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, October 27, 2026, beginning at 6:30 pm 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 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 4
6. BOARD MEMBER REPORTS
7. STUDENT REPRESENTATIVE REPORT
8. ATTITUDE OF GRATITUDE 14
9. SUPERINTENDENT REPORT
10. 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.
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.

A. Trustee Questions & Answers: This information will be posted after 12:00 pm the day of the board meeting if questions are asked.

B. Request for Early Graduation/HSE (confidential)

C. Personnel Reports 22

D. NWRPDP Annual Report 26

E. Enrollment Report 102

F. Class Size Reduction Report 106

G. Travel 125

H. District Financial Report 224
Vouchers 1051, 1052, 1059, 1060, 1062, 1063, 1076, 1077
Total $3,965,691.01

12. ACCEPTANCE OF DONATIONS 302

13. **(For Possible Action)** Discussion and possible action regarding Special Services Contracts. This item is being presented by Executive Director of Special Services Rachel Stewart and Executive Director of Human Resources BillieJo Hogan. **303**

14. **(For Possible Action)** Discussion and possible action regarding NEW LCSD Policy IO: Student Leadership/Governance as a first reading. This item is being presented by Board Member Darin Farr. **308**

15. **(For Possible Action)** Discussion and possible action regarding the extension of the superintendent's contract. This item is being presented by Board President Tom Hendrix and Superintendent Tim Logan. **320**

16. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy JECBB: Student Variances as a first reading. This item is being presented by Deputy Superintendent Stacey Cooper. **411**

17. **(For Possible Action)** Discussion and possible action regarding a report on the Nevada Educator Performance Framework. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **419**

18. **(For Possible Action)** Discussion and possible action regarding updates from the Silver Stage school principals. This item is being presented by principals Erin Korf, Jed Marciniak, and Amber Cross. **432**

19. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBD: Employment Disabilities as first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. **436**

20. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBE: Drug and Alcohol Free Workplace as a first reading. This **441**

item is being presented by Executive Director of Human Resources BillieJo Hogan.

21. **(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 these policies after the first reading. Any member of the Board may request that a policy be removed and discussed and acted upon separately.

A. Policy JF: protection of Pupil Rights Student Surveys	459
B. Policy GABB: Negative Information	522
C. Policy GABC: Verification of Employment	524
D. Policy GBBB: Employee Dating	526

22. **(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.

23. 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.
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24. 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 September 22, 2026, beginning at 6:30 PM at Silverland Middle School, 1200 Jasmine Ln., Fernley, NV 89408.

1. CALL TO ORDER

   President Hendrix called the meeting to order at 6:33 pm.

2. PLEDGE OF ALLEGIANCE

   The Pledge of Allegiance was led by Trustee Parsons.

3. WELCOME OF GUESTS

   President Hendrix welcomed everyone.
   Board Members in attendance:
   President Tom Hendrix
   Trustee Elmer Bull
   Trustee Kallie Day
   Trustee Darin Farr
   Trustee Sherry Parsons
   Trustee James Whisler

   Clerk Dawn Carson absent

   Executive Cabinet in Attendance:
   Superintendent Tim Logan
   Deputy Superintendent Stacey Cooper
   Executive Director of Operations Harman Bains
   Executive Director of Human Resources BillieJo Hogan
   Executive Director of Educational Services Heather Moyle
   Executive Director of Educational Services James Gianotti
   Executive Director of Special Services Rachel Stewart

   Skyler Nicholas, Margaret Heim, Don Lattin, Marty Johnson, Lillianna Camacho-Polkow, Kirk McCallum, Virginia Richardson, Michelle Trousdale, Kent Jones, Shawn Romero, Jamie Henderson, Jennifer Bluhm, Reema Pulsifer, Farrah Alexander, Steve Henderson, Tammie Moniz, Shaun McMackin, Ryan Cross, Cory Sanford, Paul Sullivan, Chrissy Haas, Michael Moore, Lizbeth Rosas, Scott Fellows, Bert Paulsen, Nathan Rubino, Emily Miley, Amanda Stiles, Morgyn Phoenix, Rashael Golgart, Tammi Valentine, Tabitha Gentry, Andrew Merritt.

4. APPROVAL OF AGENDA

Trustee Parsons made a motion that the Board of Trustees approve the agenda as presented.
Trustee Day seconded.
With no further discussion, the motion carried 6-0.

5. APPROVAL OF MINUTES

Trustee Parsons made a motion that the Board of Trustees approve the minutes as written.
Trustee Farr seconded.
With no further discussion, the motion carried 6-0.

6. BOARD MEMBER REPORTS

Trustee Whisler attended the Nevada Association of School Boards (NASB) training on Board Governance held in Lovelock.
Trustee Day attended the Student Attendance Advisory Board (SAAB) meeting and was impressed with the committee's care for students. She has been active with Sutro Elementary (SES) Parent Staff Organization (PSO).
Trustee Parsons attended the NASB training. She gave a shout out to Fernley High School (FHS) Volleyball Coach Diane Chapin for her work with the team and was pleased that homecoming promoted patriotism.
Trustee Bull attended a webinar for trustees to review the District Performance Framework and also attended the NASB training. He announced that our YHS Principal Kathy Bomba-Edgerton received Principal of the Year for Junior Achievement.
Trustee Farr participated in school walk-throughs and appreciated the completion of the single point entries.
President Hendrix attended the NASB training and appreciated the information provided.

7. STUDENT REPRESENTATIVE REPORT

Student Representative, FHS Sophomore Class President Tillie Gillespie gave a report about homecoming events at FHS.
Trustee Parsons added that their fundraiser will continue until the end of September.

8. ATTITUDE OF GRATITUDE

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

9. SUPERINTENDENT REPORT

Superintendent Logan welcomed and thanked Miss Gillespie for attending the meeting. He mentioned that the student council representatives to the board are getting organized and will have one representative for future meetings.
He congratulated FHS student Reese Johnson who was appointed to the Nevada Department of Education (NDE) student advisory group representing FHS and LCSD.
He announced that a survey will be going out to the community to gather data over the month. Results will be shared next month. He recently spoke at the Fernley City Council

regarding enrollment and facilities.
Lastly, he had Fernley principals introduce their new staff members.

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Comments submitted electronically will be included in the minutes of the meeting.
There was no public comment.

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Trustee Bull made a motion that the board approve the consent agenda as presented.
Trustee Farr seconded.
With no further discussion, the motion carried 6-0.
A. Trustee Questions & Answers: This information will be posted after 12:00 pm the day of the board meeting if questions are asked.
B. Request for Early Graduation/HSE (confidential)
C. Personnel Reports
D. Travel
E. District Financial Report
Vouchers 1480, 1484, 1021, 1022, 1024, 1025, 1030, 1031, 1038, 1039
Total $2,424,238.65

12. ACCEPTANCE OF DONATIONS

President Hendrix made a motion that the board accept the generous donations made to our schools.
Trustee Parsons seconded.
With no further discussion, the motion carried 6-0.

13. **(For Possible Action)** Discussion and possible action regarding an update on the 2026 facility improvements and summer projects. This item is being presented by Executive Director of Operations Harman Bains and Operations & Maintenance Supervisor Kirk McCallum.

Director Bains gave an update on the summer projects and thanked the many contractors and facility partners, including the district maintenance team. The district now has modified

single point of entries at all school sites. He reported that some community members expressed frustration at no longer having access to tracks and fields, but understood that millions of funds have been invested in the safety and security of students. Other improvements included flooring, doors and glass, roofs, HVAC, and electrical upgrades, Audio Enhancement upgrades, and restroom renovations across the district.
The board thanked them for the good work, commenting that the single point of entry completion is very good and offers comfort to parents. They appreciated that the district maintenance crew took on much of the work across the sites.
Trustee Farr made a motion that the Board approve the update regarding the 2026 Facilities Projects throughout Lyon County School District.
Trustee Parsons seconded.
With no further discussion, the motion carried 6-0.

14. **(For Possible Action)** Discussion and possible action regarding an update on the 2027 facility summer projects. This item is being presented by Executive Director of Operations Harman Bains and Operations & Maintenance Supervisor Kirk McCallum.

Director Bains spoke about the projects slated for the summer of 2027. Included are five major HVAC and boiler projects to keep aligned to the 5-year Capital Improvement Plan. Other projects include roofing projects and continued flooring and epoxy projects. Funding involves the bond item that is next on the agenda.
The board discussed the equipment lead times ahead of the summer construction window, and GSA prices.
Trustee Farr made a motion that the Board approve the proposed upgrades to Cottonwood Elementary School (HVAC) $641,120, Silver Stage Elementary/Middle School Dining Hall (Boilers) $914,110, Fernley High School (Boilers) Fernley Intermediate School (HVAC/Boilers/Electrical) $6,016,829, Smith Valley Schools (HVAC/Boilers) $4,514,620 for a total of $13,462,189.
Trustee Bull seconded.
With no further discussion, the motion carried 6-0.

15. **(For Possible Action)** Discussion and possible action regarding the School Improvement Bond Resolution. This item is being presented by Executive Director of Operations Harman Bains.

JNA Consulting Group's Marty Johnson and Bond Attorney Ryan Henry were present to talk about the resolution to continue with the remainder $15 million. LCSD has a strong capacity to bond, with approximately $8-12 million over the next few years. Last year the district issued bond funds for $15 million, clarifying that this is the second half of the bond that was approved for $30 million. This specific bond will be dedicated to operations and planned projects.
Trustee Bull made a motion that the Board approve the resolution designated as the "2026 School Improvement Bond Resolution"; declaring the necessity of incurring a bonded indebtedness on behalf of the Lyon County School District for the purpose of acquiring, constructing, improving and equipping school facilities; authorizing the issuance of the Lyon County School District, Nevada, general obligation school improvement bonds, series 2026, in the aggregate principal amount not to exceed $15,000,000; providing the terms, conditions and form of the bonds; providing other details in connection therewith; ratifying action

previously taken relating thereto; and providing the effective date hereof.
Trustee Farr seconded.
President Hendrix added for clarification that this is specifically, of the Lyon County School District, Nevada, general obligation (limited tax) school improvement bonds.
With no further discussion, the motion carried 6-0.

16. **(For Possible Action)** Discussion and possible action regarding a report on LCSD staffing for the 2026-27 school year. This item is being presented by Executive Director of Human Resources BillieJo Hogan.

Director Hogan spoke on the positive trends in district staffing with a highlight of 12 long-term substitutes that moved into licensed teaching positions this year. The Grow Your Own (GYO) program has proven to be a successful tool to help teachers with licensure. Not on the report, but very encouraging to hear, is the number of vacant positions that decreased over the years from 2024 with 139 openings, 2025 with 102 openings, and this year 2026 there were 92 openings.
Though only 33% of employees participated, the exit survey showed higher satisfaction in site-level management and orientation. The primary reason listed for leaving was due to life changes, like relocation. There are areas that still need improvement, like materials and resources, though what this means specifically is to be determined. They will use this data to determine where improvements need to be made. The survey is optional and anonymous and ongoing efforts will be made to encourage participation.
The board discussed challenges in recruiting special education staff due to competition from the commercial and private sectors. They talked about hard to fill contract positions and bus driver salaries, which were confirmed to range from $21 to $31 per hour. There is a loan forgiveness program being developed to recruit and retain teachers, and they talked about the $200 annual stipend that is offered to each teacher to use in their classroom.
President Hendrix made a motion that the Board approved a report on current staffing for the 2026-2027 school year.
Trustee Parsons seconded.
With no further discussion, the motion carried 6-0.

17. **(For Possible Action)** Discussion and possible action regarding the LCSD 2026-27 Restorative Discipline Plan. This item is being presented by Deputy Superintendent Stacey Cooper.

The 2026-27 LCSD Restorative Discipline Plan (RDP) was brought forward for the annual presentation. Main updates included the addition of "instigation" as a subcategory under Violation of School Rules, the separation of general school technology guidelines from cell phone use guidelines, and standardization of classification of offenses, based on NDE definitions. Changes to dress code violation response were to give warnings for first offense, and involve parent contact for further offenses. Trespassing and Physical Aggression responses were updated to a scaffolded approach, consistent for middle school and high school. Hyperlinks were fixed for administrators to connect them to resources during investigations.
There was discussion about determining "instigation" as subjective. Administrators saw the need to better define this term to identify and mitigate intentional actions that disrupt the learning environment. The discipline policy embeds options for appeal and alternatives are a

part of restorative practices as applicable. The RDP uses the legal definition for "instigation".
Trustee Day made a motion that the Board approve the proposed revisions to the LCSD Restorative Discipline Plans for the 2026-2027 school year.
Trustee Farr seconded.
With no further discussion, the motion carried 6-0.

18. **(For Possible Action)** Discussion and possible action regarding updates from the Fernley area school principals. This item is being presented by principals Virginia Richardson, Kent Jones, Jamie Henderson, Reema Pulsifer, Steve Henderson, Ryan Cross.

    Fernley area school principals each gave a report on the highlights from the last school year, and the goals for 2026-27, as listed in detail in the attachments.
    A request was made for more information from FHS regarding data on current performance metrics and graduation numbers.

A break was called at 9:19 pm.
Called back to order at 9:33 pm.

19. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy JF: Protection of Pupil Rights - Student Surveys, as a first reading. This item is being presented by Deputy Superintendent Stacey Cooper.

    Revisions to Policy JF: Protection of Pupil Rights and student surveys have been recommended with NDE additions. The district is proposing an Opt-Out consideration for the Nevada School Climate/Social Emotional Learning Survey (NV-SCSEL). Currently, the NV-SCSEL is Opt-In and the Youth Risk Behavior Survey (YRBS) is Opt-Out.
    These two surveys help to inform and shape district growth across the state.
    The YRBS is given biannually and the state mandates specifically in NRS 392.422 for parent Opt-Out, as shown in the policy. It is done by random selection in 6-8th grades or 9-12th. Results are later distributed nationally to help inform federal programs, such as TITLE programs and educational supports for families and schools. The participation rate for 2024-25 was 78%. This is currently in policy and not under review for revision during this item.
    There was discussion regarding parental/guardian notification electronically with access to view the survey, and request hard copies. There is time for parents/guardians to Opt-Out of taking the survey. They spoke about the questions posed to students, the pros and cons of exposing them to topics, and the ability to identify and target resources needed in communities.
    At this time the presentation turned to the NV-SCSEL. The purpose of this survey is established in state law NRS 385a.650 and 385a.950, and federal law 20usc 6311, D, requiring school districts to collect climate related survey data annually to grades 5-12 as part of the school improvement plan expectations, as well as the District Performance Framework.
    There was discussion about flyers sent home, being ignored, flyer-apathy, due to the frequency of them. Returning permission slips for any school activity is a challenge all schools face. An Opt-Out method would create more participation while still allowing parents the final say. There seems to be some disconnect in the community regarding surveys. It is not known whether grants or funds are decreased with low participation, but school performance and ratings are effected.

Parents/guardians are notified in advance and can review the questions and timeline of implementation. Currently, the policy requires parents to Opt-In and last year 28% of students participated. Results were then lacking accurate representation of our student population.
For clarity, topics in this survey do not discuss violence, drugs, or intimacy. Topics pertain to students having a trusting adult, or feel safe at school.
It was suggested that if the state wants full participation, they should not penalize schools when the survey is optional. Opt-Out would assist the schools with student participation.
Public Comment was made by several administrators, Farrah Alexander, Michelle Trousdale, and Jamie Henderson, about the accountability of parents that schools have little control over. Schools send home information along with incentives to increase family engagement. They commented that the Opt-Out would address many of the issues the board was discussing.
Trustee Farr made a motion that the Board approve the revisions to Policy JF: Protection of Pupil Rights: Student Surveys making the survey Opt-Out, as a first reading.
Trustee Whisler seconded.
With no further discussion, the motion carried 4-2. Trustees Hendrix and Parsons opposed.

20. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GABB: Negative Information as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.

POOLPACT recommended the edit to Policy GABB: Negative Information, that HR will notify an employee with a response when they are requesting certain material in their personnel file.
Trustee Farr made a motion that the Board approve revisions to Policy GABB: Negative Information as a first reading.
Trustee Parsons seconded.
With no further discussion, the motion carried 6-0.

21. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GABC: Verification of Employment as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.

Revisions to Policy GABC: Verification of Employment are due to POOLPACT recommendations to include mandatory disclosures when staff is investigated or left while under investigation, when receiving verification requests from other districts.
Trustee Farr made a motion that the Board approve revisions to policy GABC: Verification of Employment as a first reading.
Trustee Day seconded.
With no further discussion, the motion carried 6-0.

22. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy GBBB: Employee Dating as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.

Revisions to Policy GBBB: Employee Dating define "indirect supervision" to include anyone who has influence over evaluation, to clarify the definition. There is also an

added reference to Policy GBBH: Employment of Relatives.
Trustee Bull made a motion that the Board approve revisions to policy GBBB: Employee Dating as a first reading.
Trustee Whisler seconded.
With no further discussion, the motion carried 6-0.

23. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy BK: Evaluation of Board Operational Procedures as a second and final reading. This item is being presented by Board Member Kallie Day.

The second reading of Policy BK: Evaluation of Board Operational Procedures changed verbiage to specify that the proposed survey would include community members residing in Lyon County. Trustee Day likened the survey to the similar survey given to exiting teachers, wanting to see where board performance improvements could be made.
Public comment was made by Andrew Merritt who was not in favor of the policy except for the survey part. He noted that others in the public were against it last month.
Trustee Farr made a motion that the Board approve revisions to LCSD Policy BK: Evaluation of Board Operational Procedures as a second and final reading.
Trustee Bull seconded.
The discussion was divided. Trustee Parsons and President Hendrix highlighted the public that had spoken today and during past meetings and advised against the revisions. Trustee Whisler recalled the recent training that several of the trustees attended on governance and being better. He stressed that this revision, with the survey, is intended to make the board better. Trustee Farr added that after spending the better part of an hour discussing the delivery of a survey for parents, that this one would be "opt-in" and could be ignored if the public wished.
Trustee Day explained that the actual survey was not specified directly in the policy, and was open to further discussion regarding the survey.
With no further discussion, the motion carried 4-2. President Hendrix and Trustee Parsons voted nay.

24. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy BCD: Board-Superintendent Relationship as a second and final reading. This item is being presented by Board Member Kallie Day.

Trustee Day reminded the board that the revisions to LCSD Policy BCD: Board-Superintendent Relationship removed the section that allowed direct discussion with the superintendent. The general policy now has similar language taken from the evaluation tool and put it in policy, and requires listing a reason for ratings when they do not meet expectations.
Trustee Day made a motion that the Board of Trustees approve revisions to LCSD Policy BCD: Board-Superintendent Relationship as a second and final reading.
Trustee Farr seconded.
Trustee Parsons shared that they should not be obligated by policy to include reasons. This could result in a "milk-toast" evaluation.
Because the superintendent's employment is impacted by this, Trustee Day feels listing reasons is important for performance. Trustee Whisler agreed, stating that offering reasons for the rating directs the superintendent to improve and let him know what he is doing well.

With no further discussion, the motion carried 4-2. President Hendrix and Trustee Parsons voted nay.

25. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy IGDC: Extra Co-Curricular Activities Expectations as a second and final reading. This item is being presented by Deputy Superintendent Stacey Cooper.

Revisions to Policy IGDC: Extra Co-curricular Activities Expectations are due to edits to recognize the attendance expectations consistent at all high schools and aligns with NIAA obligations.
Trustee Day made a motion that the LCSD Board of Trustees approve Policy IGDC: Extra/Co-Curricular Activities Expectations as a second and final reading.
Trustee Whisler seconded.
With no further discussion, the motion carried 6-0.

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

The next meeting will be held on October 27th at the PLC in Silver Springs.
NEPF Update Results
Silver Stage Highlights
Various G policies
Second readings
Proposal regarding growth to the substitutes pool
Trustee Farr requested a new student governance policy for a first reading.

27. 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.

Public comment – none.

28. ADJOURN:

Adjourn 11:01 pm

The notice for this meeting was posted on September 16, 2026, 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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Attitude of Gratitude

My name is KK and I am successful at my school, Silver Stage Middle because of Mrs Volkov Mrs Volkov.

I want to thank him/her for for trying very hard every day and she is very nice and kind and ~~GENIUS~~ (generous).

Attitude of Gratitude

My name is Jordynn Bell **and I am successful at my school, Silver Stage Middle because of** ms. wungnema.

I want to thank him/her for

I ~~what~~ want to thank her for helping me and Letting me not have to hold it all in, and Letting the have the time I need

Jasiah



Attitude of Gratitude

My name is Jasiah-A-Hernandez **and I am successful at my school, Silver Stage Elementary because of**

MRS: Roberts ... MRS: Medeiros and MRS: Hatch.
(Mrs. Roberts, Mrs. Medieros and mrs. Hatch)

I want to thank him/her for

Teaching me stuff that I didn't know. Like doing the things that they don't have to do for us but they still do it. Even if they have a bad day, they still do everything they can do for us. They also treat us good. They are good. They will always be good ü.

NIGHTHAWKS

Attitude of Gratitude

My name is Piper **and I am successful at my school, Silver Stage Elementary because of** ms Ping nam ms. mcp.

I want to thank him/her for

teaching me making me sosses. ful mak ing me laugh

(for making me successfull and making me laugh)

NIGHTHAWKS

Attitude of Gratitude

My name is ELIAS and I am successful at my school, Silver Stage Elementary because of Mr. GARY and Mr. IAN.

I want to thank him/her for for keeping our school clean and Mr. IAN for keeping the heater running so we stay warm.

THAK YOU Mr. IAN And Mr. GARY.



Attitude of Gratitude

My name is Nevin **and I am successful at my school, Silver Stage Middle because of** Mr. Bobby.

I want to thank him/her for

Always smiling and being kind no matter what day, or time it ~~is~~ is. His kindness indirectly is helping me keep going.

Attitude of Gratitude

"We must find time to stop and thank the people who make a difference in our lives." -John F. Kennedy

My name is Bud Golda and I am successful at Silver Stage High School because of ~~Safe, Responsible~~ (mr. Orneles.)

I want to thank (him)/her for being a cool teacher and coach and a Cool Man

Attitude of Gratitude

"We must find time to stop and thank the people who make a difference in our lives." -John F. Kennedy

My name is Shaylaheart Jones and I am successful at Silver Stage High School because of Mrs. Taylor.

I want to thank him/her for always supporting me and always making sure I'm at school. She makes me very safe here at SSHS! BEST PRINCIPLE EVER!

