to engage legal counsel and prepare and assemble any evidence the parent/legal guardian or eligible student wishes to present.

The superintendent or designee shall make his/her decision in writing within five (5) working days after conclusion of the hearing. The parent/legal guardian or eligible student shall be notified of the decision by certified mail.

E. Directory information is information not generally considered harmful or an invasion of privacy if disclosed. This includes a student's name, address, grade level, date and place of birth, photographs, participation in officially recognized activities and sports, weight and height if a member of an athletic team, years of attendance, degrees and awards received, and school attended. Photographs will only be considered directory information when used in printed school publications including the annual yearbook, playbills, honor roll or other recognition lists, graduation programs, newsletters, and sports activity programs/sheets.

Directory information may be made available without consent of parents/legal guardians or eligible students, provided that public notice has been made. A reasonable period of time must elapse between issuance of public notice and release of information to allow parents/legal guardians or eligible students to request that directory information not be released. Registration materials will inform parents of

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the right to restrict the distribution of directory information. This request may be rescinded in writing by a parent/legal guardian or eligible student at any time.

F. Information other than directory information is inaccessible without the written consent of the parent/legal guardian or eligible student. Exempt from this ruling are the following agencies and persons:

1. School officials who have a "legitimate educational interest" which may include:

a. Board of School Trustees;
b. Administrators;
c. Licensed employees;
d. School Resource Officers
e. Support staff; and
f. Contractors, consultants, volunteers, and other outside parties performing outsourced institutional services or functions.

"Legitimate educational interest" is defined as any activity having a direct effect on advancing a student's educational level, coupled with a concern for the student's social, emotional, and/or physical welfare.

2. Officials of other schools or school systems in which a student intends to enroll or where the student is already enrolled so long as disclosure is for the purposes related to the student's enrollment or transfer.

3. Authorized representatives of the Comptroller General of the United States and of the Secretary of Education; heads of certain educational agencies and state educational authorities; provided that access to student records is necessary in connection with the audit and evaluation of a federally supported program or for the enforcement of federal legal requirements in connection with such a program, and that unless specifically authorized by federal law, no information is included which would permit the personal identification of students or parents/legal guardians after the data has been collected.

4. Representatives of accrediting organizations in order to carry out their accrediting functions.

5. Contracted organizations conducting studies and/or test-related services for the District.

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6. Federal and state agencies in connection with student applications for, or receipt of, financial aid.

G. Any authorized persons receiving directory information or who request or obtain access to a student record must indicate in writing the date and specific reason for the request. These persons must verify in writing that they will not use directory information for any other purpose than indicated in the submitted request and that they will not sell said information to other parties.

Student directory information may not be released to commercial businesses for the purpose of advertising or marketing.

Pursuant to the No Child Left Behind Act of 2001, the LCSD shall provide access to secondary school students' names, addresses, and telephone listings per the request of military recruiters or institutions of higher education. A secondary school student or the parent of the student may request that the student's name, address, and telephone listing not be released without prior written parental consent.

The following organizations may receive directory information if the submitted written request is deemed by the superintendent's designee to have an educational benefit to the students:

1. Contracted organizations providing a service/product to the school.

2. Nonprofit postsecondary institutions requesting directory information, high school students' ranking and/or cumulative grade point averages.

H. Information may be released to others only:

1. With the written consent of the parent/legal guardian or eligible student specifying the records to be released, the reasons for such release, to whom and use to be made of the information; and with a copy of the records to be released transmitted to the parent/legal guardian or eligible student upon request.

2. When such information is furnished in compliance with judicial order or pursuant to any lawfully issued subpoena, upon the condition that the parent/legal guardian or eligible student is notified in advance of the compliance by the school with the subpoena or court order.

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If after reasonable effort, the parent/legal guardian or eligible student cannot be reached, the court order or subpoena must be honored. Questions regarding judicial orders and subpoenas may be resolved in consultation with the Office of the General Counsel.