LYON COUNTY SCHOOL DISTRICT
LICENSED

PERSONNEL REPORT LIC 1001 – October 27, 2026

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST	FUNDED BY and BOARD APPROVAL DATE {if new position}	EFF. DATE	NAME OF RECOMMENDED EMPLOYEE
East Valley Elementary	Teacher		X	(A.Staller)	10/7/26	Melissa Crepeaux
Fernley High	Teacher		X	(J. Fillmore)	10/19/26	James McGill
Fernley Intermediate	Teacher		X	(L. Harrison)	10/1/26	Leslie Quartullo
Yerington High	Teacher		X	(K. Toro Duenas)	8/14/26	Liliana Hurtado
Yerington High	School Nurse		X	(L. Triplett)	9/29/26	Kimberly Lawson

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Fernley High	Teacher	10/2/26	Jillian Fillmore
Fernley Intermediate	Teacher	9/14/26	Linda Harrison
Silver Stage Middle	Teacher	10/1/26	Meghann Hackstaff
Silver Stage Middle	Teacher	10/29/26	Rebecca Janes

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL1001– October 27, 2026

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
Cottonwood Elementary	Paraprofessional		X	(H. Yutzie)	10/12/26	Katherine Royat
Dayton High	Paraprofessional		X	(J. Kramer)	9/28/26	John Kramer
Dayton Intermediate	Paraprofessional	X		SPED Funded	9/24/26	Connie Ruano
District Wide	Bus Driver		X	(E. Allen)	9/21/26	Aaron Allander
Fernley High	Paraprofessional		X	(A.McManness)	10/7/26	Taylor Hatcher
Fernley Intermediate	Custodian		X	(S. Moreno)	9/28/26	Quentin Gregory-Banks
Fernley Intermediate	Paraprofessional		X	(J. Crow)	10/12/26	Ashleigh Jean de.St.Maurice
Fernley Intermediate	Paraprofessional		X	(JK. Hobson)	10/21/26	James Garcia
Fernley Intermediate	Maintenance I		X	(K. Brown)	10/8/26	Joshua Bibeau
Fernley Intermediate	Paraprofessional		X	(H. Ruiz)	10/12/6	Hailee Specchio
Riverview Elementary	Paraprofessional		X	(B. Lutzenhiser)	10/5/26	Silvia Rosas
Riverview Elementary	Paraprofessional		X	(P. Crowell)	10/12/26	Sandra Wall-Iosefa
Silver Stage Elementary	Paraprofessional		X	(E. Hatch)	10/15/26	Veronica Henderson
Smith Valley Schools	Paraprofessional		X	(M. Marshek)	10/8/26	Lydia Hatch
Yerington Intermediate	Paraprofessional	X		New allocation, SPED Funded	10/6/26	Sierra Sanchez
Yerington Intermediate	Paraprofessional		X	(I. Hancock)	10/6/26	Martha Pedroza Barbaria
Yerington Transportation	Bus Paraprofessional		X	(C. Rilling)	9/29/26	Angela Pierce

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
District Wide	Maintenance IV	10/16/26	Charles Fritz
Fernley Intermediate	Paraprofessional	10/15/26	Ashleigh Jean de St Maurice
Riverview Elementary	Paraprofessional	10/1/26	Patricia Crowell
Silver Stage High	Custodian	09/29/26	Charles Roe
Sutro Elementary	Maintenance I	10/8/26	Alden Damm
Yerington Elementary	College & Career Readiness Interventionist	10/8/26	Paulina Covian
Yerington Intermediate	Paraprofessional	10/21/26	Aubrey Lenzi

	DAC	Description	Name
1	DAYTON HIGH SCHOOL	Xduty - MTSS Program Facilitator	HODGES, MICHELLE
2	DAYTON HIGH SCHOOL	Xduty - Wrestling HS Assistant	LAPORTE, JUSTIN
3	DAYTON HIGH SCHOOL	Xduty - Wrestling HS Head	SCHNEIDER, ROBERT
4	DAYTON INTERMEDIATE SCHOOL	Xduty - Basketball Boys 8	MANNING, PAUL E
5	DAYTON INTERMEDIATE SCHOOL	Xduty - Basketball Boys 7	SANTOS, JASON
6	FERNLEY HIGH SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	BOSCH-WHITNEY, AMY
7	FERNLEY HIGH SCHOOL	Xduty - Department Head	CHAPIN, DIANE
8	FERNLEY HIGH SCHOOL	Xduty - Department Head	ERICKSEN, JODY
9	FERNLEY HIGH SCHOOL	Xduty - Play Director HS Fall	FERGUSON, TARA
10	FERNLEY HIGH SCHOOL	Xduty - Play Director HS Spring	FERGUSON, TARA
11	FERNLEY HIGH SCHOOL	Xduty - Academic Team Advisor HS	GONZALEZ, NICOLE L
12	FERNLEY HIGH SCHOOL	Xduty - Department Head	GRACE, JOHN
13	FERNLEY HIGH SCHOOL	Xduty - Shop Maintenance HS	GRACE, JOHN
14	FERNLEY HIGH SCHOOL	Xduty - Department Head SPED	KEMP, CHRISTY
15	FERNLEY HIGH SCHOOL	Xduty - Activity Director HS	KINGSTON, JACKIE
16	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 9	KINGSTON, JACKIE
17	FERNLEY HIGH SCHOOL	Xduty - Shop Maintenance HS	KRZYSIAK, SHANE K
18	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12	KUNTZ, HEATHER
19	FERNLEY HIGH SCHOOL	Xduty - CTE Student Organization Advisor (CTSO)	MAYER, REBECCA
20	FERNLEY HIGH SCHOOL	Xduty - VITA/TCE	MAYER, REBECCA
21	FERNLEY HIGH SCHOOL	Xduty - Department Head	MCCALLUM, TERESA
22	FERNLEY HIGH SCHOOL	Xduty - Band Director HS	MYLER, STEPHEN
23	FERNLEY HIGH SCHOOL	Xduty - Band Director Marching Pep HS	MYLER, STEPHEN
24	FERNLEY HIGH SCHOOL	Xduty - Choir Director HS	MYLER, STEPHEN
25	FERNLEY HIGH SCHOOL	Xduty - Yearbook Advisor HS	NAKASHIMA, NICOLE
26	FERNLEY HIGH SCHOOL	Xduty - Department Head	SLOAN, ANFERNEE
27	FERNLEY HIGH SCHOOL	Xduty - Site Webmaster/School Tech Assistant	SWAIN, DOWAIN III
28	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12	VARNER, KRISTINIA S
29	FERNLEY HIGH SCHOOL	Xduty - National Honor Society	WEISHAHN, AMY
30	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12	WHITEHEAD, PATRICK
31	FERNLEY HIGH SCHOOL	Xduty - Department Head	WHITEHEAD, PATRICK
32	FERNLEY HIGH SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	WHITEHEAD, PATRICK
33	FERNLEY INTERMEDIATE SCHOOL	Xduty - Academic Olympics Advisor MS	CROW, COLLENE M
34	FERNLEY INTERMEDIATE SCHOOL	Xduty - Activity Director MS .5 FTE	HISKEN, EMMA
35	FERNLEY INTERMEDIATE SCHOOL	Xduty - Site Webmaster/School	MARTINEZ, PAMELA
36	FERNLEY INTERMEDIATE SCHOOL	Xduty - Activity Director MS .5 FTE	NOMICOS, ANNA
37	FERNLEY INTERMEDIATE SCHOOL	Xduty - Yearbook Advisor ES	TORRES, TAMMY
38	FERNLEY INTERMEDIATE SCHOOL	Xduty - Academic Fair, School MS	WELLER, JESSIE
39	SILVER STAGE HIGH SCHOOL	Xduty - Track HS Head	DEVENCENZI, LEIA
40	SILVERLAND MIDDLE SCHOOL	Xduty - Basketball Boys 7	AGUILAR, OSCAR A
41	SILVERLAND MIDDLE SCHOOL	Xduty - Site Webmaster/School Tech Assist	RASH, ROBIN L
42	SMITH VALLEY SCHOOLS	Xduty - Activity Director HS	HANSSEN, JOY
43	SMITH VALLEY SCHOOLS	Xduty - Activity Director MS	HANSSEN, JOY
44	SMITH VALLEY SCHOOLS	Xduty - Academic Olympics Advisor MS	ROGACZEWSKI, HEATHER
45	SMITH VALLEY SCHOOLS	Xduty - Academic Team Advisor	ROGACZEWSKI, HEATHER
46	SMITH VALLEY SCHOOLS	Xduty - Basketball Girls 7	SLATER, SHANI L
47	SMITH VALLEY SCHOOLS	Xduty - CTE Student Organization Advisor	WARD, KAREN A
48	SUTRO ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	DOLL, TERI
49	SUTRO ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5	FOWLER, KAELEIGH
50	SUTRO ELEMENTARY SCHOOL	Xduty - Academic Fair Advisor ES	PARKER, MEGAN P
51	SUTRO ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	SATTERFIELD, MORGAN
52	SUTRO ELEMENTARY SCHOOL	Xduty - Site Webmaster/School	TAYLOR, HEATHER
53	SUTRO ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	TAYLOR, HEATHER
54	YERINGTON ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES	COVIAN, PAULINA
55	YERINGTON HIGH SCHOOL	Xduty - Class Advisor 10,11,12 .5 FTE	ALDRIDGE, AMANDA
56	YERINGTON HIGH SCHOOL	Xduty - Class Advisor 10,11,12 .5 FTE	GUTIERREZ, SARA H
57	YERINGTON HIGH SCHOOL	Xduty - Department Head	KILE, JENNIFER L
58	YERINGTON HIGH SCHOOL	Xduty - Department Head	WOOD, MELISSA R
59	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Boys 7	PICOTTE, JEREMY
60	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Boys 8	VEIL, MATTHEW J

Lyon County School District October 27, 2026
Volunteer Report

School Site	Volunteer Position	Name
Yerington High	Junior Achievement	Jeremy Bryant
Yerington High	Junior Achievement	Micah Triplett
Yerington High	Junior Achievement	Sheena Leonard
Yerington High	Junior Achievement	Magali Cruz
Yerington High	Yerington Paiute Tribe	Lorna Conway
Yerington High	Yerington Paiute Tribe	Shundean Emm
Yerington Intermediate	Robotics	Elizabeth McNabb
Smith Valley Schools	Woodshop	Richard Slater
Yerington High	Sideline Assistant	Antonia Roots
Yerington Intermediate	Junior Achievement	Jeremy Bryant
Dayton High	Basketball	Cameron Price
Fernley High	Wrestling	Marilou Rotor
Yerington High	Band / Choir	Steven McCormick

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: Jim Gianotti, Executive Director for Educational Services

Re: The Northwest Regional Professional Development Program (NWRPDP) 2025-2026 Annual Report

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Recommendation
That the board approves a report by the Northwest Regional Professional Development Program (NWRPDP) regarding their work during the 2025-2026 School Year.

Background Information
Each year the NWRPDP provides districts with a report of the work that they completed throughout the region as well as within districts specifically.

Budget Considerations
N/A

Discussed at Previous Meeting
N/A

Attachment(s)
NWRPDP 25-26 Annual Report

Northwest Regional Professional Development Program

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE



Annual Report

2025-2026

Program Director
Ben Dickson

Table of Contents

1. Introduction

Part 1: Evaluation of Region Training Program

2. Five Year Plan

Part 2: Individual RPDP Information

3. Message from the Director
4. Key Findings
5. Case Study Infographics



INTRODUCTION:

The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's Academic Content Standards (NVACS) through regionally determined professional development activities. Although the essential mission has remained unchanged, legislative mandates and the pedagogical needs of teachers continue to broaden the program's scope and responsibilities; the programs' expertise is called upon to assist with district and statewide educational committees and assist in statewide efforts to improve instruction through the Nevada Educator Performance Framework (NEPF).

The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department of Education. A nine-member Statewide Coordinating Council, consisting of members appointed by the Governor or legislators, the Superintendent of Public Instruction, and one member from each of the RPDP governing boards oversees the three regional programs.



As outlined in Standards for Professional Learning (Learning Forward, 2011), there is a relationship between professional learning and student results:

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement (p. 16).

Figure 1. below is a visual representation of the relationship between professional learning based on the Professional Learning Standards and improved student learning. (Desimone, 2009).

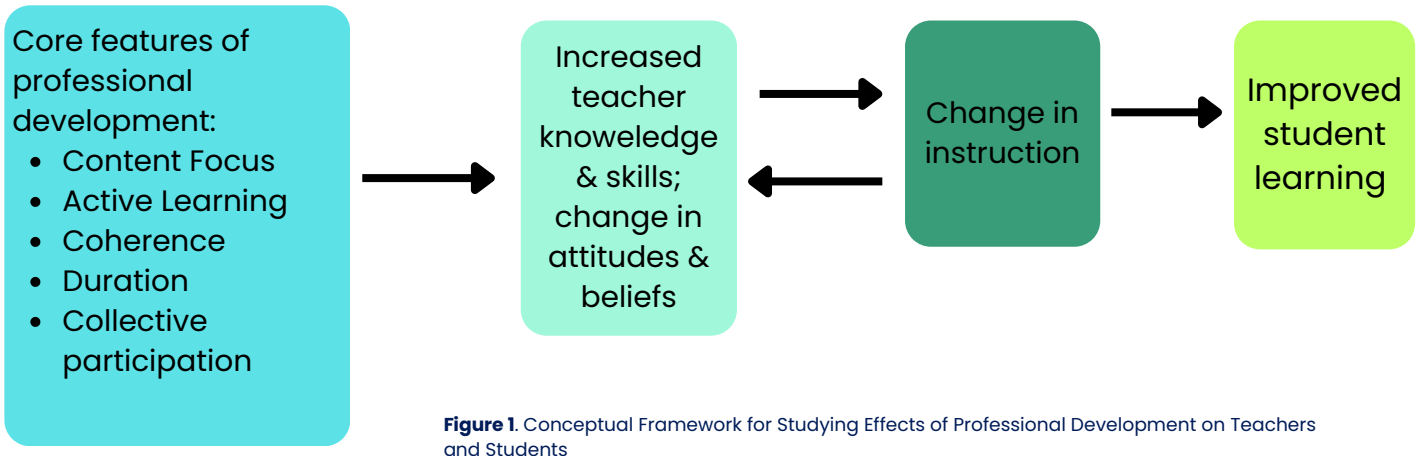


Figure 1. Conceptual Framework for Studying Effects of Professional Development on Teachers and Students

The updated Standards for Professional Learning from the national professional development organization, Learning Forward, were adopted by the Regional Professional Development Programs in 2011. In 2017, Nevada included two additional standards to address equity and cultural competency to become the Nevada Professional Development Standards. These nine standards are used synergistically in order to increase educator effectiveness thereby improving students learning. The standards provide a framework for planning and leading professional learning opportunities.



PART 1:
2025 – 2026 EVALUATION OF REGIONAL TRAINING PROGRAM

Part One: NRS 391A.190 1c Evaluation of Regional Training Program

1.The priorities for training adopted by the governing body pursuant to NRS 391A.175 [391A.175 (a) Adopt a Training Model, taking into consideration other model programs, including, without limitation, the program used by the Geographic Alliance in Nevada.]

After conversations with our service requestor to establish the outcome(s) of the professional learning and alignment with the standards for professional development adopted by the State Board, a training model that is best matched to the work is chosen. Training models may include, without limitation, action research, critical friends/professional learning communities, personal learning networks, coaching, mentoring, instructional rounds, lesson study, and educational courses.

391A.175 (b) Assess the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program and adopt priorities of training for the program based upon the assessment of needs. The board of trustees of each school district may submit recommendations to the appropriate governing body for the types of training that should be offered by the regional training program.

391A.175 (c) In making the assessment required by paragraph (b) and as deemed necessary by the governing body, review the plans to improve the achievement of pupils prepared pursuant to NRS 385A.650 for individual schools within the primary jurisdiction of the regional training program.

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration the needs of our districts and includes a combination of planning tools and strategies, including but not limited to the following:

- Request for services from district personnel or principals based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional development plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education on initiatives to design and implement support or roll-out plans for the NVACS as well as other state initiatives.

Table 1: 391A.190 1c (8)

An evaluation of the effectiveness of the regional training program, including, without limitation, the Nevada Early Literacy Intervention Program, in accordance with the method established pursuant to paragraph (a), and (10) An evaluation of the effectiveness of training on improving the quality of instruction and the achievement of pupils

NWRPDP EVALUATION QUESTIONS (5-point scale)	Average 25/26
1. The training matched my needs.	4.66
2. The training provided opportunities for interactions and reflections.	4.83
3. The presenter's/facilitator's experience and expertise enhanced the quality of the training.	4.81
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.76
5. The presenter/facilitator modeled effective teaching strategies.	4.73
6: This training added to my knowledge of standards and/or my subject matter content.	4.65
7. This training will improve my teaching skills.	4.63
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.70
9. This training will help me meet the needs of diverse student populations.	4.67

Table 2: 391A.190 1c (2)

Type of training offered through the regional training program in the immediately preceding year.

	CONSULTING	INSTRUCTIONAL	Coaching	TOTAL TRAININGS
Carson City	**0**	**1**	**0**	**1**
Charter Schools	**0**	**1**	**0**	**1**
Churchill County	**1**	**3**	**0**	**4**
Douglas County	**0**	**10**	**0**	**10**
Lyon County	**0**	**3**	**0**	**3**
Regional (Multiple Districts)	**7**	**82**	**8**	**97**
Storey County	**3**	**19**	**2**	**24**
Washoe County	**3**	**21**	**2**	**27**
Aggregate	**14**	**142**	**14**	**170**

Note: "Regional" training includes schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

Table 3: 391A.190 1c (3)

The number of teachers and administrators who received training through the regional training program in the immediately preceding year

	TEACHERS TRAINED	UNIQUE TEACHERS TRAINED	ADMINISTRATORS TRAINED	UNIQUE ADMINSTRATORS TRAINED	TOTAL TRAINED
Carson City	**229**	**180**	**24**	**20**	**253**
Charter Schools	**103**	**53**	**2**	**2**	**105**
Churchill County	**265**	**165**	**12**	**12**	**277**
Douglas County	**376**	**173**	**11**	**8**	**387**
Lyon County	**197**	**123**	**22**	**18**	**219**
Other	**8**	**6**	**2**	**1**	**10**
Regional (Multiple Districts)	**10**	**10**	**1**	**1**	**11**
Storey County	**380**	**32**	**2**	**2**	**382**
Washoe County	**1502**	**839**	**72**	**56**	**157**
Aggregate	**3070**	**1639**	**148**	**120**	**3218**

Note: The "Other" category includes training sessions with schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

Table 4: 391A.190 1c (4)

The number of administrators who received training pursuant to [NEPF] in the immediately preceding year.

	ADMINISTRATORS TRAINED	UNIQUE ADMINISTRATORS TRAINED
Carson City	**17**	**13**
Charter Schools	**1**	**1**
Churchill County	**8**	**8**
Douglas County	**7**	**7**
Lyon County	**18**	**16**
Other	**2**	**1**
Regional/NDE/Government	**1**	**1**
Storey County	**2**	**2**
Washoe County	**43**	**41**
Aggregate	**99**	**89**

Note: The "Other" category includes training sessions with schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

Table 5: 391A.190 1c (5)

The number of teachers, administrators, and OLEP who received training [specific to correct deficiencies in performance identified per NEPF evaluation] in the immediately preceding year.

	Carson City	Charter	Churchill County	Douglas	Lyon	Other	Storey	Washoe	Aggregate
Teachers, Admin, OLEP	77	34	170	21	53	11	12	340	718

Table 6: 391A.190 1c (6)

The number of teachers who received training in [family engagement] in the immediately preceding year.

	Carson City	Charter	Churchill County	Douglas	Lyon	Other	Storey	Washoe	Aggregate
Teachers,	6	9	2	4	12	3	0	82	118

Table 7: 391A.190 1c (7)

The number of paraprofessionals, if any, who received training in the immediately preceding year.

	Carson City	Churchill County	Douglas	Lyon	Regional/ NDE/Gov	Storey	Washoe	Aggregate
Parapro-fessional	3	15	1	25	1	2	89	136

Table 8: 391A.190 1c (9) I & II

Trainings that included NVACS in the immediately preceding year; III Trainings that included NEPF in the immediately preceding year; IV Trainings that included culturally relevant pedagogy in the immediately preceding year.

	NVACS	NEPF	CULTURALLY RELEVANT PEDAGOGY
Carson City	**9**	**32**	**4**
Churchill County	**15**	**40**	**9**
Douglas County	**12**	**36**	**6**
Lyon County	**12**	**44**	**9**
NDE/Statewide	**14**	**47**	**8**
Other	**2**	**11**	**5**
Regional (Multiple Districts)	**0**	**6**	**1**
Storey County	**3**	**0**	**17**
Washoe County	**33**	**71**	**17**
Aggregate	**100**	**287**	**76**

Note: "Regional" training includes schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

FIVE YEAR PLAN

The three Regional Professional Development Programs (RPDPs) were established during the 70th Session (1999) of the Nevada State Legislature upon passage of Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's Academic Content Standards (NVACS) through regionally determined professional learning activities. The planning and implementation of professional learning services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, and representatives of Nevada's higher education system and the State Department of Education (Section 16.1-16.8). A Statewide Council for the Coordination of the Regional Training Programs provides oversight statewide and includes members from each regional governing body, the Superintendent of Public Instruction or their designee, and several legislatively appointed members. The RPDPs target three broad categories of professional learning: 1) Meeting district requests for services (e.g., NVACS, differentiation, student engagement), 2) Fulfilling legislated mandates (e.g., NVACS, NEPF, Parent Engagement), and 3) Supporting individual teachers (e.g., coaching, credit classes, modeling, instructional rounds).



Service Areas of Each Region

The **Northeastern Nevada Regional Professional Development Program** (NNRPDP) serves approximately 1,200 teachers and administrators in schools across six counties in northeastern Nevada, an area of 51,385 square miles. Districts range in size from 300 students in Eureka County to over 9,000 students in Elko County; schools range in size from fewer than 10 students to over 1,600 students. The NNRPDP serves Elko, Eureka, Humboldt, Pershing, Lander, and White Pine School Districts, as well as schools governed by the State Public Charter School Authority.

The **Northwest Regional Professional Development Program** (NWRPDP) serves over 4,900 teachers and administrators in schools across six counties in northwestern Nevada, an area of 14,489 square miles. Districts range in size from 445 in Storey County to over 61,000 in Washoe County; schools range in size from 203 students to over 2,200 students. The NWRPDP serves Carson City, Churchill, Douglas, Lyon, Storey, and Washoe County School Districts, as well as schools governed by the State Public Charter School Authority.

The **Southern Nevada Regional Professional Development Program** (SNRPDP) serves approximately 18,250 teachers and administrators in schools across five counties in southern Nevada, an area of 44,299 square miles. Districts range in size from 85 students in Esmeralda County to over 310,000 in Clark County; schools range in size from fewer than 10 students to over 3,500 students. The SNRPDP serves educators in Clark, Nye, Lincoln, Esmeralda, and Mineral County School Districts, as well as schools governed by the State Public Charter School Authority.



Figure 2. Map of counties serviced by each regional program.

Mission

The RPDPs provide high-quality professional learning opportunities to enhance student learning within the context of Nevada Professional Development Standards by recognizing and supporting research-based instruction and by facilitating instructional leadership.

Professional Learning Standards

Professional learning opportunities with RPDP align to the Standards for Professional Learning as outlined by the national association of professional learning, Learning Forward, as well as the Nevada's Professional Learning Standards recognized by Nevada Department of Education.

Statewide RPDP Goals

The mission and governance structure of the RPDPs guide the goals of the organization by providing a framework around which services are provided. The goals meet the broad organizations' directives while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities.

- Provide professional learning opportunities for teachers to strengthen pedagogical content knowledge.
  - Develop and maintain positive relationships and trust with teachers
  - Create robust professional learning opportunities with specific outcomes
  - Communicate opportunities for professional learning to teachers
- Partner with administrators to improve instructional leadership and support teacher pedagogical content knowledge.
  - Develop positive relationships and trust with administrators
  - Create robust professional learning opportunities with specific outcomes
  - Participate in district level planning as appropriate
  - Communicate opportunities for professional learning to administrators
- Partner with stakeholders in Nevada
  - Collaborate with organizations and businesses wherein partnerships benefit educators in Nevada
  - Exchange resources and services within and across RPDPs statewide
  - Create and maintain programs with the Nevada System of Higher Education
  - Liaise with Nevada Department of Education
- Sustain and Continue Growth as a Learning Organization
  - Provide professional learning opportunities for RPDP professional learning leaders in order to maintain a high level of expertise
  - Undertake rigorous review of research to drive best practices and continuous improvement
- Provide leadership in national and statewide educational priorities
  - Develop and provide professional learning including, but not limited to, interactive and integrative technology, equity and diversity, and science of reading

Measurement

In order to demonstrate progress of the five-year plan, multiple measures will be applied. The NRS-mandated statewide RPDP evaluation form will be collected and reported in Part I of each RPDP's annual report. Additional means to demonstrate effectiveness of goals within this plan can be found in Part II of each RPDP's annual report. These measures may include educator and/or student assessments aligned to professional learning outcomes, surveys, alignment to the five-level evaluation of professional development framework (Guskey, 2002), impact reports of professional learning provided, and/or in-depth case studies of specific projects. The measurements in Part II are not mandatory, but provide stakeholders a more robust description of the return on investment.

Assessment of Training Needs

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration the needs of the districts and includes a combination of planning tools and strategies, including but not limited to the following:

- Request for services from district personnel based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional learning plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education to design, implement, support, or roll-out plans for state initiatives.

Two-Year Focus and Budgets

Each RPDP provides professional learning opportunities to districts and schools within their respective regions and works collaboratively statewide to provide consistent and equitable opportunities for educators in Nevada. Training programs offered each year vary depending upon the needs and requests of the districts each RPDP serves; RPDPs do not solely determine those training programs without significant input from respective stakeholders. The RPDPs collectively provide learning opportunities across the state and current opportunities can be found online at rpdp.net, nwrpdp.com, and nnrpdp.com.

Total Biennial Budget FY25 & FY26

Collective RPDP Budget - $15,134,786

- SNRPDP $8,060,814.00
- NWRPDP $4,542,684.00
- NNRPDP $2,531,288.00

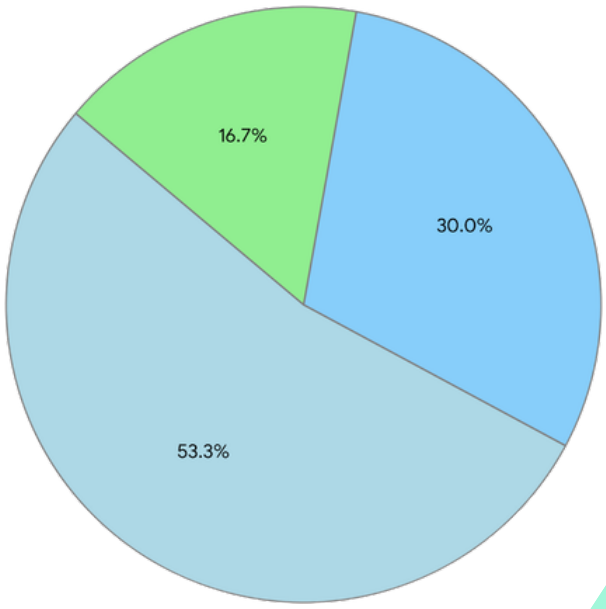


Figure 3. Pie chart showing percentages of the total RPDP budget allocated to each region



PART 2: **INDIVIDUAL RPDP INFORMATION**

Dear Educators,
The Northwest Nevada Regional Professional Development Program (NWRPDP) is incredibly proud to share the impact we have had with educators across our region and the state of Nevada over the 2025/2026 school year.

In today's rapidly evolving world, your role as an educator is more critical than ever and our organization exists entirely to support you in this vital endeavor.

Exceptional teaching is the foundation of a thriving community. At NWRPDP, our core purpose is to ensure that all educators have the tools, resources, and support they need to be their absolute best. We understand the unique challenges you face daily: navigating evolving curricula, meeting the diverse needs of your students, and constantly innovating under pressure.

With these realities in mind, our professional learning events this past year were intentionally designed to offer practical strategies, cutting-edge research, and collaborative spaces that ignite passion and enhance your craft.

We see ourselves as partners in your professional journey. We are committed to fostering a community where knowledge is shared, best practices are celebrated, and every educator feels supported, inspired, and valued. When you grow, your students flourish, and ultimately, our communities thrive. This ripple effect is what fuels our passion and defines our purpose.

Thank you for your unwavering commitment to education. We are deeply honored to be a part of your professional growth, and we look forward to continuing to serve you with integrity, innovation, and an steadfast belief in the power of every educator.

NWRPDP Staff

NWRPDP Sponsored Training Programs



The Northwest Regional Professional Development Program (NWRPDP) is a service organization providing professional learning opportunities to districts and schools within our region. Training programs offered each year vary depending upon the needs and requests of the districts we serve; the NWRPDP does not solely determine those training programs without significant input from our stakeholders.

In addition to serving the requests of our districts and schools, the NWRPDP has developed and provided training for teachers and administrators during the 2024-26 biennium. These professional learning opportunties have consisted of year long endorsement courses, year long school wide professional develoment, legislative mandates and our first ever AI conference.

Below is a sample of those trainings provided to Nevada educators this year.

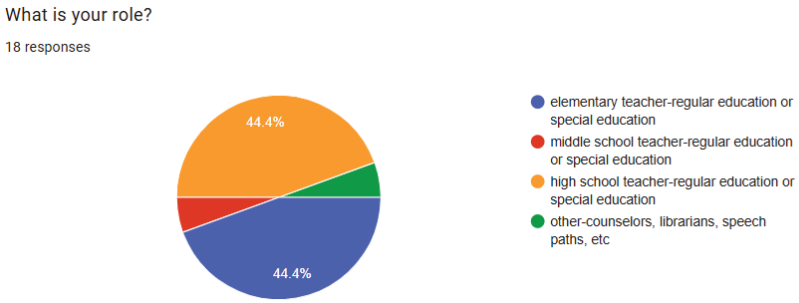
Teacher Academy

YEAR-END REVIEW & IMPACT REPORT

Douglas County School District
EMPOWER • PREPARE • INSPIRE • CONNECT

What is Teacher Academy?

Teacher Academy is a two-year professional learning group in Douglas County School District designed to support educators through coaching, collaboration, and ongoing professional growth. Participants engage in a cohort model, meeting throughout the year with fellow teachers supported by Professional Learning Facilitators to deepen their instructional practice and strengthen their impact on student learning. Teacher Academy focuses on key areas such as effective classroom instruction, classroom management, the Nevada Educator Performance Framework (NEPF), and collaboration. The graph below represents the participants in Teacher Academy 1 for the 25-26 school year.



Impact

Teacher Academy Focus Areas	Growth of Knowledge
DCSD Instructional Model	Beginning of Year: 55.6% End of Year: 94.4%
Nevada Educator Performance Framework (NEPF)	Beginning of Year: 55.5% End of Year: 88.9%
Thinking Maps	Beginning of Year: 28% End of Year: 83%
Levels of Engagement	Beginning of Year: 33% End of Year: 89%

Feedback

Representative Comments:

- “Thank you so much for all the information and fun! You are all amazing.
- “I absolutely loved this and the relationship that I was able to build and connect with. Thank you for all of the help and all of the insight and I am sure that I will still need and have questions for next year. Thank YOU!”
- “Thank you for making teacher academy fun.”
- “The mentorship has been great.”

Top Rated Components:

- Receiving coaching and feedback from Professional Learning Facilitators
- Peer observations and building relationships with peers
- August training days prior to the start of the school year
- Access to resources and support

PODCAST YEAR IN REVIEW

WE CAN DO EPIC THINGS

Douglas County School District
EMPOWER - PREPARE - INSPIRE - CONNECT

GROWTH & ENGAGEMENT



AUDIENCE INCREASED

442%

from last year





FOLLOWERS INCREASED **20%**

LISTENER TOP SCORES

NUMBER 1 EPISODE:



8616 DOWNLOADS | **106** EPISODES | **3** SEASONS



FEATURED GUEST LINEUP



FEATURED GUEST LINEUP:
THE INNOVATORS



KATIE MARTIN | CATLIN TUCKER | A.J. JULIANI | GRACE DEARBORN | FAWN NGUYEN

Douglas County School District

Summary of Project:

The *We Can Do EPIC Things* podcast was created as an innovative approach to professional learning, designed to reimagine traditional in-service classes. When the first episode launched in August of 2023, the goal was to provide educators with a flexible and engaging way to learn about Douglas County School District, hear from educational leaders and innovators, while earning salary credit advancement through podcast participation. Season three brought listeners 30+ episodes filled with students, teachers, best selling educational authors, and practical classroom strategies to use with students kindergarten through 12th grade.
By offering professional learning in an on-demand format, the podcast allows educators to engage with content when it is most convenient, which is essential for teachers and their busy lives.

Results:

Over the past year, the podcast has experienced tremendous growth and educator engagement. The audience increased by 442% compared to the previous year and followers grew by 20%. This demonstrates a strong demand for accessible, on-demand professional learning. We have reached 8,616 downloads across 107 episodes spanning three seasons (with season 4 on the way in August). The podcast has provided a wealth of professional learning content for 100 teachers in our district and has become the number one podcast for 32 of our listeners!
We have had the opportunity to speak with many educational celebrities such as Catlin Tucker, Katie Martin, A.J. Juliani, but our biggest highlight of season 3 was Grace Dearborn. We spoke with Grace at the Learning and the Brain conference in New York City about her new book release, how to get students engaged, and practical strategies for classroom management. She shared a wealth of knowledge and the feedback we received from listeners about purchasing her new book was overwhelming!

Conclusion:

The success of *We Can Do EPIC Things* demonstrates that professional learning can be both meaningful and accessible when delivered through innovative formats. The substantial increase in audience engagement, continued growth in listeners, and positive feedback from educators indicate the podcast is successfully meeting its goal of providing flexible, relevant, and impactful learning experiences. We have just wrapped Season 3 and will continue with Season 4 at the start of the 26-27 school year in August. Our goals for season 4 is to expand our audience, continue providing educators with diverse educational perspectives, and hopefully more educational celebrities!

INNOVATIVE LEADERSHIP INSTITUTE

2025-2026

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

Program Objective

The goal of this course is to build collective efficacy and expand the leadership capacity of educators in Northwest Nevada. The course is designed for classroom teachers, TOSAs, and new deans.

Three-Phase Leadership Model

Module 1: You As a Leader

Focus on identity, core values, leadership styles.

Module 2: Leading Others

Focus on navigating team dynamics, pyschological safety, and building trust.

Module 3: Policy & Advocacy

Focus on educational systems, problems of practice, and building and presenting policy solutions.



95%

Felt more confident in their leadership strengths and capabilities!

The Transformative Shift

- **From Logistical to Root Cause:** Participants noted a shift in problem analysis from identifying surface-level issues to diagnosing deep “problems of practice.”
- **From Reluctant to Empowered:** Participants moved from being intimidated by leadership to feeling “excited and motivated” to drive change.
- **Value-Driven Leadership:** Participants moved from reactive decision-making to intentional actions grounded in a clear “why”.

Leading from Within: Expanding Educator Capacity with ILI

Project Overview

The Innovative Leadership Institute (ILI) is a rigorous, year-long professional learning program now in its third consecutive cohort year. ILI emphasizes collaborative discourse, peer learning, and the direct application of concepts to participants' own school sites — bridging theory and practice in every session in order to expand educator leadership capacity and build collective efficacy.

Project Design

The 2025-2026 ILI cohort design was structured around three interconnected leadership modules, each culminating in a capstone project that required participants to apply learning directly to their school context:

In the first module, You as a Leader, participants explored models of effective leadership, identified core values, learned how credibility is built (and lost), and engaged in reflective practice. The module was focused on leading with vulnerability and empathy, anchored by an Ignite-style presentation in which participants articulate their leadership identity and purpose.

The second module, Leading Others, equipped participants to navigate complex interpersonal and organizational dynamics, including dealing with resistance, holding difficult conversations, coaching and mentoring colleagues, building psychologically safe collaborative environments, and recognizing and challenging systemic inequities. The capstone for this module was a School Improvement Plan (SIP) case study that required participants to identify and analyze a real problem of practice at their site.

Participants developed the skills to communicate and implement a vision with authentic stakeholders in the third and final module, Policy and Advocacy. The culminating panel presentation required participants to present a compelling policy proposal to a live audience of educational leaders and community partners, including members of the Washoe County School District Board of Trustees.

Results and Impact

Twenty-two participants completed an end-of-program survey rating their growth across twelve outcome indicators on a 4-point scale. Results reflect strong and consistent impact across all areas of leadership development. Average scores across all twelve indicators ranged from 3.73 to 3.91 out of 4.0.

Table 1. Participant Outcome Ratings (% Strongly Agree, n=22)

% Strongly Agree	Outcome Indicator
91%	Gained clarity on core leadership values and guiding "Why"
95%	More confident identifying leadership strengths and growth areas

% Strongly Agree	Outcome Indicator
95%	Better prepared to analyze problems of practice beneath school-wide goals
82%	Better equipped to observe and analyze team dynamics and psychological safety
95%	Developed strategic thinking skills to move SIP goals forward
86%	More comfortable going against the grain to initiate positive change
95%	Overall, ILI significantly expanded capacity to lead and support school change

Participant reflections further illustrate the depth of impact:

> *"I was not confident talking about struggles I have as an educator. I have been able to implement an attendance communication program at my school. This class gave me the confidence to speak to my principal and talk about real issues in my classroom."*
>
> *"Even though I have my doctorate in Education, I learned a lot more about myself as a leader and what good leadership looks like in practice."*
>
> *"At the start of this course I would describe my approach as prepared to be a coach. Now, after taking this course I have decided to get my credential in Educational Leadership through WGU — something I did not have the confidence to do before."*
>
> *"I have been a Department Leader for ten years. This class taught me valuable lessons that would have dramatically increased my efficacy had I known it a decade ago."*

Participants also described concrete leadership actions taken at their school sites as a direct result of the program, including:

- Developing and presenting a data-informed proposal to address chronic absenteeism in an EL program
- Leading teacher professional development at staff meetings using course frameworks
- Guiding school administration through a master schedule review process by designing an all-staff survey
- Coaching an assistant principal on credibility and communication strategies to secure school-wide buy-in
- Implementing collaborative walk-through observation protocols that shifted evaluative conversations to instructional coaching dialogues

Conclusion and Path Forward

The 2025–2026 cohort marked the third consecutive year of the Innovative Leadership Institute, and survey results affirmed the program's sustained impact on educator leadership capacity across Washoe County. Participants consistently reported not only increased confidence and

skill, but meaningful, site-level action. Providing evidence that ILI produces leaders who are ready to drive change now, not just in future formal roles.

The program's design, which is grounded in authentic application, peer collaboration, and progressive capstone projects, continues to distinguish ILI as a high-quality, relevant leadership pipeline for educators at all career stages. Participant testimonials from this cohort reflected transformational shifts in leadership identity, professional confidence, and commitment to equity and advocacy within their schools.

Given the demonstrated outcomes and continued demand from educators across the region, NWRPDP intends to proceed with a fourth cohort in the 2026–2027 school year.

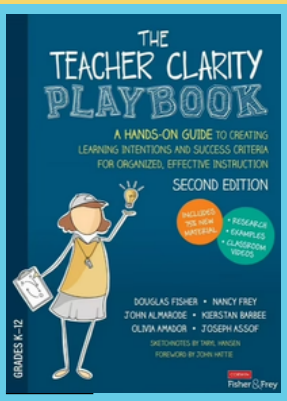
TEACHER CLARITY MEETS REVEAL MATH

Jesse Hall Elementary School

WCSD

THE MODEL

- Seven Hour-Long Deep-Dive Sessions: Focused on pairing the guiding principles of Fisher and Frey's Teacher Clarity Playbook directly with the specific components of the Reveal Math curriculum.
- Two 2-hour Planning Intensives: Provided dedicated time for content exploration and collaborative planning empowering teachers to build their Teacher Clarity-driven Reveal lessons.
- Two Learning Walk Rounds: Facilitators visited classrooms to gather real time data on the professional learning in action.



Reveal MATH

https://www.corwin.com/books/teacher-clarity-playbook-288328?utm_source=google&utm_medium=cpc&utm_campaign={campaignname}&utm_content={adgroupname}&utm_term=&gad_source=1&gad_campaignid=230819390 21&gbraid=0AAAAC7LOsMxa3my1qMbhzzg9hezkvzy J&gclid=EAIaIQobChMI6eOonrWWIAMVIxmtBh3eYQBtEAQYASABEgL-rfD_BwE
https://www.mheducation.com/prek-12/program/microsites/MKTSP-GIP20MO?srsltid=AfmBOoosRay4BG0uMzlPa4AMRkfApS_QDJEUzLrpi4jZBJnZbYscobaP

PROJECT OBJECTIVES

- *Bridge Theory & Practice*: Pair the 9 modules of Teacher Clarity directly with the Reveal Math concepts.
- *Establish Instructional Consistency*: Empower teachers to consistently develop and share learning intentions and success criteria so students clearly understand their learning goals.
- *Deepen Standards Alignment:* Help teachers gain a more profound understanding of math standards by identifying necessary concepts and skills.
- *Foster Data-Driven Growth:* Use collaborative planning and learning walks to observe these practices and refine conncetions between clairty and math instruction.

RESULTS

- Teachers reported having a clearer understanding of how Teacher Clarity supports effective implementation of Reveal Math.
- Teachers now consistently share learning intentions and success criteria during math lessons.
- Teachers identified positive impacts on student learning as a result of their clear communication.
- 100% of teachers agreed that the PL helped them grow in their ability to connect TC practices with their math instruction.

Teacher Clarity Meets Reveal Math

Project Overview

The 2025-2026 school year initiative focused on the intentional integration of Teacher Clarity frameworks with the Reveal Math curriculum at a K-5 elementary school in Washoe County School District. Recognizing that high-quality materials are most effective when paired with clear instructional intentions, the project aimed to empower educators to dismantle complex standards into manageable, transparent learning pathways for students. By fostering a culture of "knowing where we are going," the school sought to improve student agency and mathematical proficiency across all grade levels.

Why this Project

Teacher Clarity is the practice of explicitly communicating learning intentions, success criteria, and expectations to students. The research behind this approach is compelling: John Hattie (2023) identified teacher clarity as having an effect size of 0.84, making it one of the highest-impact instructional strategies available. When students understand both the "what" and the "why" of their learning, they engage more deeply and retain information better. To leverage this impact alongside the new Reveal Math curriculum, the Site-Level Curriculum Team chose to implement Teacher Clarity. This year-long project also honored the schoolwide Math Path Agreements established during the previous school year. Through collaborative professional development, teachers co-designed learning intentions and success criteria, ensuring explicit math instruction was consistent schoolwide.

Results & Impact

The implementation of the Teacher Clarity Project at Jesse Hall Elementary resulted in a measurable shift in both instructional precision and student performance. Post-implementation survey data revealed a 100% consensus among participating educators that the clear definition of learning intentions and success criteria directly improved student learning outcomes. Teachers reported this framework allowed them to be more "intentional with planning and teaching," moving away from broad activities toward targeted, goal-oriented instruction. This clarity extended to the students as well; qualitative feedback highlighted that learners now have a "better understanding of what they are learning and why," leading to increased engagement and mastery. Furthermore, the project’s integration with the Reveal Math curriculum has been described as a "game-changer," with 94% of staff expressing high confidence in their ability to lead and sustain these practices, ensuring long-term impact on the school's pedagogical culture.

Conclusion

This 2025-2026 project has demonstrated that when Teacher Clarity is treated as the "engine" and Reveal Math as the "vehicle," student outcomes accelerate. The project successfully shifted the classroom dynamic from passive receiving to active, goal-oriented learning. Moving forward, the school remains committed to refining these practices, ensuring that every student has a clear map to mathematical success.

References

Hattie, J. (2023). *Visible learning: The sequel: A synthesis of over 2,100 meta-analyses relating to achievement* (1st ed.). Routledge.

NEVADA MIDDLE SCHOOL CTE PILLAR FRAMEWORK PILOT COMMITTEE | 2025-2026 YEAR IN REVIEW

MISSION: PILOTING THE NEW NEVADA MIDDLE SCHOOL CTE PILLAR FRAMEWORK.

AUGUST 2025 – MAY 2026

KEY IMPACT NUMBERS

STUDENTS IMPACTED:
3,212



EDUCATORS INVOLVED:
26



SCHOOLS PARTICIPATED:
14



COMMITTEE WORK & LEARNING



10 HOURS
of Professional Learning completed by teachers



Curriculum Review & Vetting or **Collaborative Sessions**

FINAL RECOMMENDATION

COMMITTEE FORMALLY RECOMMENDS
DISTRICT-WIDE ADOPTION
FOR THE 2026-2027 SCHOOL YEAR

NEXT STEPS

ROLLOUT PLAN

FULL IMPLEMENTATION

Summary of Project

Our committee was tasked with creating a statewide framework for middle school career exploration in partnership with the Carson, Elko, Lyon, and Clark school districts. Previously, existing middle school standards restricted alignment with high school Career and Technical Education (CTE) pathways to just six specific areas: Agriculture, Business and Marketing, Education/Family Consumer Sciences, Health Science and Public Safety, Media Technologies, and Skilled and Technical Sciences. This constraint excluded many other valuable CTE programs, significantly limiting students' opportunities to explore diverse careers and develop relevant early skills. To eliminate these barriers, we designed a dynamic framework that enhances flexibility and opens the door to a much wider variety of CTE pathways. Importantly, this new framework is applicable across all academic content areas, rather than being confined to specific subjects.

The framework is intentionally designed to help middle school students build their occupational identity and confidently choose and complete high school programs. It provides actionable guidance on engaging with Career and Technical Student Organizations (CTSOs), exploring post-secondary education and training options, understanding industry-recognized certifications, and accessing work-based learning opportunities. Designed to introduce these high school pathways, the repeatable course teaches essential concepts and skills for career readiness across various fields through four foundational pillars: Understanding Careers and the Nature of Work, Safety and Best Practices, Employability Skills, and 4PBL (Phenomenon, Place, Project, Problem).

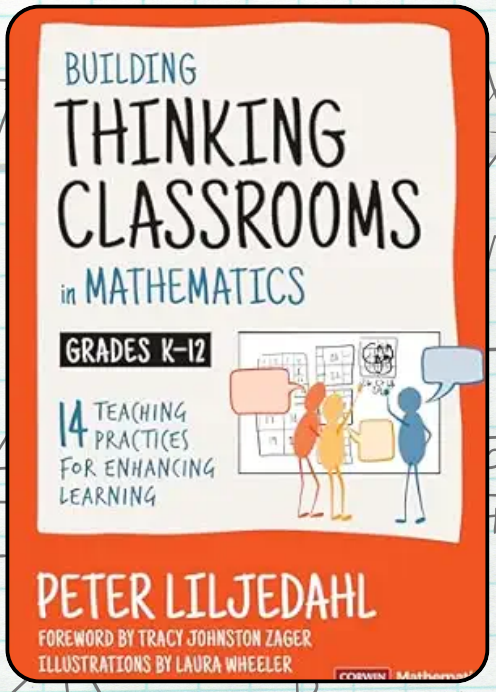
Impact/Next Steps

Between August 2025 and May 2026, our committee successfully tested this framework in a comprehensive pilot program. The pilot yielded excellent engagement, directly impacting 3,212 students across 14 participating schools. The initiative was championed by 26 dedicated educators, each of whom completed 10 hours of targeted professional learning to effectively deliver the new curriculum. The curriculum emphasizes critical thinking, collaboration, and real-world applications, allowing students to deepen their knowledge and expand their skills annually with age-appropriate experiences and increasing responsibility. To accommodate varying district scheduling needs, the course duration is highly flexible, ranging from 9 weeks to 3 years.

Following this highly successful testing phase, the committee formally recommends district-wide and statewide adoption, with full implementation slated for the 2026–2027 school year. To ensure a smooth and successful transition, statewide professional development will take place during the 2026–2027 school year and be offered to educators across all counties to support rollout. Additionally, the Northwest Regional Professional Development Program (NWRPDP), which provided vital assistance to teachers during the pilot, will continue to provide comprehensive support and resources throughout the statewide launch.

Building Thinking Classrooms

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE



Summary

- **The Problem**: 80% of math students engage in "non-thinking" (mimicking/stalling).
- **The Goal**: Use 14 research-based practices to foster deep cognitive engagement.
- **The Shift**: Move from teacher-led lectures to student-centered problem-solving.

Introduction

- **Objective:** Disrupt passive learning norms through monthly professional development.
- **Key Drivers for Change:** Thinking tasks, Vertical Non-Permanent Surfaces (VNPS), and random grouping showed the strongest impact on student thinking.

43 Teachers

43 teachers and administrators from kindergarten through fifth grade participated in the six session training. Teachers were guided through the practices of the book as if they were students then reflected as teachers on the process.

2 Schools

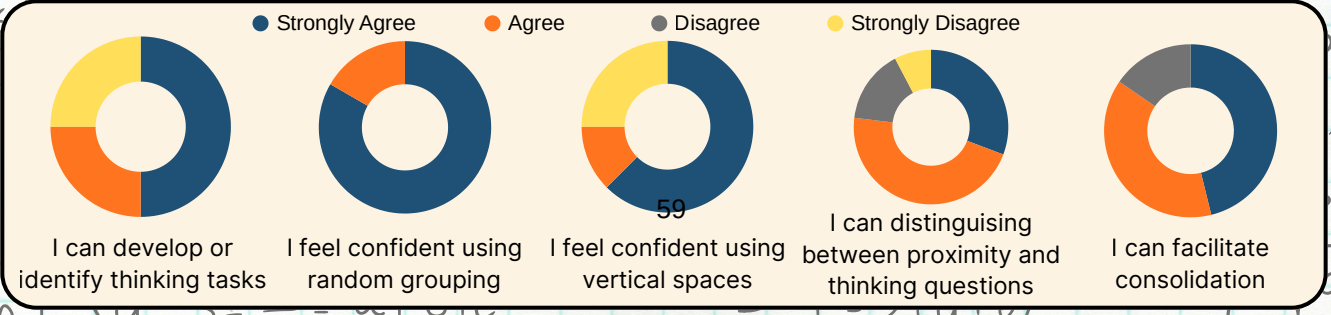
Two schools requested the Building Thinking Classrooms in Mathematics practices to be brought to their staff as part of their professional learning for the year.

10 Hours

Schools used early release days to complete the sessions. Sessions were held once per month at each school site to allow for teahcers to integrate practices into their instruction.

Result

- **Successes:** High engagement with random grouping and vertical spaces; increased teacher confidence in implementing thinking tasks.
- **Growth Area:** Teachers need further support in navigating student questioning and managing "keep-thinking" prompts.



Building Thinking Classrooms in Mathematics

Project Overview

The Building Thinking Classrooms (BTC) project was a targeted professional development initiative designed to disrupt passive learning norms in mathematics. Implementation focused on transitioning from traditional teacher-led lectures, where an estimated 80% of students engage in "non-thinking" behaviors like mimicking or stalling, to student-centered problem-solving. By utilizing 14 research-based practices from Peter Liljedahl's framework, the project sought to foster deep cognitive engagement and among students across kindergarten to fifth grades.

Project Design and Analysis

The project was structured as a comprehensive six-session training program involving 43 teachers and administrators from K-5 grade levels across two elementary schools. To ensure a practical understanding of the pedagogy, participants were guided through the BTC practices first as students before reflecting on the implementation from a teaching perspective. The sessions were held once per month on early release days, providing a deliberate cadence that allowed educators to integrate specific practices into their instruction between meetings. Post training data were collected anonymously to determine strengths and areas for growth across the 14 practices. which were identified as the primary drivers for shifting classroom culture and increasing student cognitive stamina.

Results

Data indicate significant increases in teacher confidence and student participation. The most substantial successes were seen in the use of visibly random grouping, where 83.3% of teachers reported high confidence, and vertical spaces, which saw 62.5% strong confidence. While 46.2% of teachers felt capable of identifying or developing effective thinking tasks, the results also highlighted specific areas for continued professional growth. Specifically, while teachers showed progress in distinguishing between proximity and thinking questions, there remains a documented need for further support in navigating complex student questioning and effectively managing "keep-thinking" prompts to maintain student momentum without giving away answers.