3. In cases where there is an articulable and significant threat to the health or safety of a student or other individuals, considering the totality of the circumstances.

I. Periodic review procedures shall be established for students' educational records in order to ensure accuracy and relevancy.

J. The District shall give parents/legal guardians of students in attendance or eligible students in attendance annual notice of their rights under the Family Educational Rights and Privacy Act. The notice shall also inform parents/legal guardians or eligible students that copies of this District administrative regulation are available on the District's website at *www.lyoncsd.org* or upon request from any LCSD school's main office.

K. Through this annual notice, parents/legal guardians, or eligible students will be informed that they have the right to file a complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605, if the District fails to comply.

L. Any questions or unusual requests should be referred to the superintendent or designee.

II. Protection of Pupil Rights Amendment (PPRA) ***Note:*** *see LCSD Board Policy JF - Protection of Pupil Rights - Student Surveys*

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. § 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education (ED). The Protection of Pupil Rights Amendment is intended to protect the rights of parents and students in two ways:

A. It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with a U. S. Department of Education funded survey, analysis, or evaluation in which their children participate; and

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B. It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any U. S. Department of Education funded survey, analysis, or evaluation that reveals information concerning:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student and his/her family;
3. Sex behavior and attitudes;
4. Illegal, antisocial, self-incriminating and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the students or parents; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under the Protection of Pupil Rights Amendment may have been violated, may file a complaint with the U. S. Department of Education by writing to the Family Policy Compliance Office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of the Protection of Pupil Rights Amendments occurred.

For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

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APPENDIX A

LYON COUNTY SCHOOL DISTRICT
Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School principal a written request that identifies the record(s) they wish to inspect. The School principal or other official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the School principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff); student teachers and related service interns; a person serving on the School Board; a person or company with whom the School has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school district in which the student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the federal Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-5920.

Directory Information: Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Directory information may be released to agencies, institutions, the military, or businesses for the purpose of providing students with yearbooks, class rings, graduation announcements, athletic apparel, school pictures, scholarship opportunities, or other purposes that benefit

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the student and/or school. Directory information will not be released when the purpose is primarily for commercial or sectarian use. The Lyon County School District has designated the following information as directory information: student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study, grade level; dates of attendance (but not attendance on a particular day); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended.

Unless individual written objection to release such directory information is received by Lyon County School District from the parent or eligible student, any of the above information may be released in accordance with the purposes stated. All objections should be filed in writing with your student's school principal using the "Student Directory Information Opt Out Form

LYON COUNTY SCHOOL DISTRICT
Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
    1. Political affiliations or beliefs of the student or student's parent;
    2. Mental or psychological problems of the student or student's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, or demeaning behavior;
    5. Critical appraisals of others with whom respondents have close family relationships;
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    7. Religious practices, affiliations, or beliefs of the student or parents; or
    8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of:*
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- *Inspect,* upon request and before administration or use:
    1. Protected information surveys of students;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
    3. Instructional material used as part of the educational curriculum.

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These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The Lyon County School District (LCSD) has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. LCSD will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. LCSD will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. LCSD will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

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APPENDIX B

LYON COUNTY SCHOOL DISTRICT
Family Educational Rights and Privacy Act (FERPA)
STUDENT DIRECTORY INFORMATION OPT OUT FORM

School Year _____

Parents/Eligible Students: In accordance with the Lyon County School District's "Notification of Rights under FERPA," you have provided a written objection to release directory information contained in your child's education records. By checking the applicable box below, you may either opt out of the release of all directory information (Option A), or you may limit your opt out to name, address, and telephone number to be released to military recruiters (Option B).