Conclusion

The Building Thinking Classrooms initiative successfully established a foundation for active mathematical thinking across the participating schools. By delivering 10 hours of professional learning across the identified schools, the project moved the needle from passive observation to active problem-solving. While the initial "Toolkit" practices have been largely mastered, the conclusion of this study suggests that future efforts should focus on the refinement of consolidation techniques and the nuances of student interaction to ensure the "thinking" culture remains a permanent fixture of the mathematics classroom.

HOW ROAD ECOLOGY IS SHAPING THE FUTURE OF OUR PLANET

CROSSINGS



NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

Summary

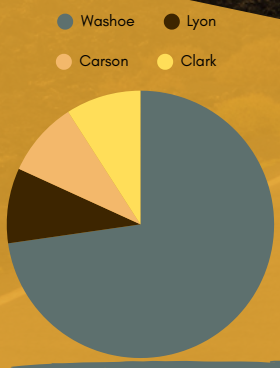
This book club investigated the immediate, high-impact visible disruptions that roads introduce to ecosystems, by exploring the hidden, systemic, and long-term consequences that roads have on natural environments.

Objective

- Identify and analyze Nevada-centric landscapes, priorities, and tradeoffs of engineering roadways
- Determine pathways from awareness to action in engineering design features



Participants

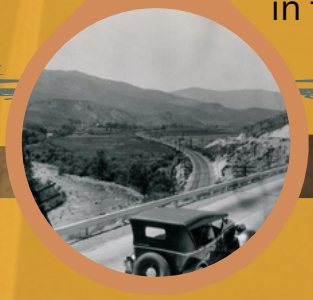


11 teachers participated in the book club

Sessions were held virtually with whole and small group discussions

Results

- Participants reported developing a broader, fuller view of ecology in relation to roads
- Participants appreciated the Nevada focus, finding how these ideas are currently being addressed in their own back yards



In the Classroom



Communication and awareness through various strategies - bumper sticker



Use of Nevada specific phenomena and scenarios to tie into instructional sequences





Identification of GIS aligned to road ecology in Nevada. Used to identify animal crossings, herds, and migration corridors across the state.

Crossings Science Book Club

Course Overview

The professional development course, Crossings: How Road Ecology is Shaping the Future of Our Planet, was a virtual book club tailored for K-12 educators through the Northwest Regional Professional Development Program (NWRPDP). Moving past the traditional view of roadways as static infrastructure, the course guided participants to analyze roads as dominant, high-impact forces causing severe structural and ecological disruptions. The program empowered teachers to identify Nevada-centric ecological priorities, evaluate modern roadway engineering tradeoffs, and establish actionable instructional pathways to elevate student environmental awareness.

Project Design and Analysis

The initiative featured synchronous virtual seminars paired with interactive, small-group breakout sessions and collaborative whole-group discussions. To anchor the analysis in localized, place-based ecology, the course specifically investigated the distinct territorial and infrastructure challenges within Nevada. A central analytical component involved utilizing Geographic Information Systems (GIS) mapping data aligned with regional road networks. Educators applied these tools to identify critical animal crossings, resident herds, and seasonal migration corridors intersecting major state transit routes. By evaluating these specialized mapping frameworks alongside regional engineering demands, participating educators successfully deconstructed the complex tradeoffs required to balance human transportation needs with crucial habitat preservation.

Results

A cohort of 11 professional educators successfully completed the virtual book club. Post-coursework feedback indicated that participants developed a significantly broader understanding of how human infrastructure interfaces with ecology. Teachers highly valued the deliberate focus on Nevada's geography, noting it allowed them to see complex ecological concepts playing out directly in their own communities.In terms of classroom application, the educators successfully formulated targeted strategies to integrate Nevada-centric environmental phenomena into their upcoming instructional units.

Conclusion

The Crossings book club successfully demonstrated the profound impact that place-based professional development can have on environmental literacy and curriculum design. By re-evaluating the footprint of human transit systems through the lens of road ecology, the program provided teachers with the conceptual tools necessary to foster systemic thinking in their students. The transition from basic environmental awareness to actionable engineering solutions ensures that the next generation of Nevada students will be equipped to analyze infrastructure critically.

GRBR AND NWRPDP

TISSUE PAPER BALLOON LAUNCH



SUMMARY

The E.L. Cord Tissue Paper Balloon Launch is a fully funded STEM adventure for fifth-grade explorers! This unique program bridges the classroom and the sky through a three-step journey:

Teacher Training: Educators deep dive into the principles of aeronautics and engineering.

Classroom Construction: Students apply their knowledge to build custom tissue paper balloons.

The Big Event: Classes head to the Great Reno Balloon Races to watch their handiwork take flight!



DATA

Teachers Trained	15
Schools Impacted	7
Students Engaged	540

RESULTS

- **Empowered Educators:** Teachers felt fully equipped to lead complex STEM projects independently.
- **Peak Engagement:** Students and staff called the field trip a curriculum highlight that brought science to life.
- **Proven Value:** 100% of teachers found the program highly beneficial and intend to return.



NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

GREAT THE RENO BALLOON RACE

Tissue Paper Balloon Launch

Project Overview

The E.L. Cord Tissue Paper Balloon Launch, organized through a partnership between the Great Reno Balloon Race (GRBR) and the Northwest Regional Professional Development Program (NWRPDP), is a premier, fully funded STEM initiative designed specifically for fifth-grade students in Washoe County. The program serves as a critical bridge between theoretical classroom instruction and real-world application, immersing young learners in the foundational principles of aviation. By engaging approximately 540 students across seven schools, representing roughly 10% of the county's fifth-grade population, the project fosters a deep-seated interest in STEM and scientific inquiry. Through a structured three-step journey that culminates in a high-profile public event, the program transforms abstract curriculum into a tangible, life-changing educational experience.

Project Design and Analysis

The project is designed around a rigorous engineering loop that begins with comprehensive teacher professional development. During the initial training phase, educators deep-dive into the scientific and engineering principles while building their own tissue paper balloon to ensure they feel empowered to lead complex STEM projects independently. This expertise then translates to the classroom, where students work in collaborative teams to construct functional tissue paper balloons, applying geometry and physics to ensure structural integrity and lift. Analysis of current district data reveals that while the program is highly successful, it currently reaches only a fraction of the available elementary schools in the district, indicating a significant opportunity for future scaling and resource allocation.

Results

Feedback from the 2025-2026 cohort demonstrates exceptional program impact and participant satisfaction. Educators reported a significant increase in their own instructional efficacy, feeling fully equipped to implement the engineering curriculum in their classrooms. Student engagement reached a peak during the "Big Event" at the Great Reno Balloon Race, where teachers described the field trip as a definitive curriculum highlight that brought science to life. Most notably, the program achieved a 100% satisfaction rate, with all participating teachers finding the project highly beneficial and expressing a strong intent to return with future classes.

Conclusion

The E.L. Cord Tissue Paper Balloon Launch has proven to be a vital asset to the Washoe County educational landscape, successfully turning 540 students into young engineers. By providing teachers with the tools to succeed and students with a platform to witness their handiwork take flight, the program achieves its goal of inspiring the next generation of scientists and engineers. As the initiative looks toward 2027, the focus remains on expanding this reach to the remaining 90% of the district, ensuring that every fifth-grade student in the county has the opportunity to explore the limitless possibilities of STEM.

ADVANCING THINKING THROUGH WRITING



Empowering Students. Strengthening Comprehension.
Building Capacity Across All Content Areas.

"Researchers found that handwriting but not typewriting leads to widespread brain activity."

PRACTICAL STRATEGIES. POWERFUL IMPACT.

- **BECAUSE, BUT, SO**
- **A PICTURE IS WORTH 1,000 WORDS**
- **STOP AND JOT**
- **SENTENCE ELABORATION**
- **PIECE IT TOGETHER**



Stronger writing.
Deeper thinking.
Greater learning.

NORTHWESTERN REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM

SERVING THE EDUCATIONAL COMMUNITY ACROSS NORTHWEST NEVADA



Rachel Croft, NBCT
Literacy Facilitator

Building Teacher Capacity.
Improving Student Learning.

NWRPDP
CARSON-CHURCHILL-DOUGLAS-LYON-STOREY-WASHOE

★ *Using Writing as a Powerful Tool for Thinking, Comprehension, and Content Learning* ★

Case Study: Advancing Thinking Through Writing

Summary

This project was designed to strengthen instructional practices in writing across K–12 classrooms. Grounded in research from The Writing Revolution, (Hochman & Wexler, 2017) the project emphasized the idea that writing is not simply a product or isolated literacy skill, but a powerful method for teaching content, deepening comprehension, and advancing student thinking. The project focused on providing teachers with practical, immediately usable writing strategies that could be implemented across content areas and grade levels. Research presented during the session highlighted the cognitive benefits of writing, including findings that handwriting activates widespread brain activity and supports learning and retention.

Impact

The impact of the project was evident in both teacher practice and student engagement. Teachers reported increased awareness of writing as a cognitive tool and demonstrated greater confidence in teaching writing across disciplines. As a result, writing became more consistently embedded in instruction, with educators integrating strategies such as Sentence Elaboration (80%), Piece It Together (80%), Because, But, So (40%), and A Picture Is Worth 1,000 Words (20%). Students showed greater willingness to participate in writing tasks and increased engagement during writing activities. Overall, educators shifted their perspective of writing from a final product to a tool for comprehension and critical thinking, while also strengthening regional professional learning support for educators across Nevada.

Conclusion

“Advancing Thinking Through Writing” demonstrated how practical, research-based literacy instruction can strengthen both teaching practice and student learning. By positioning writing as a tool for thinking and comprehension, the project supported teachers in moving beyond compliance-driven writing tasks toward more meaningful cognitive engagement. Teachers experienced the strategies as learners themselves, which increased understanding, engagement, and confidence in implementation.

Next Steps

Future work for the project includes:

- Additional follow-up professional development sessions
- Expanded coaching and co-teaching opportunities
- Continued classroom implementation support
- Collection of additional student writing data
- Increased cross-content literacy integration
- Ongoing teacher collaboration and reflection cycles

NWRPDP

Northwestern Regional
Professional Development Program

GATE ENDORSEMENT PROGRAM

EXPANDING ACCESS. | STRENGTHENING PRACTICE. | SUPPORTING GIFTED LEARNERS.

TEACHER CAPACITY

Educators implement new learning directly into classrooms.

STUDENT IMPACT

Greater differentiation and more responsive instruction for gifted learners.

400+ Educators Served

SINCE PROGRAM LAUNCH

ACROSS 7 YEARS

EXPANDED ACCESS

Virtual delivery removes geographic barriers across Nevada.

SYSTEMS GROWTH

Districts strengthen eligibility for gifted education funding.

COHORT 7 (2025–2026)

52 PARTICIPANTS COMPLETED

MULTIPLE NEVADA DISTRICTS + CHARTER PARTICIPATION

60 PARTICIPANTS ENROLLED FOR FALL

COHORT 8 FILLED ON OPENING DAY!

SUPPORTED THROUGH ENDORSEMENT-ALIGNED GRADUATE COURSEWORK AND CLASSROOM IMPLEMENTATION.

GATE ENDORSEMENT PROGRAM CASE STUDY | 2025–2026

SUMMARY

Gifted learners require intentional instructional design, differentiation, and educational experiences that support continued growth. Yet gifted students are frequently underserved due to assumptions that advanced learners will succeed without specialized support.

The GATE Endorsement Program addresses this challenge through sustained professional learning designed for direct classroom application. Delivered virtually through NWRPDP, the program removes geographic barriers and expands educator access across Nevada while building long-term instructional capacity.

Now in its seventh year, the program has served more than 400 educators and continues to grow in demand.

Participants complete 12 graduate credits aligned to endorsement requirements through four courses:

1. Characteristics and Needs of Gifted and Talented Pupils
2. Assessment of Gifted and Talented Students
3. Curriculum, Methodology and Strategies for Teaching Gifted and Talented Students — Part I
4. Curriculum, Methodology and Strategies for Teaching Gifted and Talented Students — Part II

PROJECT DESCRIPTION

The 2025–2026 cohort included 52 educators and one administrator representing multiple Nevada districts and school contexts serving grades K–12.

Participants engaged in coursework intentionally designed for transfer into practice and applied learning directly in classroom settings.

Program components included:

- classroom implementation
- differentiated lesson design
- assessment development
- instructional projects
- portfolios and reflection

The virtual cohort structure created opportunities for educators from different districts to collaborate, exchange practices, and strengthen regional networks.

RESULTS

PROGRAM GROWTH AND REACH

- ✓ Year 7 of implementation
- ✓ 400+ educators served since program launch
- ✓ 52 educators completed Cohort 7 (2025–2026)
- ✓ Cohort 8 filled on opening day with 60 participants committed for fall

EVIDENCE OF INSTRUCTIONAL IMPACT

Participants reported:

- increased differentiation
- more appropriately challenging instruction for advanced learners
- stronger understanding of gifted learner characteristics
- increased confidence serving gifted students
- greater student engagement

> *"These courses have revitalized my practice."*

> *"I learned so much and have started putting my new learning into practice in my classroom."*

Participants developed: Lesson Plans | Instructional Units | Assessments | Projects | Portfolios

CONCLUSION

The GATE Endorsement Program demonstrates that accessible, practice-centered professional learning can strengthen instruction while expanding opportunities for underserved student populations.

Beyond endorsement completion, the program supported immediate implementation in classrooms and fostered instructional growth that extends beyond gifted education and benefits overall teaching practice.

IMPACT

TEACHER CAPACITY

400+ educators have expanded their ability to identify and serve gifted learners.

STUDENT EXPERIENCE

Teachers implemented differentiation practices that support more responsive and appropriately challenging instruction.

DISTRICT CAPACITY

Districts increased the number of GATE-endorsed educators available to support programming.

STATEWIDE IMPACT

By increasing endorsement access across Nevada, districts strengthen their ability to qualify for gifted education funding through the Nevada Department of Education.

NEXT STEPS

- Launch Cohort 8 with 60 enrolled participants
- Continue expanding endorsement access across Nevada
- Increase opportunities for districts with limited GATE staffing
- Sustain cross-district professional learning communities
- Continue developing educator expertise to better serve gifted learners

Endorsement-aligned graduate coursework. ★ Real classrooms. Real impact. Statewide.





SEL*F

Integrating Social-Emotional Learning and Wellness into Professional Learning



CASEL



Improved Focus



Integrated SEL

Case Study: Integrating Social-Emotional Learning and Wellness into Educator Professional Learning

Summary

During the 2025–2026 school year, I completed two certifications:

- **200-hour Certified Yoga Teacher (CYT 200)**
- **Social-Emotional Learning Facilitator Certification (SEL*F)**

This year-long professional learning experience focused on trauma-informed teaching, inclusive movement practices, mindfulness, educator wellness, and the foundational competencies of social-emotional learning (SEL), aligned with the CASEL framework. The purpose of this project was to align with emerging policy conversations, including proposed state-level initiatives related to mental health education and SEL integration, reinforcing the importance of proactive capacity building in this area. This project strengthens instructional support capacity within NWRPDP and is grounded in research indicating that SEL competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making contribute to improved engagement, classroom climate, and academic learning. (CASEL. (2020–2023). What Does the Research Say?) Educator wellness is closely linked to teacher effectiveness, retention, and the ability to create supportive learning environments. (Jennings, P., & Greenberg, M. (2009) The prosocial classroom)

Conclusion

This project strengthened both organizational capacity and expertise in SEL.The work reinforces the connection between educator well-being, classroom climate, and instructional effectiveness. Within literacy facilitation, these practices support the conditions necessary for student engagement, collaboration, and comprehension, particularly in structures that require sustained attention and interpersonal interaction.

Participant survey responses and written feedback indicated that:

- Educators found the breathing and mindfulness strategies helpful as reminders to connect with their own bodies and well-being
- Participants reported increased alertness and focus following participation in sessions
- Educators noted the value of integrating short regulation strategies into professional learning and classroom practice

Next Steps

Future work will focus on:

- Developing structured educator wellness workshops for schools and districts
- Integrating SEL more intentionally into literacy and engagement training
- Building a cohort-based model for sustained professional learning in SEL
- Expanding coaching and facilitation support that connects educator regulation practices to student engagement and academic outcomes

RECIPROCAL TEACHING

Building Comprehension. Empowering Classrooms.



A RESEARCH-BASED STRATEGY. A PROVEN IMPACT.

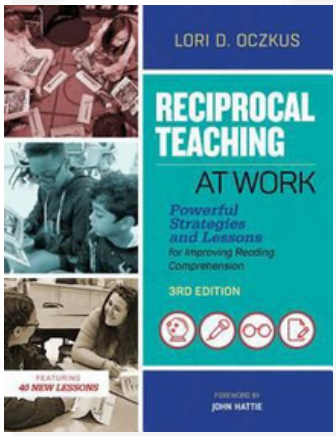
141 TEACHERS TRAINED

21 SCHOOLS IMPACTED

6 NEVADA SCHOOL DISTRICTS

A STRATEGY THAT WORKS in Any Curriculum, Any Content, Any Grade Level

SERVING 6 NEVADA SCHOOL DISTRICTS



- ★ Carson City School District
- ★ Churchill County School District
- ★ Douglas County School District
- ★ Lyon County School District
- ★ Storey County School District
- ★ Clark County School District

WHAT IS RECIPROCAL TEACHING?

A highly effective, research-based instructional strategy that helps students become active thinkers and readers.

PREDICT
Thinking about what might happen next.

QUESTION
Asking meaningful questions before, during, and after reading.

CLARIFY
Identifying and clearing up confusing information.

SUMMARIZE
Identifying the most important ideas and synthesizing information.

A THREE-DAY PROFESSIONAL DEVELOPMENT CYCLE

DAY 1
Whole-Staff Training
Learn the strategy. Build understanding.

DAY 2
Classroom Modeling
See it in action. Observe student engagement.

DAY 3
Collaborative Planning
Plan together. Implement with confidence.

DISCUSSION DRIVES DEEPER LEARNING

When students think, talk, and work together, comprehension soars.

Reciprocal Teaching: SOR Comprehension Pillar

Project Overview

The goal of this project was to improve student comprehension by helping teachers shift instructional practices from passive reading activities toward active engagement with text through the implementation of Reciprocal Teaching, a research-based instructional strategy aligned with the Science of Reading. The professional development initiative served 141 educators from 21 schools across six Nevada school districts: Carson City School District, Churchill County School District, Douglas County School District, Lyon County School District, Storey County School District, and Clark County School District.

Project Design and Analysis

The design of the project reflected the understanding that modeling in classrooms is more effective than lecture-only professional development. Teachers observed authentic student responses and witnessed the level of engagement possible when students actively interact with text. This practical application increased teacher confidence and strengthened the likelihood of implementation.

On Day One, whole-staff professional development sessions introduced teachers to the principles of Reciprocal Teaching and its alignment with the Science of Reading. Teachers explored the four core components of the strategy and discussed how these practices support deeper comprehension and student discourse.

On Day Two, the strategy was modeled in authentic classroom settings across multiple grade levels and content areas. Teachers observed how the strategy could be adapted across disciplines and developmental levels while maintaining high levels of student engagement.

On Day Three, teachers participated in collaborative planning sessions focused on classroom implementation. Educators worked together to identify opportunities to embed Reciprocal Teaching within existing curriculum materials and instructional routines.

Results

Teachers gained practical experience with a structured, research-based strategy that could be implemented immediately within their existing curriculum. The classroom modeling component was especially impactful because teachers were able to observe the strategy in action with real students rather than only hearing about it theoretically. In addition, administrators and teachers provided positive feedback regarding the training model and instructional relevance of the strategy. Schools requested additional professional development opportunities, indicating both satisfaction with the training and interest in continued implementation.

Conclusion

This project reinforced the importance of comprehension-centered literacy instruction and demonstrated the effectiveness of research-based professional development grounded in authentic classroom practice. One of the most significant lessons from this work was the value of classroom modeling. Observing students actively engaged in collaborative text discussions helped teachers recognize the immediate instructional impact of the strategy. Many educators expressed surprise at the level of student engagement generated through structured comprehension conversations.

Future next steps include expanding ongoing coaching and follow-up support to sustain implementation over time. Additional opportunities for collaborative planning, classroom modeling, and teacher reflection could strengthen consistency across schools and deepen instructional impact.

ARL Classroom Management

"You don't rise to the level of your goals, you fall to the level of your systems." – James Clear

Topics Addressed

- REFLECTIVE EDUCATOR
- METHODS OF GROUPING
- CLASSROOM MANAGEMENT
- POSITIVE BEHAVIOR REINFORCEMENT
- HIGH VALUE QUESTIONING STRATEGIES
- FORMATIVE ASSESSMENT
- EXPLICIT INSTRUCTION
- WORKING MEMORY AND TRAUMA
- NEPF INSTRUCTIONAL PRACTICES & PROFESSIONAL RESPONSIBILITIES

In Their Words

AVG. POST-COURSE KNOWLEDGE RATING: 4.11 / 5.0

"POSITIVE REINFORCEMENT IS MUCH MORE POWERFUL THAN NEGATIVE NOTICES. CREATING A POSITIVE ENVIRONMENT BEGINS AT THE DOOR."

"DE-ESCALATION BEFORE A TEACHABLE MOMENT. PEOPLE CAN'T LEARN WHEN THEY ARE OVERLOADED. CREATING ROUTINE AND SAFETY WILL HELP BEHAVIORS."

"I AM DOING MORE THINGS THAT ARE RECOMMENDED THAN I EXPECTED. THIS GIVES ME SOME ADDITIONAL CONFIDENCE I AM ON THE RIGHT TRACK."

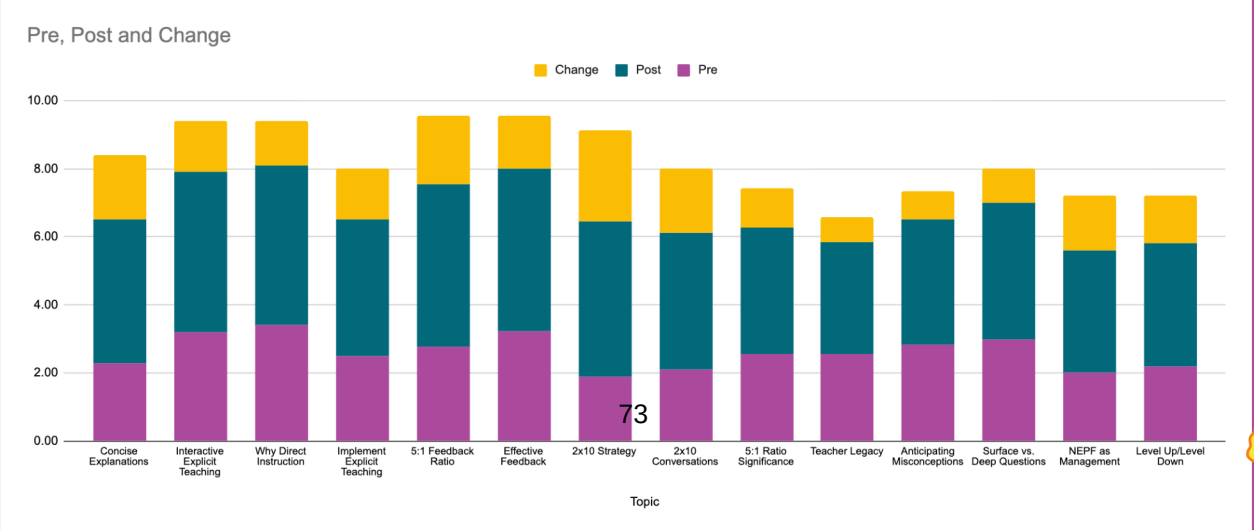
Impact

THE 2025–26 COURSE EQUIPPED 15 EARLY-CAREER EDUCATORS WITH ESSENTIAL SKILLS, IMPACTING APPROXIMATELY 1,500 STUDENTS ANNUALLY. OVER THESE EDUCATORS' CAREERS, THIS INTERVENTION WILL POSITIVELY INFLUENCE TENS OF THOUSANDS OF STUDENTS IN WELL-MANAGED LEARNING ENVIRONMENTS.

Future Focus

THE ARL CLASSROOM MANAGEMENT COURSE WILL CONTINUE TWICE ANNUALLY IN WASHOE COUNTY, PROVIDING ONGOING SUPPORT FOR ALTERNATIVE ROUTE EDUCATORS AND ENSURING QUALITY CLASSROOM MANAGEMENT TRAINING FOR TEACHERS ENTERING THROUGH NON-TRADITIONAL PATHWAYS.

Results



Case Study: Washoe County School District ARL Classroom Management

Project Overview

Many educators enter classrooms through Alternative Route to Licensure (ARL) programs without traditional classroom management preparation. The ARL Classroom Management Course directly addresses this gap by equipping early-career educators with practical, evidence-based tools they can implement immediately. The 2025–26 cohort expanded its scope beyond relationship-building basics to encompass the full instructional ecosystem of a well-managed classroom: explicit instruction, formative assessment, proactive differentiation, and the NEPF Standards as management, not just instructional, tools.

Project Design and Analysis

The course was designed around a core belief: classroom management is not a reactive set of discipline strategies bolted onto instruction. It is instruction, done well, with intention. Sessions addressed the 5:1 Positive Specific Feedback ratio, the 2x10 relationship-building strategy, surface vs. deep questioning, dual coding and instructional clarity, de-escalation, and proactive planning through Level Up/Level Down differentiation. Each session connected content to participants' lived classroom experiences, and the collaborative peer learning structure was intentional, participants learned from each other as much as from the material. Pre- and post-course surveys using a 5-point knowledge scale were administered across 14 competency areas to measure growth.

Results / Evidence of Impact

Post-course data demonstrated significant growth across every measured domain. The largest gains were recorded where participants started with the lowest baselines, the areas they needed most. The 2x10 Strategy produced the course's highest single-topic gain (+2.67 points), followed by the 5:1 Feedback Ratio (+2.00), Direct Instruction Clarity (+1.90), and NEPF as a Management Tool (+1.60). The average post-course knowledge rating across all 14 domains was 4.11 out of 5.0, with an average growth of +1.43 points per domain. Participants reflected this growth in their own words: "I am doing more things that are recommended than I expected - this gives me some additional confidence I am on the right track." Another noted: "De-escalation before a teachable moment. People can't learn when they are overloaded. Creating routine and safety will help behaviors."

Conclusions / Looking Ahead

The 2025–26 ARL Classroom Management course equipped 15 early-career educators with essential skills, impacting approximately 1,500 students annually. Over these educators' careers, this intervention will positively influence tens of thousands of students in well-managed learning environments. The course will continue twice annually in Washoe County, providing sustained support for educators entering through non-traditional pathways. As Nevada's hiring landscape continues to evolve, this targeted professional development ensures that all students receive instruction from educators who are not just present — but prepared.

NEW TEACHER ACADEMY

Participants

The participants included 18 secondary teachers, 5 elementary teachers, among them 12 ARL licenses, 2 Business and Industry licenses, and 3 substitutes working on obtaining licensure.

Impact

Participants serve approximately 2,255 students district-wide: 130 at the elementary level and 2,125 at the secondary level. They are focused on improving classroom management and instructional quality for these learners.

Looking Ahead

Churchill County School District remains committed to setting incoming educators up for success through the New Teacher Academy, an in-person program offering hands-on support and professional learning to help new staff thrive.

"Coming here reminds me that I can always learn more." - cohort participant

RESULTS

BACKGROUND KNOWLEDGE

Toolbox of strategies for building background knowledge

BEFORE	AFTER	GAIN
3.18	4.18	+1.00

Systematic planning for five types of knowledge

BEFORE	AFTER	GAIN
2.88	3.88	+1.00

Background knowledge is worth the instructional time

BEFORE	AFTER	GAIN
3.47	4.53	+1.06

STD. 4: METACOGNITION

Understanding NEPF Standard 4 independently

BEFORE	AFTER	GAIN
2.44	4.11	+1.67

Students explain what, why, and how of their learning

BEFORE	AFTER	GAIN
2.44	4.11	+1.67

My students could accurately answer an observer

BEFORE	AFTER	GAIN
2.11	3.78	+1.67

AI AS AN ED. PARTNER

PARTS approach to creating effective AI prompts

BEFORE	AFTER	GAIN
2.67	3.92	+1.25

Understanding deepfakes and AI technology

BEFORE	AFTER	GAIN
3.25	4.33	+1.08

Using text-based AI tools in an educational context

BEFORE	AFTER	GAIN
2.67	3.67	+1.00

★ LARGEST SINGLE GAIN IN THE PROGRAM ★

I understand that sentence stems and structured discourse protocols are instructional tools that elevate the quality of academic conversation for all students, and that structure does not limit discourse, it deepens it.

BEFORE	AFTER	GAIN
2.67	3.67	+1.73

"I want them to be curious and learn for the sake of learning and discover new things because they are interested in them." - cohort participant

Curious by Design: Building Teachers Who Build Learners

Course Design

The 2025-26 cohort includes 23 educators, 18 secondary and 5 elementary, who represent the full spectrum of how people enter teaching in Churchill County. Twelve are on Alternative Route to Licensure pathways. Two hold Business and Industry licenses, bringing professional expertise from outside education into Churchill County classrooms. Five are substitutes working toward full licensure. Over the course of the year, each participant attended seven three-hour sessions, met monthly with a mentor, all while managing their own classrooms and their own continuing development as educators.

Evidence of Impact

The single largest shift this cohort showed was in structured discourse, confidence in facilitating academic conversation where students build meaning together, moving 1.733 points on a 5-point scale. Metacognitive instruction followed closely at 1.667 points of growth, reflecting educators' confidence that any student in their classroom could accurately explain what they are learning and why. These gains are connected: structured discourse and metacognitive transparency ask the same thing of students, and when a teacher improves at one, the other follows.

Participants described changes that go beyond skill acquisition. "I have really tried to focus on more collaboration and less of me steering each lesson every day," one wrote. Another reflected something that doesn't show up in any rubric: "Connecting the experiences of the other professionals in the room. We shared a common struggle." Across twenty-one hours of professional learning, these educators left each session knowing they were not navigating this work alone.

Project Overview

Now in its third year, the New Teacher Academy provides structured professional learning for incoming and transitioning educators in Churchill County School District through an in-person format pairing targeted content with mentoring and classroom observation. The 23 participants in this cohort collectively serve approximately 2,255 students district-wide, 150 at the elementary level and 2,125 at the secondary level.

Conclusion

Churchill County School District will carry the New Teacher Academy into 2026-27 with the same commitments: in-person learning, relevant content, and a structure that treats new educators as professionals building expertise. The program works because it meets educators where they are, and in its third year, the evidence shows they are getting there.

Does Your Impact Match Your Intention?

LEAD Churchill - Grow Your Own Leadership Cohort

Project Overview

LEAD Churchill is a grow-your-own leadership development cohort designed to build teacher leadership capacity across Churchill County School District. Co-facilitated through NWRPDP, the cohort enrolled nine CCSD teacher leaders in a year-long, 14-session professional learning experience grounded in collaborative inquiry, research-based frameworks, and reflective practice. The culminating project challenged each participant to conduct a formal case study—applying leadership frameworks to a real professional team—and present findings to the board of trustees and superintendent.

participants	sessions	credit hours	year
11	17	45	1

> My biggest aha moment so far has been figuring out what impostor syndrome is and overcoming it.



Course design & analysis

Sessions were sequenced to build leadership identity before introducing team dynamics frameworks. Content was drawn from Lencioni's Five Dysfunctions, Edmondson's Psychological Safety, Collective Efficacy, SCARF, and First & Second Order Change — each anchored in participants' real team contexts.







> Good conversations that help to see different perspectives from different walks of this job.



Conclusion & Next Steps

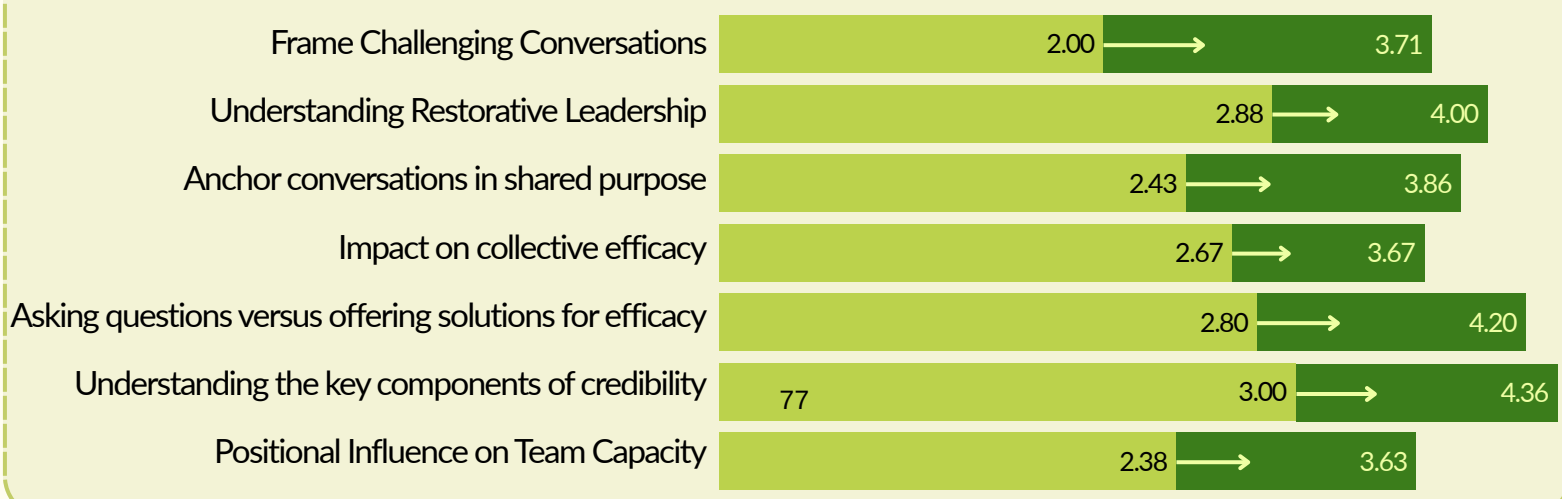


LEAD Churchill's inaugural cohort demonstrated measurable growth across every tracked leadership competency. Participants entered with limited confidence in the most complex skills — navigating difficult conversations, analyzing team dysfunction, and understanding the difference between first and second order change — and left with applied confidence across all measures. As a next step, facilitators have compiled all course resources and built a Canvas shell, making this program ready to pass along to other systems through NWRPDP. LEAD Churchill is replicable — and it is ready.

Evidence of Impact

Pre versus Post Scores





Does Your Impact Match Your Intention?

LEAD Churchill - Grow Your Own Leadership Cohort

Project Overview

School districts across Nevada face a persistent challenge: developing teacher leaders from within. Without intentional investment, high-potential educators are left to navigate leadership without frameworks, language, or a community of practice. LEAD Churchill was designed to change that.

Churchill County School District partnered with the Northwest Regional Professional Development Program (NWRPDP) to launch LEAD (Leadership Excellence and Development) Churchill—a grow-your-own cohort model grounded in the belief that the expertise to lead already exists inside every school building. The question was never whether teacher leaders were capable. It was whether they had the conditions, tools, and support to lead with confidence and intention. LEAD Churchill bridged the gap between educational theory and practical leadership application.

Course Design and Frameworks

LEAD Churchill enrolled eleven CCSD teacher leaders in a year-long, 17-session professional learning experience grounded in collaborative inquiry, research-based frameworks, and reflective practice.

The culminating project challenged each participant to conduct a formal case study—applying the leadership frameworks explored throughout the year to a real professional team they were part of—and present their findings to the Churchill County Board of Trustees and Superintendent. This design held participants accountable to authentic, applied learning rather than theoretical exercises.

Facilitators designed the program with a clear north star: create the conditions for teacher leaders to develop the skills, language, and confidence to lead—and then get out of the way. In practice, that required a year of designing, reading the room, and redesigning. The program's most important learning often happened in those unplanned moments.

Sessions were sequenced deliberately—beginning with leadership identity before introducing team dynamics frameworks—so participants could locate themselves in the work before analyzing the systems around them. Each framework was anchored in participants' real contexts, not abstract scenarios.

Core Frameworks included Lencioni's Five Dysfunctions of a Team, Edmondson's Psychological Safety, Collective Efficacy & Enabling Conditions, SCARF Model, First & Second Order Change, and Restorative Leadership Practices.

Mid-cohort, facilitators discovered that many participants did not have functioning PLCs—the structural scaffold the culminating project had been built around. Rather than push through a design that no longer matched reality, facilitators paused, named the pattern without blame, and

reframed the case study as observational and analytical research around an identified problem of practice.

The result: participants who once felt stuck produced some of the most honest and substantive case studies in the cohort. The limitation became the lens.

Conclusion

LEAD Churchill's inaugural cohort demonstrated measurable growth across every tracked leadership competency. Participants entered with limited confidence in the most complex skills—navigating difficult conversations, analyzing team dysfunction, and understanding the difference between first and second order change—and left with applied confidence across all measures.

Perhaps more importantly, the program demonstrated that high-quality leadership development does not require participants to have perfect conditions—it requires skilled facilitators who can hold the learning even when the plan needs to change. The willingness to name what wasn't working—and redesign in real time—was itself the highest-fidelity modeling of the adaptive leadership the cohort was designed to build.

LEAD (Leadership Excellence and Development) is built and ready to implement. Facilitators have compiled all course resources and built a Canvas shell, making this program ready to replicate across other NWRPDP districts. The curriculum is complete. The framework is tested. The evidence of impact is documented.

Does your impact match your intention? Only if you're willing to ask the question honestly—and adjust when the answer is no. LEAD Churchill asked. LEAD Churchill adjusted. And the results speak for themselves.

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Parent Involvement and Family Engagement

"The most beneficial part was realizing that even small, consistent efforts can make a big impact on family engagement and student success."

164 educators

The participants included 79 elementary teachers, 55 secondary teachers, and an additional 30 individuals from various roles such as administrator, counselor, social worker, nurse, and speech pathologist, from 6 Nevada school districts. They met for eight two-hour Zoom classes, completed assignments related to each module, asynchronous reading, and a final project.

Impact Potential

- Students and families of 3,475 elementary students.
- Students and families of 9,740 secondary students.

On a scale of 1 to 5 rate the statement:

This course offered useful and important information about Parent Involvement and Family Engagement.

Mean: 4.70

Participants said:

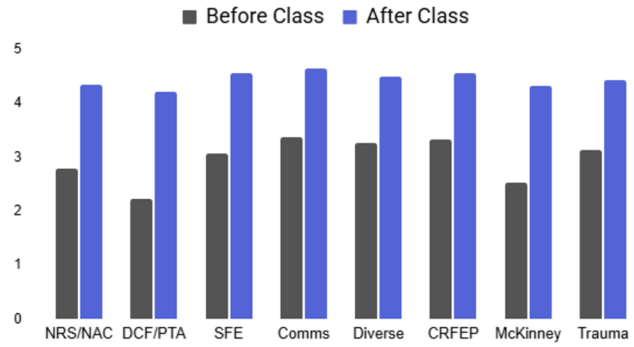
"Thank you for making us do positive phone calls home — it is the best outreach and relationship building technique I have ever tried."

"It definitely made me less scared for my teacher conferences. I feel like I built enough positive currency with parents to where I am not afraid to relay a bad day to them."

"I was able to apply what I learned right away."

"The strategies and frameworks felt realistic and adaptable to daily practice rather than theoretical."

The Results



Educators left the class with a strong understanding of best practices related to family engagement, preparing them to cultivate stronger and more equitable school-family partnerships in the future

Parent and Family Topics Addressed:

1. Knowledge of Parent Involvement and Family Engagement NRS 391.019 and NAC 391.030
2. Dual Capacity Framework and PTA Standards
3. Implications of Diverse Family Structures
4. Ideas to Support Family Engagement at Your School Site
5. Culturally Responsive Family Engagement Practices
6. Effective Communication Strategies for Working with Families
7. McKinney-Vento Act and Help for Families in Transition
8. Trauma Informed Practices

Looking ahead...

17% of participants developed collaborative initiatives that will strengthen parent involvement strategies by sharing with broader educational stakeholders, extending research backed family engagement frameworks throughout our educational community.

34% of participants created sustainable projects grounded in evidence-based practices that will welcome new families and establish lasting systems to strengthen school-family partnerships for years to come.

When Knowing the Law Isn't Enough - Parent Involvement and Family Engagement

"The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement in school and through life."

- Anne T. Henderson & Karen L. Mapp, A New Wave of Evidence (2002)

Project Overview

Nevada law is clear: every initial licensee must complete 3 semester credits in parent involvement and family engagement within three years of receiving their license. But a legal requirement and genuine competence are not the same thing. The Parent Involvement and Family Engagement (PIFE) course was designed to bridge that gap - not by checking a compliance box, but by building the skills, frameworks, and confidence educators need to actually reach the families they serve.

Course Design

NWRPDP delivers PIFE as a research-grounded professional learning experience that meets NRS 391.019 and NAC 391.030 requirements while going far beyond them. Sessions moved deliberately from legal foundation to relational practice - building knowledge of policy and frameworks first, then anchoring that knowledge in the real contexts participants navigate every day. The final project was not incidental to the learning; it was the point. Participants left with a tangible, context-specific product designed to be implemented, not shelved.

Evidence of Impact

Participants grew across every competency area tracked - with the most striking gains in the areas where educators arrived with the least prior knowledge. The data tells part of the story. Participants told the rest.

One came in needing something simple and essential: "gathering the confidence to talk with families." Another left with a reframe that gets at the heart of the course: "family engagement is not just about hosting events or sharing information, but about creating systems that empower families to feel valued, heard, and connected to their child's learning."

Conclusion

The reach of this course extends far beyond the educators who completed it. When teachers, counselors, administrators, and support staff know how to build genuine partnerships with families - not just satisfy a requirement - students benefit. That is the work PIFE does. And this year's data shows it is working.



TEACHER BOOK CLUBS

Read. Reflect. Grow—Together.

STRONGER EDUCATORS. HEALTHIER CLASSROOMS. BETTER OUTCOMES FOR STUDENTS.

Learning together. Growing together.

KEY OUTCOMES REPORTED BY EDUCATORS

IMPROVED CLASSROOM PRACTICE & STUDENT OUTCOMES

- Stronger routines and smoother transitions
- Improved student regulation and fewer challenging behaviors
- More proactive, consistent, and relationship-centered teaching
- Increased student engagement and success

> *"Students now follow routines more consistently, transitions are smoother, and elopement has greatly improved."*

GROWTH IN KNOWLEDGE & INSTRUCTIONAL CONFIDENCE

- New strategies for classroom management and self-regulation
- Practical tools that are easy to use and implement
- More confident, proactive, and effective educators

> *"I have learned so many techniques for classroom management... I am much more preventative than punitive now."*

STRONGER WELL-BEING & SELF-CARE

- Greater awareness of self-care and setting healthy boundaries
- Better stress management and emotional regulation
- Showing up more present for students and colleagues

> *"These courses have helped me be better at scheduling out my self care and holding myself accountable so I can show up more presently in my profession."*

STRONGER RELATIONSHIPS & STUDENT CONNECTIONS

- More intentional listening and empathy
- Valuing student voice and unique perspectives
- Creating classrooms where students feel seen, heard and valued

> *"One thing that has really resonated with me is making every single one of my students feel noticed every day."*

COLLABORATION, COMMUNITY & PROFESSIONAL GROWTH

- Supportive, respectful, and encouraging professional community
- Sharing ideas, challenges, and successes
- Learning from others across roles and districts
- Less isolation, more connection

> *"The dialogue is often MORE valuable than the readings... I walk away with an idea, situation, or tip that I could use later."*

POSITIVE IMPACT ON STUDENT LEARNING & PERFORMANCE

- Improved classroom climate
- Increased student engagement
- Greater academic success and growth

> *"It's not only about academics, we're educating the whole person."*

SHIFTING MINDSETS & PRACTICES

- From reacting to behaviors → proactive, compassionate support
- Greater patience, trust, and predictability in the classroom
- Seeing challenges as opportunities for growth

> *"This experience changed my practice by helping me become more patient, proactive, and focused on building trust and predictability."*

DIVERSE PERSPECTIVES, SHARED PURPOSE

- Educators from different roles, subjects, and backgrounds
- Welcoming new voices and building belonging
- United by a passion to be better for our students

> *"It's amazing to collaborate with people who want to be in these book clubs, and want to learn to be better educators."*

TEACHER BOOK CLUBS EMPOWER EDUCATORS, STRENGTHEN CLASSROOMS, AND CREATE LASTING POSITIVE IMPACT FOR STUDENTS.

TOGETHER, WE READ. TOGETHER, WE GROW. TOGETHER, WE MAKE A DIFFERENCE.

Research Summary: Impact of Teacher Book Clubs on Instructional Practice and Student Outcomes YEAR 2

Teacher book clubs provide a powerful, research-based model of professional learning that strengthens instructional practice, educator well-being, and student success. Grounded in collaboration, reflective dialogue, and shared learning, these book studies promote active engagement, sustained professional growth, and collective participation among educators (DuFour, 2004). Research shows that collaborative professional learning communities improve instructional effectiveness and student outcomes when educators engage in ongoing inquiry and evidence-based practices (Amendum et al., 2019).

Educators described the book clubs as supportive professional communities that reduced isolation, encouraged shared problem-solving, and strengthened cross-district collaboration among teachers, counselors, librarians, social workers, and other educational professionals. Several participants reported that the discussions and collaborative exchanges were often as impactful as the readings themselves, helping them translate research and theory into practical classroom strategies.Others emphasized increased attention to student voice, emotional connection, and creating classrooms where students feel seen, valued, and supported.

This Year 2 case study included 25 educators from five school districts who participated in three or more book studies during the 2024–2025 school year and continued participation throughout 2025–2026. An additional 25 educators joined the book club cohorts during the 2025–2026 school year, expanding the collaborative professional learning community across districts and educator roles. Participant reflections demonstrated strong alignment with the Nevada Department of Education's strategic priorities, particularly in the areas of Equipped Educators and Leaders, Strong Foundations, and Empowering Pathways. Educators reported increased capacity to implement evidence-based instructional and social-emotional practices, foster inclusive and relationship-centered learning environments, and support the whole child through meaningful engagement, compassion, and culturally responsive approaches.

Key Findings from Survey Results

Participants reported substantial growth across all professional and personal wellness indicators following participation in the book club/professional learning experience.

	Knowledge Before	Knowledge After	Change +
Building Positive Relationships with **Students**	3.25	4.65	+1.4
Building Positive Relationships with **Colleagues**	3.15	4.7	+1.6
Utilizing Social Emotional Learning Strategies (Welcoming/Inclusion, Engaging, Optimistic Closures),	3.15	4.65	+1.5
Utilizing Trauma-Sensitive Strategies (Check-ins, Strengths-Based Language, Regulation and Safety, Empathy)	3.05	4.65	+1.6
Creating a Calm Classroom Environment (Calming Corners, Classroom Lighting, etc.)	3.5	4.6	+1.1
Self Regulation (Regulate, Relate, Reason)/Brain Research	3.05	4.5	+1.5

De-escalation Techniques for Difficult Behaviors	2.9	4.35	+1.5
Developing and Implementing Professional and Personal Goals	3.05	4.8	+1.8
Maximizing Your Time and Energy	2.85	4.7	+1.9
Ideas for Self Care/Addressing Stress	3.1	4.8	+1.7

*All survey results showed statistically significant gains ($p < 0.001$), indicating that improvements were highly unlikely to have occurred by chance and strongly suggest meaningful participant growth as a result of the professional learning experience.

Participant Perception and Application of Learning

Survey responses demonstrated exceptionally strong participant satisfaction, motivation, and confidence in applying the learning from the book clubs to their professional practice.

Survey Area	**Average Rating (5-Point Scale)**
Motivation to Continue Learning Collaboratively Through Book Studies	4.85
Likelihood of Using Book Club Ideas and Strategies	4.85
Sense of Stronger Professional Community	4.75
Courses Offered Useful Information That Improved Student Performance	4.70

Participants reported high levels of motivation to continue collaborative professional learning through future book studies, expressed strong confidence in applying the strategies and practices learned to their professional settings, described the book clubs as fostering meaningful professional connection and collaboration, and overwhelmingly agreed that the courses provided valuable, relevant, and actionable information that positively impacted student learning and performance.

Resources

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NWRPDP

THE AI FRONTIER

EMPOWERING EDUCATORS IN NEVADA 2026 CONFERENCE

MARCH 7TH & 8TH

Conference Experience & Innovation

- *Human-Centered Creativity in the Age of AI:* Keynote Jesse Lubinsky explored how AI empowers student expression rather than replacing it.
- *Practical Workflows Rather than Flashy Tech*: Session focused on reducing teacher busywork through tools like MagicSchool, Gemini, and Canva.
- *Student Voice on the AI Frontier*: A Panel of 11th and 12th grade students shared perspectives on AI for tutoring and efficiency.
- *From Theory to "Monday-Ready" Resources:* Sessions focused on instant implementation of AI for differentiation and lesson design.

Professional Impact & Feedback

- 72% Boost in Supporting Diverse Learners

Participants reported the conference greatly helped them meet the needs of ELL, Special Education, and Gifted students.

- 71% Direct Classroom Implementation

Educators confirmed they felt more prepared to translate these skills into their teaching and professional duties immediately.

- 76% Would recommend the Conference to a Colleague

MORE THAN150 EDUCATORS ATTENDED

>50% OF ATTENDEES WERE NEW TO NWRPDP

The AI Frontier: Empowering Educators in Nevada 2026 Conference

Project Summary

The AI Frontier: Empowering Educators in Nevada was a comprehensive two-day conference held March 7–8, 2026, in Reno, Nevada. This event served as a critical intervention for K-12 educators, repositioning AI as a pedagogical catalyst for critical thinking, original expression, and student-led inquiry.

Research Base

Current research points to a significant "readiness gap" in schools. Educators remain wary of AI due to concerns about academic integrity and the potential displacement of the human element in teaching. The strongest predictor of resistance is lack of time; most educators require 12–18 months to feel confident with new technologies. Compounding this, only 19% of teachers report that their schools have clear AI policies, creating widespread professional uncertainty. This conference was designed to directly address these barriers through structured, hands-on professional development.