☐ **A. OBJECTION TO RELEASE OF ANY DIRECTORY INFORMATION (COMPREHENSIVE OPT OUT)**

TO: (Principal's Name)_____
SCHOOL: _____
REGARDING: (Student's Name – Please print) _____

I object to the district releasing directory information (student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study, grade level; dates of attendance (but not attendance on a particular day); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors and awards received; and the most recent educational agency or institution attended) about my student during this school year. I understand this means exclusion from school documents that typically are made public, such as class pictures, yearbooks, graduation programs, honor roll and other recognition lists, sports activity and theatrical programs. I also understand that this means exclusion of my child's name, address and phone number from the student directory, from other documents relating to school-related organizations and activities. Finally, I understand this means that my student will not be included in district videotape, audio recording, television and still photograph productions, and news media interactions.

Parent/Eligible Student Signature _____
Date _____

Parent/Eligible Student Name (Printed)_____

☐ **B. OBJECTION TO RELEASE OF NAME, ADDRESS, AND TELEPHONE NUMBER TO MILITARY RECRUITERS**

TO: (Principal's Name)_____
SCHOOL: _____
REGARDING: (Student's Name – Please print) _____

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I object to the district releasing the name, address, and telephone number of the student named above to military recruiters during this school year. I understand that once this form has been signed by either the student or a parent, only a parent may change it. I also understand that if I want to change it, the parent must notify the principal in writing that the form is no longer in effect and that student information may be released.

Parent/Eligible Student Signature _____
Date_____

Parent/Eligible Student Name (Printed)_____

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APPENDIX C

LYON COUNTY SCHOOL DISTRICT PARENT/ELIGIBLE STUDENT CONSENT TO RELEASE STUDENT EDUCATION RECORDS PROTECTED UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

I hereby authorize the Lyon County School District (LCSD) to allow the party listed below access to my student's confidential education records protected by the FERPA. I understand that I may revoke this authorization at any point and that the authorization will remain in effect until June 30th of the current school year.

Please print student information below

Last Name	First Name	Middle Initial	Birthdate
Please describe the purpose of the release below.			

Please check the box next to the records you are authorizing for release.

	All Education Records		Assessments		Family Contact Information
	Transcripts		Health		Other, please specify:
	Grades		Assignments		
	Behavior/Discipline Logs		Schedule		Other, please specify:
	Attendance		Reports		

_____

Name of individual and/or program to whom you are authorizing release

_____

Address of individual and/or program

_____

Phone number and email of individual and/or contact person of the program

_____ _____ _____

Parent/Eligible Student Signature Parent/Eligible Student Printed Name Date

Lyon County School District Official Use Only		
Records provided on (date):	Records provided to (name):	Employee Signature:

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APPENDIX D

LYON COUNTY SCHOOL DISTRICT PARENT CONSENT TO RELEASE OR EXCHANGE CONFIDENTIAL INFORMATION

Student Name_____ **Birthdate**_____
School_____ **Grade**_____

As required by the Family Educational Rights and Privacy Act (FERPA), the LCSD must obtain written consent before releasing or exchanging education records with certain persons or agencies outside of the school district. We are seeking your consent to release or exchange records for the following reasons:

☐ We need additional information about your child in order to improve the services or programs we provide to him or her.

☐ The person, agency, or program listed below needs information from the school district in order to provide or arrange services for your child.

☐ Other:_____

The school district seeks to release or exchange the following types of information with the agency or program identified below. Parents/guardians must initial each approved area for release.

	Initials		Initials		Initials
medical evaluations	_____	psychiatric evaluations	_____	psychological evaluations	_____
academic tests	_____	discharge summary	_____	other	_____

NOTE: The LCSD is obligated by FERPA and IDEA to confidentially maintain student education records.

Person, agency, or program with whom exchange or release is sought:

Name:_____

Address:_____

City, State, Zip Code:_____

Phone/Email:_____

I give consent for the LCSD to release or exchange information with the above-named person, agency, or program for the purpose described. This authorization may be revoked at any time, except to the extent that action is already taken. Authorization expires 90 days from the date of signing.

_____
Parent/Guardian/Eligible Student Signature Date

25 E. Goldfield Ave. Yerington, NV 89447 Phone: (775) 463-6800 FAX: (775) 463-6808

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