Project Description & Scope

The conference featured a keynote by Jesse Lubinsky (Adobe) on "Creativity in the Age of AI," followed by over 30 immersive breakout sessions covering platforms such as MagicSchool AI, Adobe Express, Canva, Drift, and Google Gemini. A standout highlight was a Student Panel in which Washoe-area high schoolers shared how they use AI to personalize their learning. The conference reached K-12 educators, administrative staff, and administrators across the NWRPDP service area; notably, 51% of attendees were first-time NWRPDP participants.

Goals

The primary goal was to move educators beyond AI hype and fear toward meaningful pedagogical growth, through three objectives:

- **Instructional Efficiency** — reducing administrative fatigue and classroom "busywork"
- **Inclusive Excellence** — providing tools for instant differentiation to support diverse learners
- **Future Readiness** — bridging the gap between current technology and classroom practice

Results

Evaluation data confirmed strong impact:

- 92% of participants felt the activities matched their professional needs
- 71% intended to apply the skills gained "to a great extent" in their classrooms
- 72% reported the conference helped them better meet the needs of diverse student populations
- 63% believed the training would significantly improve their overall teaching skills

Impact

The AI Frontier conference shifted educator perception of AI from an academic integrity concern to a practical instructional resource, helping bridge the 12–18 month readiness gap common among teachers. NWRPDP's "teaching assistant" framing allowed educators to recover approximately six weeks of instructional time annually and refocus on student-centered approaches. With 51% first-time participants, the initiative meaningfully expanded regional reach while improving inclusive readiness; 72% of educators left better equipped to support diverse learners, including multilingual and at-risk populations.

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Langreo, L. (2024, January 26). Teachers are more wary of AI than administrators. What would it take to change that? *Education Week.*

School Management Plus. (n.d.). Using AI for work feels like 'cheating', teachers say.

The Content Anchors

- *The Ghost Map* by Steven Johnson: Focused on the 1854 London cholera outbreak and the battle between miasma and germ theory.
- *The Divorce Colony* by April White: Explored the Gilded Age legal doctrine of "coverture" and the rise of "divorce mills" in cities like Sioux Falls and Reno.
- *The Peking Express* by James Zimmerman: Examined 1920s Chinese-American relations through an international train hijacking.
- *The Escape Artist* by Jonathan Freedland: Detailed the systemic dehumanization of the Holocaust and the "burden of witness" following an Auschwitz escape.

EDUCATOR GROWTH METRICS

Increased Content Confidence:
Educators reported feeling "much more knowledgeable" and "confident" discussing complex topics like the Holocaust, public health crises, and 19th-century law with their students.
Complex Text Comfort:
A significant majority noted a higher comfort level in using challenging nonfiction in their own classrooms.

SCIENCE OF READING CONNECTIONS

Vocabulary Scaffolding:
Moving from "everyday" words to discipline-specific terms.
Discourse Conventions:
Teaching students how historians organize evidence and construct arguments.
Active Inquiry:
Shifting students from memorizing facts to "reasoning and producing knowledge" like experts.

DIRECT CLASSOOM IMPACT

Student Engagement:
Teachers noted that students found the new strategies "fun".
Quality of Work:
"Discussions were more robust and comprehensive," and graphic organizers led to deeper understanding of novels read in class.
Concept Connection:
"I love that my students can connect to the content easier with this strategy".

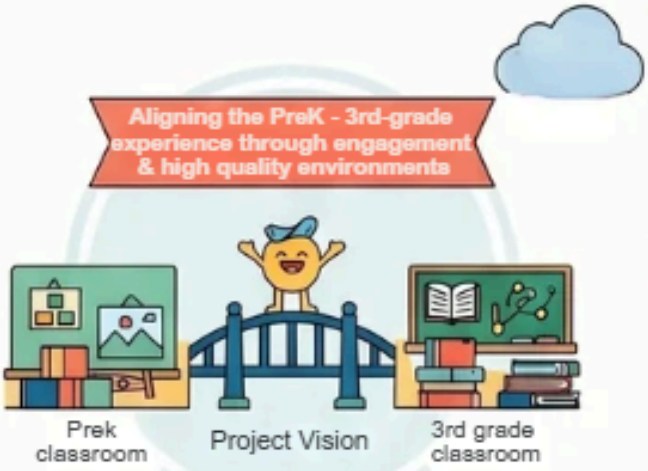
THEN VS. NOW CONNECTIONS

Public Health Misinformation:
Connect historical "deadly misconceptions") to modern challenges in public health communication.
Chinese-U.S.-Relations:
Using the Peking Express scandal as a foundation for modern U.S.-China economic and political relations.
Social Laws:
Cultural views of divorce from the 19th century to modern-day.

Nevada DAP in Action: Strengthening Kindergarten Practice

NEVADA Department of Education

PROJECT OVERVIEW & FRAMEWORK







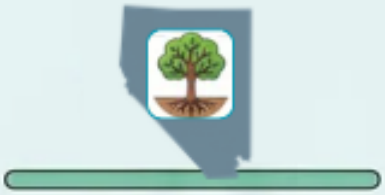
THREE-PHASE PROJECT TIMELINE



Phase 1
OBSERVATION
Calibration of high-quality P3 early learning instruction and environments

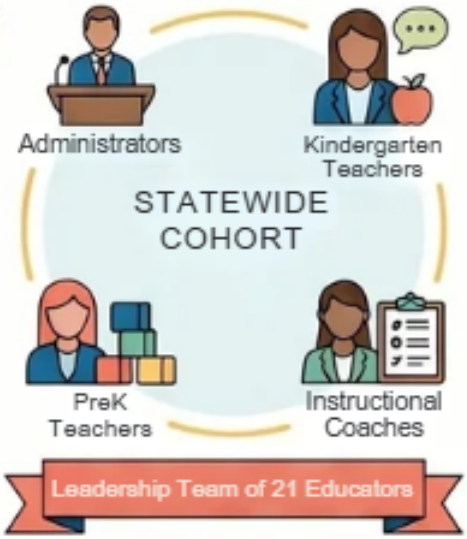


Phase 2
VIDEO DOCUMENTATION
Recruiting and coaching teachers in Playful Learning Practices to create video-based learning tools



Phase 3
SUSTAINABILITY
Launching statewide video repository and teacher community resources

DEMOGRAPHICS & IMPACT





INVESTMENT IN EDUCATORS & CLASSROOMS





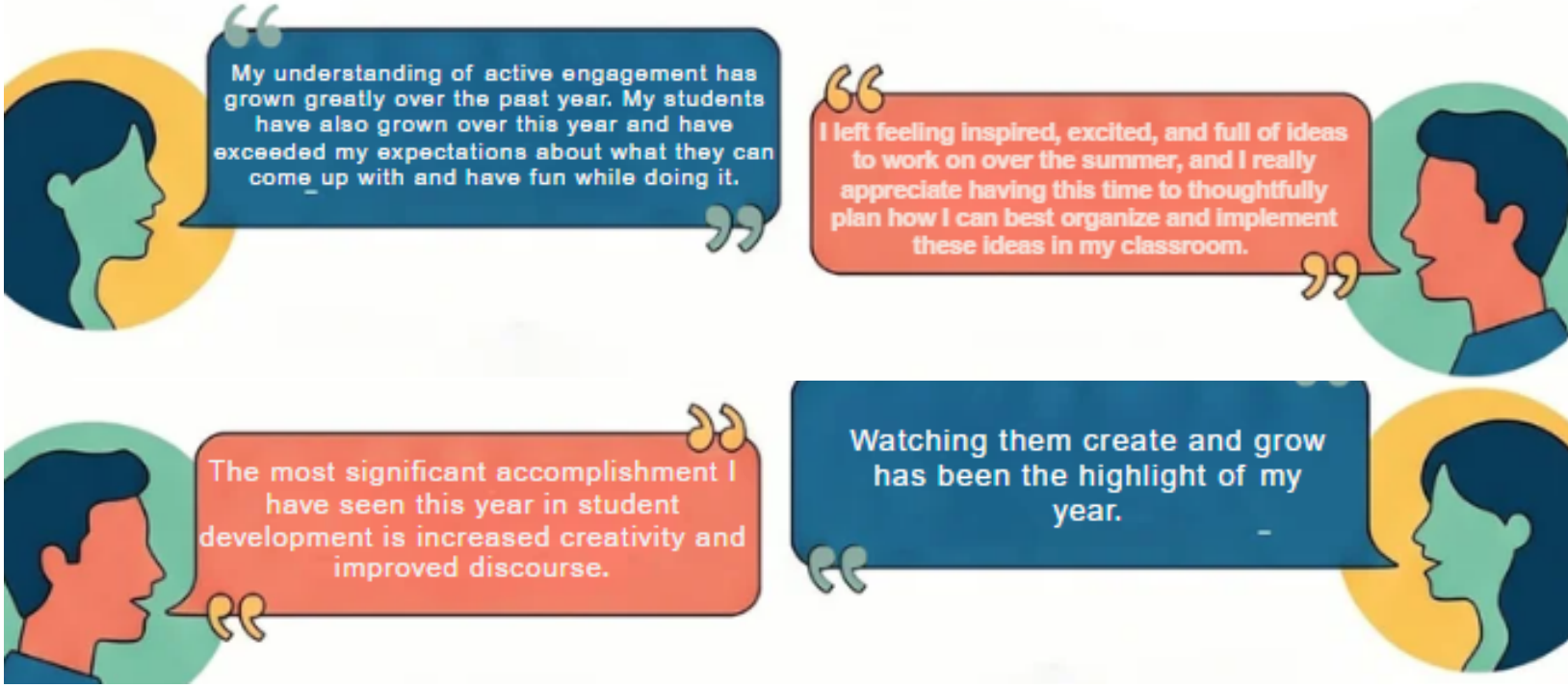
$5000 x 20 NV Classrooms



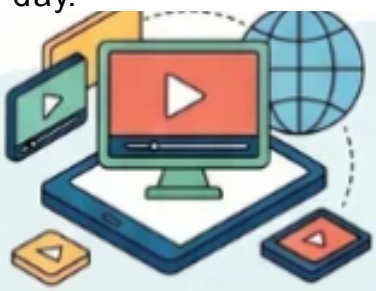
$35,000 books and consumables



$135,000 invested statewide



The DAP in Action project is a comprehensive initiative to implement Developmentally Appropriate Practices within early childhood education, specifically focusing on the transition between Pre-K and kindergarten with the eventual goal of aligning transitions through 2nd grade. A state leadership team of 21 educators and administrators came together to observe national examples of high quality developmentally appropriate practices and chose a model to emulate and "Nevadacize." Central to this project is a shift toward playful learning, emphasizing engagement as well as student choice and autonomy. During a 30-60 minute period of the day, students are given the freedom to choose their own learning path and demonstrate their understanding in unique and individualized ways. They utilize academic language from the unit, collaborate with one another and then participate in a "thinking and feedback" protocol to reflect on their learning and plan work for the next day.



THE ULTIMATE GOAL

Creating a video coaching tool for statewide implementation of developmentally appropriate practices via asynchronous learning to support modern educational systems

7 Mighty Moves Book Study: Aligning Instruction to the SOR Research

Focus:

A six-week Science of Reading book study designed for K–3 educators, building knowledge and implementation skills in phonemic awareness, phonics, high frequency words, decodable texts, fluency, and comprehension. Delivered via Zoom by NWRPDP facilitators, this course directly addresses the foundational literacy practices Nevada SB460 requires of all K–3 teachers.

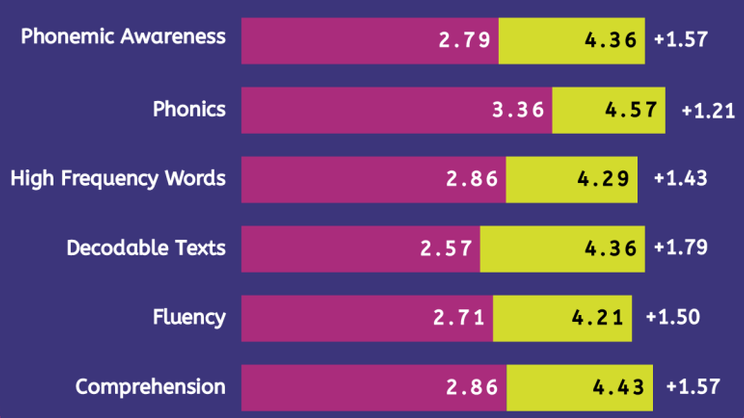
Impact:

Seventeen teachers across four districts achieved statistically significant gains in all 12 measured literacy domains ($p < 0.001$). On average, teachers moved from a score of 2.8 to 4.3 — nearly a full category shift on a 5-point scale — reflecting deep, meaningful change in both knowledge and classroom practice.

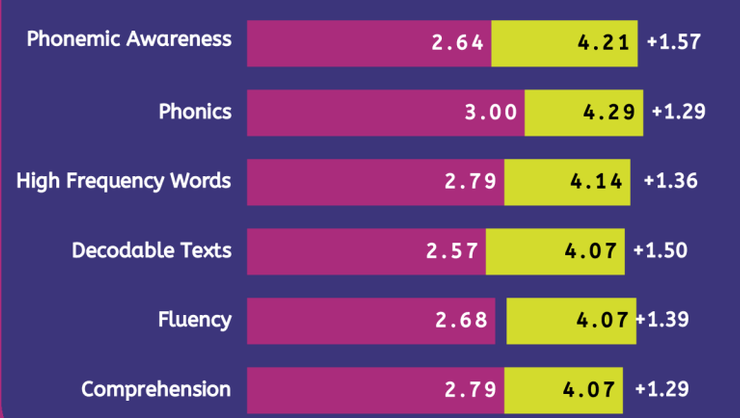
Evidence of Impact

3 Districts	2.8 → 4.3	400 Students
Served	Average Confidence Gain	Impacted

Understanding/Knowledge Gains



Implementation/Intentional Practice



Participant Feedback

Instructional Change

"All the reading training I have had over the years resulted in expert guessing. I now have a tool box filled with strategies that will help all of my students become successful life-long readers."
-Lyon County Educator

Excitement & Confidence

"Valuable strategies that I can go back to at any time and take little to no prep to implement"
-Lyon County Educator

"This class (and book) was phenomenal!"
-Washoe County Educator

Learning Community

"It was interesting, encouraging, and enlightening to learn how to put Science of Reading practices into place - and to talk through it all with teachers from a variety of schools."
-Washoe County Educator

Next Steps in Literacy Instruction Book Study: Aligning Assessment and Instruction to the SOR Research

Focus:

A nine-week intervention course for K–5 educators delivered via Zoom by NWRPDP facilitators. Grounded in Scarborough's Reading Rope, the course equips teachers with diagnostic tools and evidence-based strategies across all eight literacy strands to identify skill gaps and deliver intensive, targeted support to students not yet meeting benchmarks.

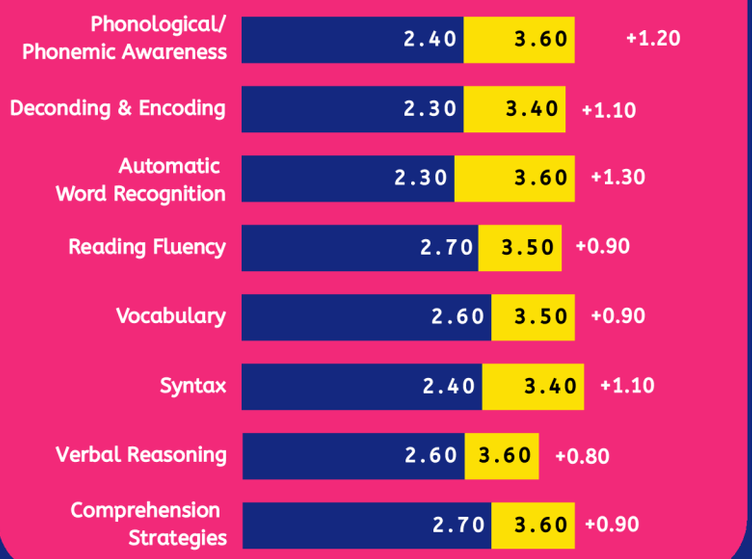
Impact:

Ten teachers achieved statistically significant gains across all 18 measured intervention domains — 4 at $p < 0.001$ and 14 at $p < 0.01$. Teachers moved from an average score of 2.49 to 3.53, developing both the knowledge and the diagnostic lens to effectively support struggling K–5 readers.

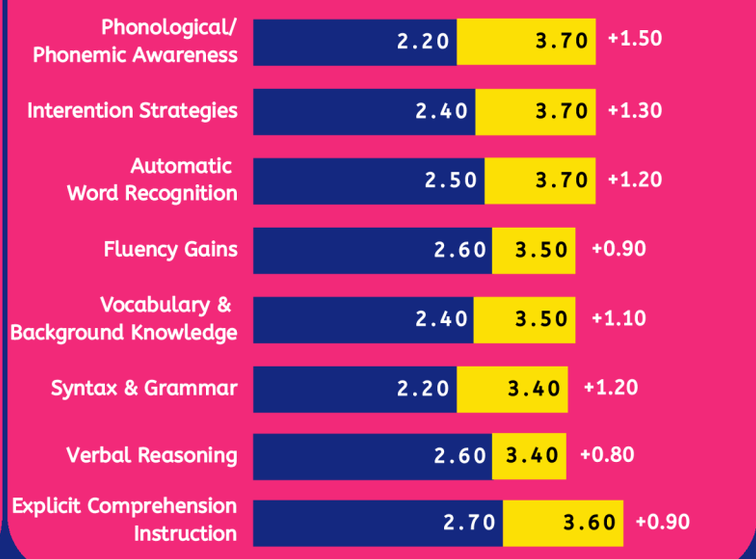
Evidence of Impact

3 Districts	2.49 → 3.53	400 Students
Served	Average Confidence Gain	Impacted

Understanding/Knowledge Gains



Implementation/Intentional Practice



Participant Feedback

Instructional Change

"My instruction is more focused and purposeful with a diagnostic lens. I now look at what each student needs specifically before choosing a strategy."
-Washoe County Educator

Strategies Implemented

"Elkonin boxes, CUPS, arm spelling, story maps, word chains, and many more."
-Churchill County Educator

"Decodables, fluency triangles, vocabulary, and more."
-Mariposa Academy Educator

Excitement & Confidence

"This book was easy to read and had great, applicable activities that can be easily added to any classroom lesson!"
-Washoe County Educator

"I love having the padlet with added resources."
-Churchill County Educator

NWRPDP Science of Reading: A Professional Learning Continuum

Overview

Nevada's Senate Bill 460 (2025) codifies the Science of Reading into state law, requiring all K–3 teachers to complete training in research-backed literacy instruction. The urgency is clear: fewer than four in ten Nevada third graders currently read at grade level. Meeting SB460's mandate requires more than policy — it requires high-quality, sustained professional learning that actually changes what happens in classrooms.

NWRPDP is meeting that challenge through an intentional continuum of Science of Reading professional learning. During the 2025–26 school year, NWRPDP facilitators delivered three connected experiences: *Seven Mighty Moves*, a six-week book study equipping K–3 teachers with evidence-based Tier 1 practices directly aligned to SB460; *Literacy Interventions for K–5 Students*, a nine-week course equipping teachers to deliver targeted intervention to students not yet meeting benchmarks; and a Train the Trainer experience preparing literacy specialists in one Northwest region district to bring Science of Reading training directly to their school sites. Together, these experiences reached educators across five districts and schools, producing statistically significant gains at every level of the system.

Seven Mighty Moves Book Study: Aligning Instruction to the Science of Reading Research

Summary

Designed and facilitated by NWRPDP facilitators, *Seven Mighty Moves* was a six-week book study for K–3 educators directly aligned to Nevada SB460. Participants met via Zoom on Monday evenings from 4:00–6:00 PM. A total of 17 teachers from Washoe County School District, Lyon County School District, Churchill County School District, and Mariposa Academy built knowledge and implementation skills in phonemic awareness, phonics, high frequency words, decodable texts, fluency, and comprehension — the foundational practices SB460 requires.

Results

Teachers self-reported knowledge and implementation across 12 domains before and after the book study using a 5-point scale, analyzed with the Wilcoxon signed-rank test. Gains across all 12 domains were statistically significant ($p < 0.001$). On average, teachers moved from a score of 2.8 to 4.3 — nearly a full category shift. The largest gains were in decodable texts (+1.79), phonemic awareness (+1.57), and comprehension (+1.57).

In the end of course comments, participants described what they learned in the course:

> *"All the reading training I have had over the years resulted in expert guessing. I now have a toolbox filled with strategies that will help all of my students become successful life-long readers."*
> — Lyon County teacher

> *"I am already implementing strategies and seeing success!"*
> — Lyon County teacher

Next Steps

As SB460 drives demand for Science of Reading professional learning statewide, NWRPDP is positioned to meet that need. *Seven Mighty Moves* offers districts a rigorous, evidence-based option for fulfilling the law's K–3 training requirements. As documented below, NWRPDP is already equipping literacy specialists to deliver this training within their own districts — extending reach and building lasting local capacity.

Next Steps in Literacy Instruction Book Study: Aligning Assessment and Intervention to the Science of Reading

Summary

Literacy Interventions for K–5 Students was the second step in NWRPDP's continuum — moving from Tier 1 classroom instruction into the specialized work of intervention. Designed and facilitated by NWRPDP facilitators, this nine-week course met via Zoom on Monday evenings from 4:00–6:30 PM. Ten teachers from Washoe County School District, Churchill County School District, and Mariposa Academy built knowledge and implementation skills across all eight strands of Scarborough's Reading Rope, from phonological awareness and phonics through syntax, verbal reasoning, and comprehension. The goal was to equip teachers with diagnostic tools and evidence-based strategies to deliver intensive, targeted support to students not yet meeting literacy benchmarks — ensuring that the students SB460 aims to reach are supported at every tier of instruction.

Results

Teachers self-reported knowledge and implementation across 18 domains before and after the course using a 5-point scale, analyzed with the Wilcoxon signed-rank test. Gains across all 18 domains were statistically significant — 4 at $p < 0.001$ and 14 at $p < 0.01$. On average, teachers moved from a score of 2.49 to 3.53, a gain of more than a full point. The largest implementation gains were in phonological awareness (+1.50), evidence-based intervention strategies (+1.30), and automatic word recognition (+1.30).

In the end of course comments, participants described what they learned in the course:

> *"It has made a huge change on my students' comprehension and writing."*
> — Washoe County teacher

> *"I have implemented vocabulary and fluency strategies with a focus on students' specific needs."*
> — Washoe County teacher

Next Steps

NWRPDP will continue to offer *Literacy Interventions for K–5 Students* as an ongoing professional learning opportunity that meets the requirements of SB460. This course ensures Tier 2 and Tier 3 instruction keeps pace — giving every K–5 student access to the evidence-based literacy support they deserve.

Train the Trainer: A District in the Northwest Region

Summary

The Train the Trainer experience represents the most systemically ambitious step in NWRPDP's continuum — moving from equipping individual teachers to building district-level capacity to lead Science of Reading implementation from within. This model directly addresses one of the core challenges of SB460 compliance: ensuring districts have the internal expertise to sustain Science of Reading professional learning over time.

In May 2026, NWRPDP facilitators delivered 15 hours of intensive professional learning over two sessions — May 21 and May 28 — for 11 literacy specialists in one Northwest region school district. Participants focused on the Science of Reading research base, Scarborough's Reading Rope, the Simple View of Reading, connecting research to instructional practice, managing teacher resistance, and planning school-wide rollout of *Seven Mighty Moves* for K–2 teachers and *Next Steps in Literacy Instruction* for grades 3–5 teachers. The district's literacy specialists are scheduled to deliver that training to their teaching staff beginning in the 2026–27 school year.

Results

Participants self-reported confidence and preparedness across 8 domains before and after the training using a 5-point scale, analyzed with the Wilcoxon signed-rank test, with 10 of 11 participants completing the survey. Gains across all 8 domains were statistically significant — 1 at $p < 0.001$ and 7 at $p < 0.01$. Overall, participants moved from an average score of 3.14 to 4.25, a gain of +1.11 points. Notably, specialists began with higher baseline scores than classroom teacher cohorts, reflecting existing expertise — yet gains were consistent and meaningful across every domain. The largest gains were in having a clear plan to roll out SOR training (+1.20) and feeling supported by their district to lead implementation (+1.10).

In the end of course comments, participants described what they learned in the course:

> *"I like that everyone was presented with the same information, so it is consistent across all of our sites. Having the background knowledge and being able to ask specific questions of NWRPDP facilitators really helped and made me feel more confident."*
> — Northwest region literacy specialist

> *"I feel much more confident in the plan for delivering the Science of Reading training. NWRPDP has put together a well-informed and comprehensive presentation."*
> — Northwest region literacy specialist

Next Steps

Beginning in 2026–27, the 11 literacy specialists will deliver *Seven Mighty Moves* and *Next Steps in Literacy Instruction* professional learning across their school sites — directly multiplying NWRPDP's reach without requiring every teacher to participate in an external course. This is precisely the district-embedded capacity SB460 demands for sustainable, long-term implementation. NWRPDP will explore bringing the Train the Trainer model to additional districts across the region.

Conclusion

Nevada SB460 sets a clear mandate. NWRPDP's 2025–26 continuum demonstrates it is already being met.

Across three cohorts, NWRPDP reached 38 educators — 17 classroom teachers in *Seven Mighty Moves*, 10 teachers and interventionists in *Literacy Interventions for K–5 Students*, and 11 literacy specialists in one Northwest region school district. Every cohort produced statistically significant gains. Every cohort reported meaningful changes in instructional practice. And beginning in 2026–27, those literacy specialists will extend that reach further, bringing Science of Reading training to teachers across their school sites.

The students who benefit are the K–5 readers in Washoe, Lyon, Churchill, and Mariposa Academy classrooms whose teachers now understand how reading develops — and have the tools, the confidence, and the research backing to act on it. That is what SB460 calls for. That is what NWRPDP delivers.

Train the Trainer:
A District in the Northwest Region

Focus:

A 15-hour, two-day intensive designed to prepare 11 district literacy specialists to facilitate Science of Reading professional learning at their own school sites. Grounded in Scarborough's Reading Rope and the Simple View of Reading, this training builds the sustainable, district-embedded leadership capacity that SB460 implementation demands over time.

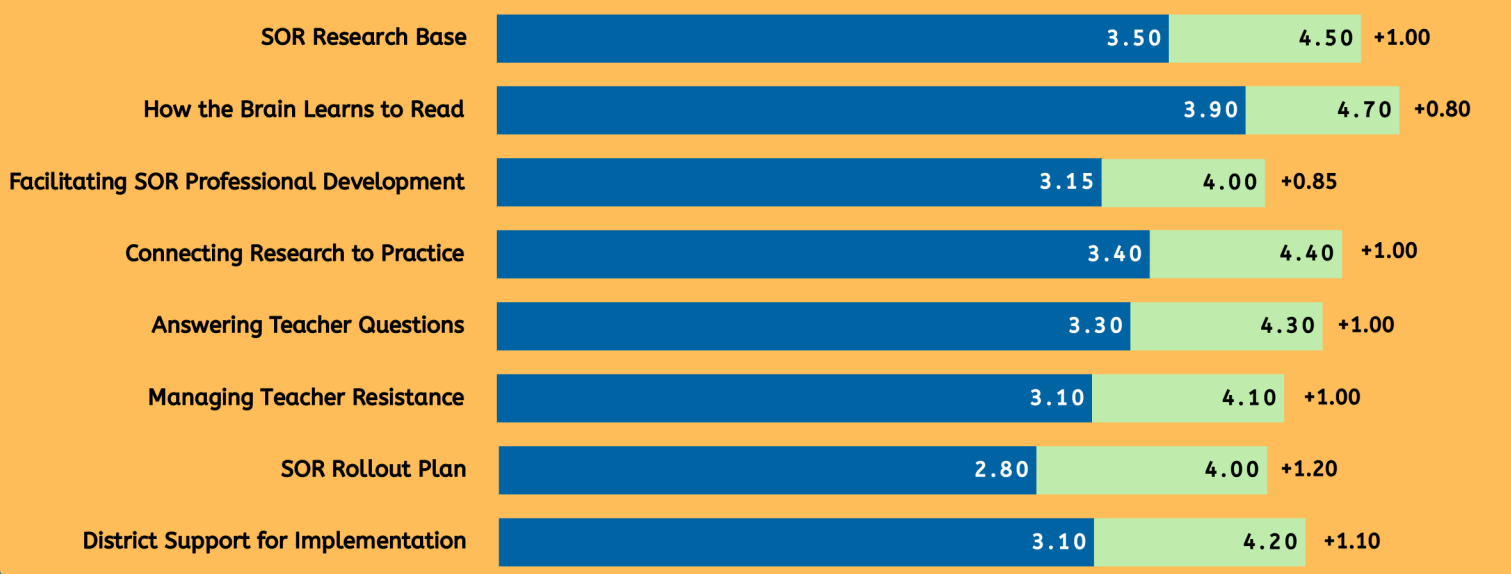
Impact:

All 8 confidence and preparedness domains reached statistical significance, with an overall gain of +1.11 points on a 5-point scale. Beginning in 2026–27, these specialists will deliver Seven Mighty Moves and Next Steps in Literacy Instruction training directly to teachers across their school sites — multiplying NWRPDP's reach region-wide.

Evidence of Impact

11 Specialists	3.14 → 4.25	2,150 Students
Trained	Average Confidence Gain	Impacted

Instructional Leadership Readiness



Participant Feedback

Consistency Across Sites

"I like that everyone was presented with the same information, consistent across all of our sites"
- Literacy Specialist

Confidence to Lead

"I feel much more confident in the plan for delivering the Science of Reading training."
-Literacy Specialist

Excitement for Impact

"I think my biggest shift will be the way that I approach interventions with my students 3-5."
-Literacy Specialist

Supporting Teachers. Strengthening Practice. Impacting Students.

Northern Nevada National Board Cohort | 2025–26

NATIONAL BOARD
for Professional Teaching Standards®

PROJECT OVERVIEW

The Northern Nevada National Board Cohort supports educators as they pursue National Board Certification, the profession's highest mark of accomplished teaching. During the 2025–26 cohort year, candidates represented diverse certificate areas, grade levels, and districts across Nevada. Through monthly cohort sessions, individualized Candidate Support Provider feedback, writing tools, work sessions, and revision cycles, the cohort helped teachers strengthen reflective practice, analyze student learning, and complete components aligned to National Board standards.

97 candidates in Preschool to 12th grade

8 candidate support providers

40 candidates certified in 2025

5,560 students impacted

6 Nevada districts highlighted

COHORT DESIGN & SUPPORT MODEL

Support was intentionally designed around the four National Board components. Candidates received structured guidance for understanding prompts, collecting evidence, writing analytically, revising forms and commentaries, and preparing for Component 1. The cohort model included whole-group learning, small-group support, individualized feedback, work time, and ongoing access to resources.

UNPACK COMPONENTS → **GATHER EVIDENCE** → **DRAFT** → **RECEIVE FEEDBACK** → **REVISE** → **SUBMIT**

- **UNPACK COMPONENTS** — Understand prompts, standards, and scoring expectations
- **GATHER EVIDENCE** — Collect and analyze student learning and classroom assessment
- **DRAFT** — Write analytically using structure, evidence, and reflection
- **RECEIVE FEEDBACK** — Get personalized feedback from CSPs and peers
- **REVISE** — Strengthen writing and evidence based on feedback
- **SUBMIT** — Finalize and submit each component toward National Board Certification

QUALITATIVE SURVEY DATA: CANDIDATE IMPACT

When asked how the National Board process has influenced their teaching and mindset, candidates shared profound shifts in their practice, reflection, and impact on students.

MORE REFLECTIVE & DATA-DRIVEN

"Absolutely, I am more data-driven than I was before."
– Laura S.

"It has improved my teaching practices and I love everything I have learned through the process."
– Megan C.

IMPROVED PRACTICES & INSTRUCTIONAL IMPACT

"This experience has helped me review and refine a lot of practices that had become a natural."
– Amanda A.

"My biggest shift comes with seeking more student input through survey, self-assessment, and self-reflection."
– Adrienne B.

FOCUS ON STUDENT VOICE & FEEDBACK

"Yes! I feel so much more confident and knowledgeable as an educator."
– Justine C.

"I'm definitely more invested in my feedback to students, teammate feedback, and feedback from myself."
– Conrad P.

GROWTH, CONFIDENCE & MINDSET SHIFT

"Growth mindset for me. I feel like I'm learning a lot about myself as a teacher."
– Jen W.

"This has impacted me so much. I feel like it has rejuvenated my instruction and my love for teaching."
– Jen W.

LASTING IMPACT ON STUDENTS & FUTURE PRACTICE

"Kids deserve this level of education. Teachers need time to teach this way."
– Paul G.

"I promise your hard work is going to impact on hundreds of students and their lives."
– Ilissa F.

Candidate comments are drawn from exit tickets.

NEVADA SNAPSHOT



Nevada ranks **#11** nationally

3.80% of Nevada educators are active NBCTs

State ranking data updated Jan. 26, 2026

ACTIVE NBCTS LISTED IN THE NATIONAL BOARD DIRECTORY

National Board Directory total in Nevada: 1,547

1	Clark County School District	932
2	Washoe County School District	462
3	Carson City School District	23
4	Douglas County School District	23
5	Lyon County School District	23
6	Churchill County School District	9
	NEVADA TOTAL	**1,547**

Source: National Board Certified Teacher Directory, active listings by Nevada district, 2026.

WHO WE SERVED: CERTIFICATE AREAS REPRESENTED

CTE (9–12)	2
Early Adolescence through Young Adulthood/ Art (Ages 11–18+)	1
English as a New Language (Ages 3–12)	2
English as a New Language (Ages 11–18+)	5
English Language Arts (Ages 11–14)	1
English Language Arts (Ages 11–15)	2
English Language Arts (Ages 14–18+)	5
Exceptional Needs	13
Generalist Early Childhood	12
Generalist Middle Childhood (Ages 7–12)	17
Health—Early Adolescence and YA (Ages 14–18)	1
Library Media (6th–8th)	1
Literacy (Ages 3–12)	6
Mathematics (Ages 11–15)	7
Mathematics (Ages 11–18+)	7
Music, Early & Middle Childhood (Ages 3–12)	5
Physical Education	1
Science Early Adolescence–YA (Ages 14–18)	3
Science Young Adult (Ages 11–1S)	3
Social Studies–History (Ages 14–18+)	4
World Language (Ages 11–18+)	3

Certificate areas represented across 97 candidates.

CONCLUSION & NEXT STEPS

The Northern Nevada National Board Cohort demonstrated measurable impact by helping candidates complete components, certify, and continue progressing toward National Board Certification. Candidates reported that structured sessions, individualized feedback, writing supports, and Candidate Support Provider guidance made the process clearer, more manageable, and more supportive.

NEXT STEPS

- Targeted support for the candidates completing Component 2 and 3 next year.
- Recruit school groups to participate in the 2026–27 cohort together.
- Expanded opportunities for certified teachers to serve as mentors and teacher leaders across the region.

Project Overview

The Northern Nevada National Board Cohort supports educators as they pursue National Board Certification, the profession's highest recognition of accomplished teaching. During the 2025–26 cohort year, 97 candidates in Preschool through 12th grade represented a wide range of certificate areas, grade levels, and districts across Northern Nevada. Eight Candidate Support Providers facilitated classes at Sparks High School, provided feedback, and supported candidates throughout the process. The cohort provided structured support through monthly cohort sessions, weekly work sessions at WCSD schools, Zoom sessions for rural candidates, individualized feedback, Component 1 study sessions, written commentary guides, component tip sheets, revision cycles, and a pacing calendar with suggested due dates. Candidates also unpacked rubrics, studied the Architecture of Accomplished Teaching Helix, and examined how National Board expectations aligned to each component.

Why the Project

National Board Certification is a rigorous process that requires teachers to examine their practice, collect evidence of student learning, analyze instructional decisions, and communicate the impact of their teaching. Many candidates begin with strong instructional skills, but need support understanding component expectations, organizing evidence, writing analytically, and maintaining momentum. The cohort was created so candidates would not complete this work in isolation but would instead collaborate with and learn alongside other accomplished teachers across the region. Through consistent guidance, individualized feedback, practical resources, collaboration, and accountability, the cohort made the process more manageable and meaningful. Although the process is designed to take 2–3 years, a larger group of candidates completed all four components in one year because December 2026 will be the last year WCSD offers the 8% National Board incentive before it decreases to 5% in December 2027.

Results and Impact

The 2025–26 Northern Nevada National Board Cohort demonstrated measurable impact across candidate progress, certification outcomes, teacher leadership, and student reach. In December 2025, 40 candidates earned National Board Certification for the 2024–2025 school year, resulting in a 91% pass rate for our cohort. For the 2025–2026 school year, 61 candidates submitted all four components, and 39 candidates will continue working on Components 2 and 3 next year. The cohort was supported by 8 Candidate Support Providers and impacted an estimated 5,560 students. Candidates reported becoming more data-driven, intentional, and student-centered in their instructional decisions, strengthening classroom practice beyond the certification process. The cohort also reflects Nevada's broader commitment to growing accomplished teachers and expanding National Board Certification across the state. Nevada ranks 11th nationally, with 3.80% of educators holding active National Board Certification. According to the National Board-Certified Teacher Directory, Nevada has 1,547 active NBCTs, including 932 in Clark County, 462 in Washoe County, 23 in Carson City, 23 in Douglas, 23 in Lyon, and 9 in Churchill. Candidate feedback provided strong evidence of impact. Candidates described the cohort as supportive, structured, and essential to their success. They highlighted the value of unpacking components, receiving feedback, using writing guides and tip sheets, attending support sessions, and working with knowledgeable Candidate Support Providers. One candidate shared, "The feedback was spot on, constructive, and useful." Another wrote, "I couldn't have done it without you all." These comments show that the cohort provided clarity, encouragement, accountability, and professional growth.

Conclusion

The Northern Nevada National Board Cohort helped educators make progress toward certification, complete components, certify, and grow as reflective practitioners and teacher leaders. The cohort model was effective because it addressed both the technical and emotional demands of National Board Certification. Next steps include supporting candidates completing Components 2 and 3, recruiting school groups for the 2026–27 cohort, preparing NBCTs for Maintenance of Certification, and expanding opportunities for certified teachers to serve as mentors and teacher leaders. This work continues to strengthen accomplished teaching across Nevada and extend that impact to thousands of students.

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: Tim Logan, Superintendent

Re: Enrollment Report

Statement
Attached is the enrollment report for the first quarter ending September 30, 2026. Currently, our weighted student enrollment used for the Pupil Centered Funding Plan has decreased by 179 students from the fourth quarter ending June 30, 2026.

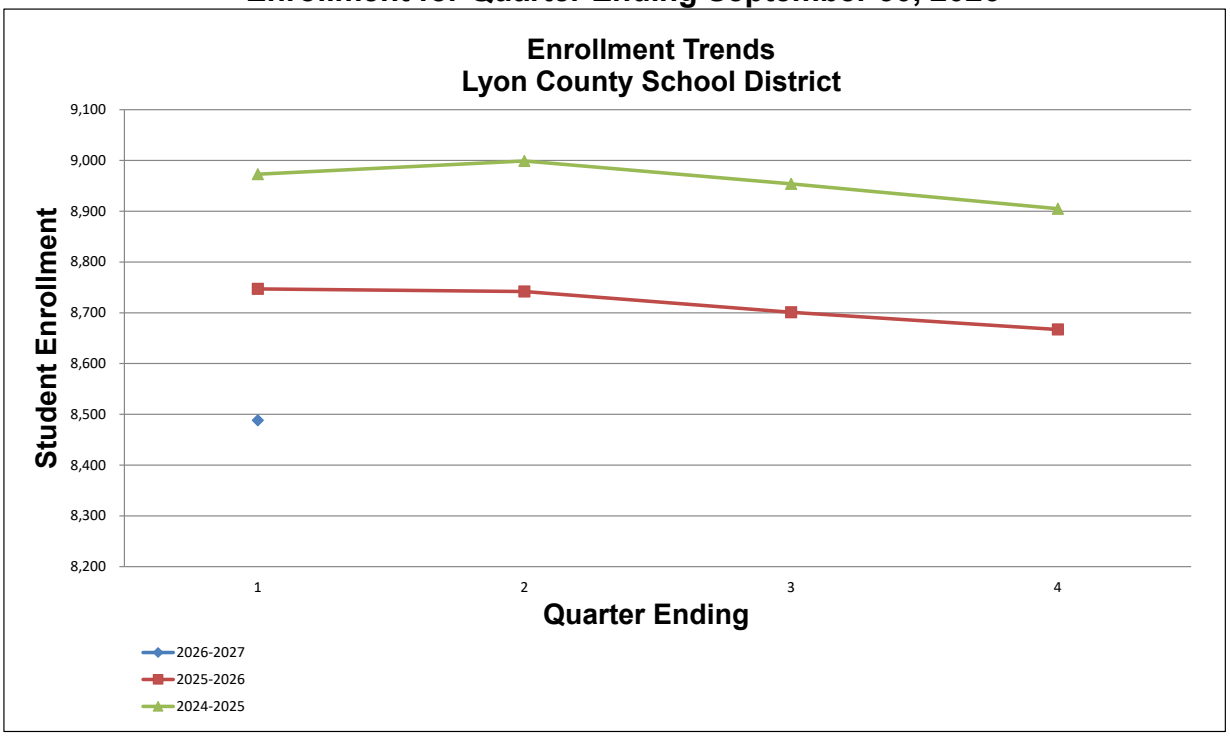
EDUCATIONAL CONSIDERATIONS:
Not applicable.

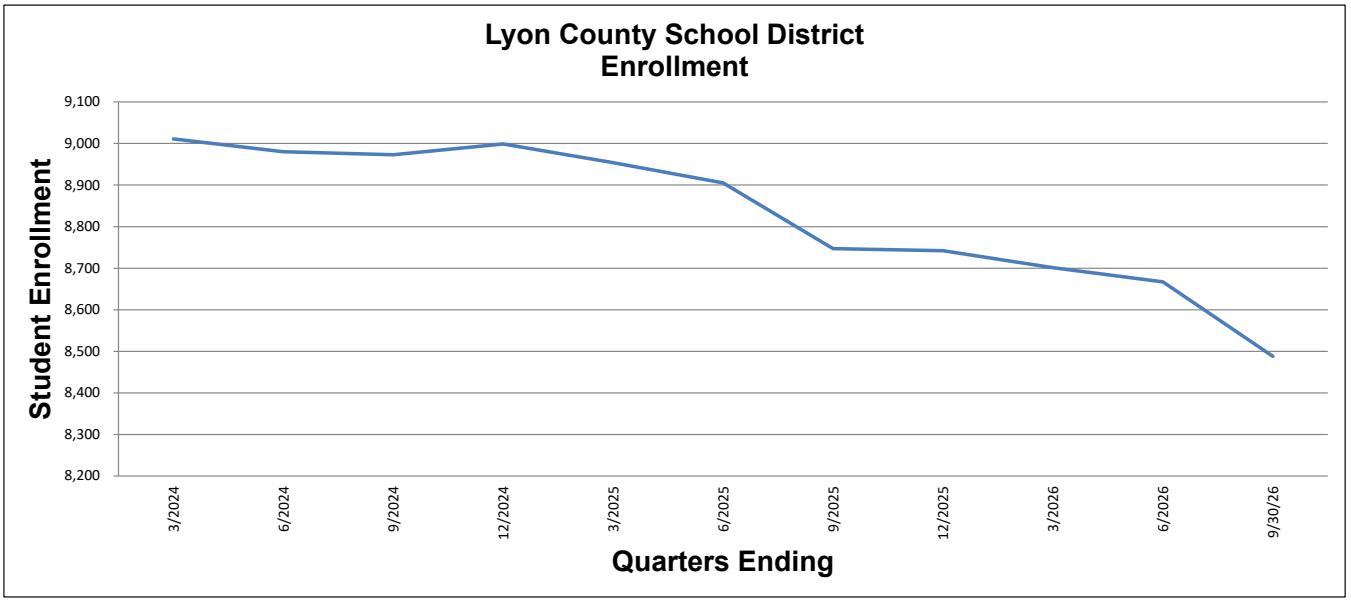
BUDGET CONSIDERATIONS:
Not applicable.

Respectfully submitted,
Tim Logan, Superintendent

Prepared by,
Cheryl Veil - Administrative Secretary

LYON COUNTY SCHOOL DISTRICT
Enrollment for Quarter Ending September 30, 2026





LYON COUNTY SCHOOL DISTRICT

Average Daily Enrollment for Quarter Ending September 30, 2026

	2023-2024				2024-2025				2025-2026				2026-2027				Validation Day Comparison		Current Year Comparison	
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	25-26 to 26-27		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	452	461	462	459	431	433	435	433	418	413	410	408	389				(29)	-6.2%	(19)	-4.5%
SES	411	404	410	415	405	420	435	434	438	441	451	455	451				13	3.4%	(4)	-1.0%
RES	431	438	452	450	434	441	444	455	393	399	400	399	362				(31)	-7.2%	(37)	-9.3%
DIS	364	368	366	362	349	353	352	343	330	330	325	319	362				32	7.9%	43	10.0%
DHS	753	753	736	730	747	744	728	718	695	695	691	680	663				(32)	-4.7%	(17)	-2.4%
Dayton	**2,412**	**2,424**	**2,426**	**2,417**	**2,366**	**2,391**	**2,394**	**2,383**	**2,274**	**2,278**	**2,277**	**2,260**	**2,227**	**-**	**-**	**-**	**(47)**	**-2.0%**	**(33)**	**-1.4%**
FES	415	420	433	443	426	432	429	431	420	429	435	430	406				(14)	-3.2%	(24)	-5.6%
CES	570	580	575	567	557	562	569	572	548	548	541	546	523				(25)	-4.0%	(23)	-4.0%
EVES	498	499	514	522	502	503	518	521	508	516	528	528	510				2	0.3%	(18)	-3.7%
FIS	665	661	653	654	656	654	648	643	622	623	622	626	585				(37)	-5.7%	(41)	-6.7%
SMS	635	642	639	637	672	674	670	665	670	665	663	659	667				(3)	-0.4%	8	1.2%
FHS	1,309	1,317	1,303	1,283	1,313	1,318	1,287	1,261	1,276	1,270	1,243	1,229	1,213				(63)	-5.4%	(16)	-1.3%
Fernley	**4,093**	**4,119**	**4,118**	**4,107**	**4,126**	**4,144**	**4,122**	**4,094**	**4,044**	**4,050**	**4,032**	**4,018**	**3,903**	**-**	**-**	**-**	**(141)**	**-3.4%**	**(115)**	**-2.8%**
SSES	353	358	355	360	362	364	362	363	353	350	361	366	356				3	0.9%	(10)	-3.0%
SSMS	321	323	323	321	326	319	308	301	303	301	295	292	312				9	2.9%	20	6.5%
SSHS	341	336	328	325	346	346	337	333	351	344	334	320	316				(35)	-11.8%	(4)	-1.4%
Silver Spg	**1,016**	**1,017**	**1,006**	**1,005**	**1,034**	**1,029**	**1,008**	**998**	**1,006**	**995**	**989**	**979**	**984**	**-**	**-**	**-**	**(22)**	**-2.2%**	**5**	**0.6%**
SVES	91	91	91	90	88	86	87	89	89	88	84	85	81				(8)	-8.2%	(4)	-4.0%
SVHS	98	99	100	101	90	90	91	92	90	88	89	90	79				(11)	-9.8%	(11)	-8.2%
Smith Val	**189**	**190**	**191**	**191**	**178**	**176**	**177**	**182**	**179**	**177**	**173**	**175**	**161**	**-**	**-**	**-**	**(18)**	**-9.1%**	**(14)**	**-6.6%**
YES	463	462	462	464	449	443	448	452	423	424	426	429	384				(39)	-7.3%	(45)	-10.0%
YIS	400	397	394	393	401	398	393	393	399	397	393	400	428				29	7.9%	28	6.9%
YHS	408	407	404	394	411	411	403	395	414	408	401	398	391				(23)	-6.0%	(7)	-1.8%
Yerington	**1,272**	**1,266**	**1,259**	**1,251**	**1,261**	**1,252**	**1,243**	**1,240**	**1,237**	**1,229**	**1,219**	**1,227**	**1,203**	**-**	**-**	**-**	**(34)**	**-2.5%**	**(24)**	**-1.9%**
ERHS	9	9	11	9	8	7	8	9	7	13	11	8	10				3	27.3%	2	18.3%
TOTAL	**8,990**	**9,025**	**9,011**	**8,980**	**8,973**	**8,999**	**8,954**	**8,905**	**8,747**	**8,742**	**8,701**	**8,667**	**8,488**	**-**	**-**	**-**	**(259)**	**-2.9%**	**(179)**	**-2.0%**
Change frc	(107)	35	(14)	(31)	(7)	26	(45)	(48)	(158)	(5)	(40)	(35)	(179)	(8,488)	-	-				

LYON COUNTY SCHOOL DISTRICT
Enrollment for September 30, 2026

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	5	14	9			7	10	15				14	-				14				88
K	35	53	48			73	84	98				80	-		10		64				545
1	52	70	45			80	107	104				63	-		11		75				607
2	39	57	48			81	118	92				61	-		14		67				577
3	68	66	37			80	85	104				64	-		-		72				576
4	59	59	53			85	118	97				75	-		14		93				651
5	65	60	55						282				77		15			106			660
6	65	73	67	-					303				77		17			106			707
7				186						316			78			10		123		0	714
8				177						351			80			17		93		-	719
9					154						306			75		17			94	4	651
10					177						313			83		16			97	2	688
11					167						291			81		12			107	1	659
12					161						295			75		6			91	2	630
Ungraded					5						8			1					2	-	16
Enrolled School	389	451	362	362	663	406	523	510	585	667	1,213	356	312	316	81	79	384	428	391	10	8,487
Area					2,227						3,903			984		161			1,203	10	8,487

Nevada Department of Education
Class Size Reduction Program
Fiscal Year 2027 Application

PART I: IDENTIFYING INFORMATION AND PLAN SELECTION

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

School District	Lyon
School Year	**2026 - 2027**

Authorized Contact #1	Lilliana Camacho-Polkow
Contact's Title	Chief Financial Officer
Contact's Email	lcamachopolkow@lyoncsd.org
Contact's Phone	(775) 463-6800

Authorized Contact #2	BillieJo Hogan
Contact's Title	Executive Director of Human Resources
Contact's Email	bhogan@lyoncsd.org
Contact's Phone	(775) 463-6800

Districts may select any of the following, as applicable:

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

Plan Selection	Alternative Plan

Goals for SY26-27 as it relates to Class Size Ratios:	Lyon County School District continues to actively recruit and fill vacant teacher positions in an effort to meet the K-6 ratio requirements outlined in NRS 388.700.

District plan to assess and monitor progress toward the goal:	Lyon County School District continuously monitors progress towards its staffing goals by tracking budgeted versus actual teacher vacancies throughout the year.

PART II: RATIOS, VARIANCES, AND SHORTAGES

Please provide the following information for the 2026-27 school year related to the projected district-level class size ratios and the anticipated number of variances by grade.

Projected District-Level Class Size Ratios

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

Projected Ratios

K	1	2	3	4	5	6
17	20	21	21	22	24	24

Supporting documentation, to include the total number of educators contracted for SY26-27, disaggregated by the count of substitutes, substitute teachers in long-term positions, and educators by license classification; the total number of vacancies; the total number of vacancies calculated pursuant to NRS 391.135; and the total number of students enrolled in grades K-3 disaggregated by grade should be provided as attachments.

Anticipated Number of Variances by Grade

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

Projected Variances

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

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

Additional Notes for Ratios/Variances Projected

PART III: DISTRICT PLAN TO REDUCE CLASS SIZE RATIOS
Strategies to Reduce Class Sizes

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

- Lyon County School District reviews average daily enrollment every quarter to determine if any allocations need to be modified, adjusted to another grade level or added to a school. This review considers multiple factors, including the time of year, location of the school, the Nevada School Performance Framework (NSPF) rating, and ability to hire teachers at the needed school site. Allocations for the FY26 school year began in April 2025, based on student roll-up projections and ongoing monitoring through Infinite Campus. If student-teacher ratios increase or decrease significantly, the district may implement mid-year allocation adjustments, which can include the reallocation of staff across schools.

-To support ongoing efforts to meet the class size requirements outlined in NRS 388.700, the district has proactively budgeted additional teachers. This investment aims to lower class sizes, to minimize variances, and improve instructional conditions across all schools.

-Upon providing schools with the allocation for the next school year, student enrollment is continuously monitored, and discussions occur regularly with school principals regarding allocations. Student count data is obtained from Infinite Campus and reviewed by senior leadership, including the Superintendent, Deputy Superintendent, and Executive Director of Human Resources. These regular reviews, along with historical enrollment trends, help inform timely decisions regarding staffing adjustments to maintain equitable class sizes.

Strategies to Mitigate the Impact of Class Sizes

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

To further mitigate class size ratios that exceed targets outlined in NRS, the Superintendent, Deputy Superintendent and Executive Director of Human Resources plan to review and refine the current staffing formula for allocating specialists across the district. Additionally, College and Career Readiness Interventionists continue to be in schools to increase academic support for identified students even further. The district has also allocated additional paraprofessionals to assist students with specific learning needs. Paraprofessional staff play an essential role in supporting differentiated instruction, managing small group activities, and maintaining classroom efficiency. These practices combined aim to maximize the impacts of available staff and improve learning outcomes, even in settings where class sizes exceed target ratios.

Use of Funds

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

Lyon County School District will continue to use PCFP-adjusted base funding to support class size reduction efforts by maintaining current projected student to teacher ratios. These funds will also be strategically directed toward teacher recruitment, retention, and compensation, key components of our broader staffing strategy. These efforts align with the district's ongoing strategies to stabilize staffing levels and mitigate class size variances, particularly at the school level.

SY26-27 Goals

Please describe the specific goals identified for SY26-27 as it relates to class size ratios. How does the district intend to assess and monitor progress toward this goal? Please provide attachments as necessary.

For the 2026-2027 school year, Lyon County School District's primary goal related to class size ratios is to work toward meeting the K-6 ratio requirements outlined in NRS 388.700, while continuing to stabilize staffing across all school sites. This includes reducing variance in class sizes between schools and grade levels wherever possible, particularly in high-need areas.

To support this goal, the district continues to actively recruit and fill vacant teacher positions, and allocate resources as detailed throughout this report, reflecting the district's comprehensive approach to managing class sizes and working toward compliance with state mandated ratios.

PART IV: CERTIFICATION

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

I, Tim Logan , hereby certify that:

☒ To the best of my knowledge the information contained in this application is correct and in accordance with Nevada Revised Statute 388.720;

☒ That the plan contained herein has been developed with the following recognized associations representing licensed educational personnel: Lyon County Education Association ; and

☒ That the local Board of Trustees has authorized me to file this plan and such action is recorded in the minutes of the Board's meeting held on 10/27/26 .

Education Association:	Lyon County Education Association	**Date:**	10/9/26
Signature:			

District Superintendent:	Tim Logan	**Date:**	10/7/26
Signature:			

Nevada Department of Education
Annual Class Size Reduction Certification

Pursuant to Nevada Revised Statute (NRS) 388.700-725, districts must submit information related to class size ratios on an annual 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 year, 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 certification to the best of your ability and return a signed copy to sidcompliance@doe.nv.gov.

School Year:	2026-2027
Dates:	July 1 2026 - June 30 2027
School District:	Lyon
Superintendent's Name:	Tim Logan

Primary CSR Contact:	Lilliana Camacho-Polkow
Title:	Chief Financial Officer
Email:	lcamachopolkow@lyoncsd.org
Phone:	775-463-6800

District-Wide Class Size Ratios by Grade

Kindergarten:	17	Fourth Grade:	22
First Grade:	20	Fifth Grade:	24
Second Grade:	21	Sixth Grade:	24
Third Grade:	21		

Did any class size ratio reported for this year 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 year's report?

☑	Yes	☐	No

The district is requesting the following:	New Variances Requested

Overall for this year, the district's number of variance requests has:	Remained the same

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

10/7/26
Date

Questions? Email sidcompliance@doe.nv.gov

Nevada Department of Education
New Request for Class Size Variance and Justification

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School Year:	2026-2027
Dates	July 1 2026 - June 30 2027
School District:	Lyon
Elementary School:	Cottonwood Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	17	4	#N/A
1	#N/A	5	#N/A
2	23	6	#N/A
3	#N/A		

Reason for Variances

☑	Facility Limitations	☑	Difficulty Hiring	☑	Funding Limitations	☐	Other

Justification for Variances

Meeting class-size requirements would require significant remodeling or expansion at many of the District's elementary schools to create additional classroom space. The construction costs alone are estimated to be in the tens of millions of dollars, requiring capital funding that is not currently available to the District.

The District also continues to face challenges recruiting qualified teachers due to its rural setting and the unique staffing needs of its five geographic areas. To help address these challenges, the District has designated elementary teachers, secondary teachers, special education teachers, and other instructional specialists, as critical labor shortage areas and continues to actively recruit qualified teachers to fill available positions.

School-Level Plan to Address the Student-Teacher Ratios

District enrollment has remained relatively stable in recent years. The District actively monitors enrollment, class sizes, and student-teacher ratios to ensure staffing levels are appropriate. If enrollment or class sizes increase beyond appropriate levels, the District will open additional teaching allocations and actively recruit staff as needed. Enrollment and staffing needs will be reviewed at the beginning of each quarter and adjusted as necessary.

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Signature, Superintendent

10/7/26
Date

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School Year:	2026-2027
Dates	July 1 2026 - June 30 2027
School District:	Lyon
Elementary School:	Dayton Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	17	4	#N/A
1	#N/A	5	#N/A
2	#N/A	6	#N/A
3	23		

Reason for Variances

☑	Facility Limitations	☑	Difficulty Hiring	☑	Funding Limitations	☐	Other

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School Year:	2026-2027
Dates	July 1 2026 - June 30 2027
School District:	Lyon
Elementary School:	East Valley Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	19	**4**	#N/A
1	#N/A	**5**	#N/A
2	23	**6**	#N/A
3	#N/A		

Reason for Variances

☑	Facility Limitations	☑	Difficulty Hiring	☑	Funding Limitations	☐	Other

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School Year:	2026-2027
Dates	July 1 2026 - June 30 2027
School District:	Lyon
Elementary School:	Fernley Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	18	4	28
1	#N/A	5	#N/A
2	#N/A	6	#N/A
3	#N/A		

Reason for Variances

☑	Facility Limitations	☑	Difficulty Hiring	☑	Funding Limitations	☐	Other

Justification for Variances

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School Year:	2026-2027
Dates	July 1 2026 - June 30 2027
School District:	Lyon
Elementary School:	Fernley 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

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School Year:	2026-2027
Dates	July 1 2026 - June 30 2027
School District:	Lyon
Elementary School:	Riverview Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	#N/A	4	#N/A
1	#N/A	5	#N/A
2	24	6	#N/A
3	#N/A		

Reason for Variances

☑	Facility Limitations	☑	Difficulty Hiring	☑	Funding Limitations	☐	Other

Justification for Variances

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School Year:	2026-2027
Dates	July 1 2026 - June 30 2027
School District:	Lyon
Elementary School:	Silver Stage Middle School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	#N/A	**4**	#N/A
1	#N/A	**5**	#N/A
2	#N/A	**6**	26
3	#N/A		

Reason for Variances

☑	Facility Limitations	☑	Difficulty Hiring	☑	Funding Limitations	☐	Other

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School Year:	2026-2027
Dates	July 1 2026 - June 30 2027
School District:	Lyon
Elementary School:	Smith Valley Schools

Grade and Corresponding Class Size Ratio Requesting a Variance

K	#N/A	4	#N/A
1	#N/A	5	#N/A
2	#N/A	6	#N/A
3	0		

Reason for Variances

☑	Facility Limitations	☑	Difficulty Hiring	☑	Funding Limitations	☐	Other

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10/7/26 — *Date*

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School Year:	2026-2027
Dates	July 1 2026 - June 30 2027
School District:	Lyon
Elementary School:	Sutro Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	18	4	#N/A
1	23	5	#N/A
2	#N/A	6	#N/A
3	#N/A		

Reason for Variances

☑	Facility Limitations	☑	Difficulty Hiring	☑	Funding Limitations	☐	Other

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School Year:	2026-2027
Dates	July 1 2026 - June 30 2027
School District:	Lyon
Elementary School:	Yerington Elementary School

Grade and Corresponding Class Size Ratio Requesting a Variance

K	#N/A	4	#N/A
1	#N/A	5	#N/A
2	23	6	#N/A
3	24		

Reason for Variances

☑	Facility Limitations	☑	Difficulty Hiring	☑	Funding Limitations	☐	Other

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Dates	July 1 2026 - June 30 2027
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	27
2	#N/A	6	27
3	#N/A		

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Meeting class-size requirements would require significant remodeling or expansion at many of the District's elementary schools to create additional classroom space. The construction costs alone are estimated to be in the tens of millions of dollars, requiring capital funding that is not currently available to the District.

The District also continues to face challenges recruiting qualified teachers due to its rural setting and the unique staffing needs of its five geographic areas. To help address these challenges, the District has designated elementary teachers, secondary teachers, special education teachers, and other instructional specialists, as critical labor shortage areas and continues to actively recruit qualified teachers to fill available positions.

School-Level Plan to Address the Student-Teacher Ratios

District enrollment has remained relatively stable in recent years. The District actively monitors enrollment, class sizes, and student-teacher ratios to ensure staffing levels are appropriate. If enrollment or class sizes increase beyond appropriate levels, the District will open additional teaching allocations and actively recruit staff as needed. Enrollment and staffing needs will be reviewed at the beginning of each quarter and adjusted as necessary.

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

10/7/26
Date

Questions? Email sidcompliance@doe.nv.gov

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: Cailynne Bixby, Amanda Irwin, Melissa Burk

SCHOOL: Cottonwood Elementary

NAME OF CONFERENCE: (Do Not Use Acronyms) Elementary and Secondary Education Act Conference

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Louisville, KY

DATE OF DEPARTURE: 02/22/2027 DATE OF RETURN: 02/26/2027

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

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

The National ESEA Conference is an annual project of the National Association os ESEA State programs (NAESPA) and the only conference focused entirely on federal eduaction programs for disadvantegd students, The conference emphasizes the critical nature of doing what is right and what is needed today to help every child succeed and achieve at high levels.

TRAVEL APPROVED: Date 9-30-26

Site administrator or supervisor signature

TRAVEL APPROVED: Date 9-30-26

Stacy L Cooper, Ed D

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 9-30-26

Board Approved: Yes ( ) No ( ) Date:_____

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title 1

BUDGET#	280.633.0000.000.2213.330.10209.27.000					Total	*District Office*	*Grant*	*School Site*	*Other*
Registration Fees:	Attendees 3	x 699	Reg. fee		$	2097.00		✓		
BUDGET#	280.633.0000.000.2213.580.10209.27.000									
Travel By:	Southwest Air				$	2194.20		✓		
(Air, district car, private car for personal convenience, etc.)										
BUDGET#	280.633.0000.000.2213.580.10209.27.000									
Lodging:	Room rate	$ 630	x 4	nights	$	2520.00		✓		
(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 5	days	$	300.00		✓		
	Lunch	$ 22	x 5	days	$	330.00		✓		
	Dinner	$ 33	x 5	days	$	495.00		✓		
	Incidental	$ 5	x 5	days	$	75.00		✓		
Substitutes:	# of Days 5		x $ 145 /day			2175.00		✓		
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)					$	60		✓		
					$					
Other Miscellaneous expenses: (attach explanation)										
TOTAL EXPENSES					$	8986.20				

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

Conference Information

Conference Dates & Times:	National ESEA Conference Feb 23-25
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Kentucky International Convention center

Airline Information

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy GBCF: Work-Related Travel.

Attach your preferred and most economical flight schedule (*i.e. Southwest, Delta, United, etc.)*

Date & Time you wish to **DEPART:**	02/22/27 @11:40AM
Date & Time you wish to **RETURN:**	02/26/27 @ 10:40AM
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) : 370.00	All travelers agree to share lodging as appropriate?	☑ **Yes** ☐ **No**
Register under what name(s)?	Melissa Burk	
Name, Address, Phone number of lodging establishment:	400 S 2nd StLouisville, KY 40202	

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.***

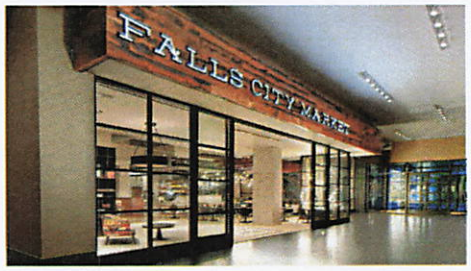
Omni Hotel

Pricing:
$315 (including all taxes and fees)

Make a Reservation



The Omni Louisville Hotel is a luxurious 30-story property located downtown. It features upscale amenities including a rooftop pool, the Pin + Proof speakeasy with bowling, a spa, and the Falls City Market. The hotel offers multiple dining options, including Bob's Steak & Chop House.



Address:

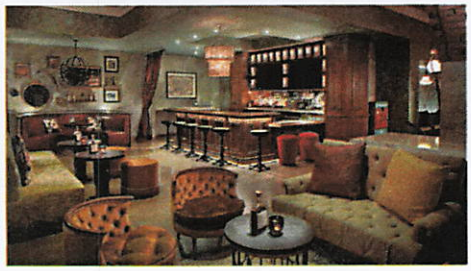
400 S 2nd St
Louisville, KY 40202

1 block from the Kentucky International Convention Center



Amenities:

- Free WiFi
- Pin + Proof speakeasy with bowling
- Rooftop pool
- Hot tub
- Fitness Center
- Full-service spa
- Urban market
- Room service
- Upscale & casual dining



Parking:

Valet: $45 + tax overnight($47.70 including tax)

View hotel policies on the Hotels & Travel Page

CONFERENCE

February 23-25, 2027
Louisville, KY & Online

Registration and Hotel Reservations Available Now!

ATTENDEE POLICIES

2027 National ESEA Conference



Join Us in Louisville, Kentucky or Online

The annual National ESEA Conference is coming to Louisville this February 23-25, 2027! This event serves as a vital platform for professional growth, learning, and the exchange of ideas in education. Whether you attend in person or virtually, this Conference promises to empower you with the knowledge and resources you need to excel in your field. Together, we work towards achieving the shared vision of improving education for all youth.

2027 National ESEA Conference

- **Location:** Kentucky International Convention Center in Louisville, Kentucky and Online
- **Dates:** February 23-25, 2027
- **Please Note:** Each day of the Conference has a full schedule of sessions! Please plan your travel dates accordingly so as not to miss valuable content.

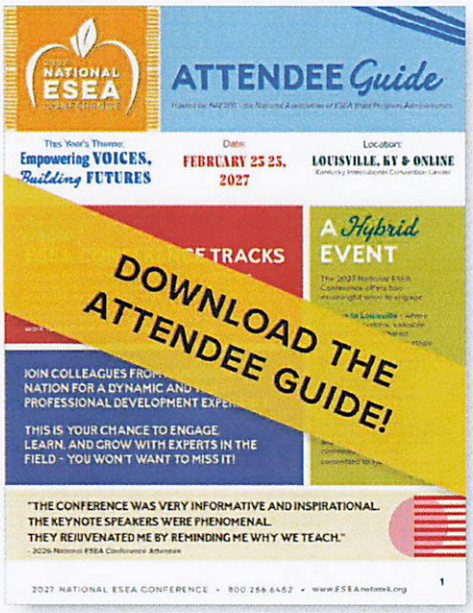
NEW! Introducing ESEA Conference Tracks

Explore sessions by track to find the learning experiences that matter most to your role—from policy and compliance to classroom practice and family engagement. Register now and select your track closer to the conference date.

Federal Education Policy & Practices	***For federal program leaders working at the state, district, and school levels.*** This track supports leaders in turning policy into practice through compliant, strategic program management. Sessions focus on implementation, monitoring, funding, and coordination of ESEA programs to drive improved student outcomes.
Improvement in Teaching and Learning	***For educators and instructional leaders across all content areas.*** This track focuses on delivering high-quality, student-centered instruction through data-informed practices. Sessions highlight strategies that strengthen teaching, elevate learning, and drive academic achievement for all students.
Targeted Supports for Special Populations	***For professionals supporting students served under ESEA and IDEA programs.*** This track emphasizes coordinated, compliant, and compassionate approaches to meeting the academic, social, and emotional needs of special populations. Sessions explore strategies that ensure equitable access to high-quality education.
Family & Community Engagement for Student Success	***For engagement leaders, liaisons, and educators working with families.*** This track centers on building strong, culturally responsive partnerships that empower families and support student success. Sessions highlight effective engagement strategies, compliance considerations, and community collaboration.

REGISTER NOW

Check out this short video from the 2026 National ESEA Conference in Denver!



The Attendee Guide has all the information you'll need to attend the 2027 National ESEA Conference. DOWNLOAD IT NOW!

ATTENDEE POLICIES

Registration Types & Prices

INDIVIDUAL REGISTRATION
In-Person & Virtual

$699 – EARLY BIRD PRICE

Available June 1 - October 31, 2026

$789 – STANDARD PRICE

November 1, 2026 - January 31, 2027

$849 – LATE PRICE

Starting February 1, 2027

GROUP REGISTRATION
10 or more people

$659/each

Group Registration FAQs

LEA AFFILIATE REGISTRATION

$659/each

Bundle and save! Learn more about the LEA Affiliate Program now

You chose a Basic fare

Basic fares are non-refundable except as allowed by our 24-hour cancellation policy. Flight changes are allowed but require a fare upgrade. Customers may be eligible for a flight credit if canceled at least 10 minutes prior to the flight's original departure time. Checked bag fees may apply.

Trip & Price Details

Price › Passengers › Seats › Payment › Confirmation

Flight Modify

Mon 2/22 # 565 / 635
RNO 11:40 AM → **SDF** 8:30 PM
5 hr 50 min | 1 stop | Choice

3 Passengers | **Reserve your seats** when booking

Fri 2/26 # 1800 / 4616
SDF 10:40 AM → **RNO** 3:50 PM
8 hr 10 min | 1 stop | Basic

3 Passengers | **Seat assigned** at check-in

Base fare 3 Passenger(s)	**$1,900.47**
Taxes and fees	**$293.73**
Flight total	**$2,194.20**

or from $215/mo* with flexpay Learn more

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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

U.S. General Services Administration

FY 2027 per diem rates for Louisville, Kentucky

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
Louisville	Jefferson	$80	$20	$22	$33	$5	$60.00

U.S. General Services Administration

FY 2027 per diem rates for Kentucky

Daily lodging rates (excluding taxes) | October 2026 - September 2027

Primary destination	County	2026 Oct	Nov	Dec	2027 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Standard Rate	Applies for all locations without specified rates	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113
Boone	Boone	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119
Kenton	Kenton	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170
Lexington	Fayette	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125
Louisville	Jefferson	$180	$132	$132	$132	$185	$185	$185	$185	$158	$158	$158	$180

Emailed to Margaret 10.3.26 mc

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: David Palmer

SCHOOL: Dayton High School

NAME OF CONFERENCE: (Do Not Use Acronyms) 2027 National Elementary and Secondary Education Act Conference

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Louisville,Kentucky

DATE OF DEPARTURE: 02/22/2027 DATE OF RETURN: 02/26/2027

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.

Participation in the 2027 National ESEA Conference directly supports the Lyon County School District's 2026–27 District Improvement Plan by providing access to evidence-based practices, national experts, and successful school and district models focused on improving academic achievement, supporting disadvantaged and at-risk students, strengthening instructional practices, and increasing family and community engagement. The conference's professional learning tracks specifically address improvement in teaching and learning, targeted supports for special populations, effective implementation of federal education programs, and family engagement—all of which can support LCSD's districtwide improvement efforts. Of particular relevance, LCSD's 2026–27 improvement goals include increasing student growth in reading and mathematics in grades K–10 and reducing chronic absenteeism. Attendance at the National ESEA Conference will provide administrators with practical strategies and resources that can be brought back to LCSD schools to strengthen data-informed instruction, improve interventions for students who are not demonstrating expected growth, address barriers to consistent attendance, and support the district's commitment to continuous improvement.

TRAVEL APPROVED: Date 10/2/26 Julie Burmeister

Site administrator or supervisor signature

TRAVEL APPROVED: Date 10/7/26 Stacy L Cooper, Ed D

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 10/7/26

Board Approved: Yes ( ) No ( ) Date:_____

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title 1

											District Office	Grant	School Site	Other
BUDGET#	280.633.0000.000.2400.330.10604.27									**Total**				
Registration Fees:	**Attendees**	1	x	699	**Reg. fee**				$	699.		✓		
BUDGET#	280.633.0000.000.2400.580.10604.27													
Travel By:	American Air								$	823.		✓		
(Air, district car, private car for personal convenience, etc.)														
BUDGET#	280.633.0000.000.2400.580.10604.27													
Lodging:	**Room rate**	$	350	x	4	**nights**			$	1400.		✓		
(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	**days**			$	80		✓		
	Lunch	$	22	x	3	**days**			$	66		✓		
	Dinner	$	33	x	4	**days**			$	132		✓		
	Incidental	$	5	x	5	**days**			$	25		✓		
Substitutes:	**# of Days**			**x**	**$**	**/day**								
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)									$					
									$					
Other Miscellaneous expenses: (attach explanation)														
							TOTAL EXPENSES		$	3225.00				

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

Conference Information

Conference Dates & Times:	2/23/27- 2/25/27
Name of where conference/ training is being held (i.e. Hotel, School, College, Convention Center):	Kentucky International Convention Center

Airline Information

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy GBCF: Work-Related Travel.

Attach your preferred and most economical flight schedule (*i.e. Southwest, Delta, United, etc.)*

Date & Time you wish to **DEPART:**	2/22/27 (Cheapest Available AM flight)
Date & Time you wish to **RETURN:**	2/26/27(Cheapest Available AM Flight)
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) : 185	All travelers agree to share lodging as appropriate? ☑ **Yes** ☐ **No**
Register under what name(s)?	David Palmer
Name, Address, Phone number of lodging establishment:	Omni Hotel, 400 S 2nd St Louisville, KY 40202

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.***

NATIONAL ESEA CONFERENCE

EXHIBIT
PRESENT
ATTEND
SCHEDULE
HOTELS & TRAVEL
REGISTER NOW

February 23-25, 2027
Louisville, KY & Online

Registration and Hotel Reservations Available Now!

ATTENDEE POLICIES

2027 National ESEA Conference



Join Us in Louisville, Kentucky or Online

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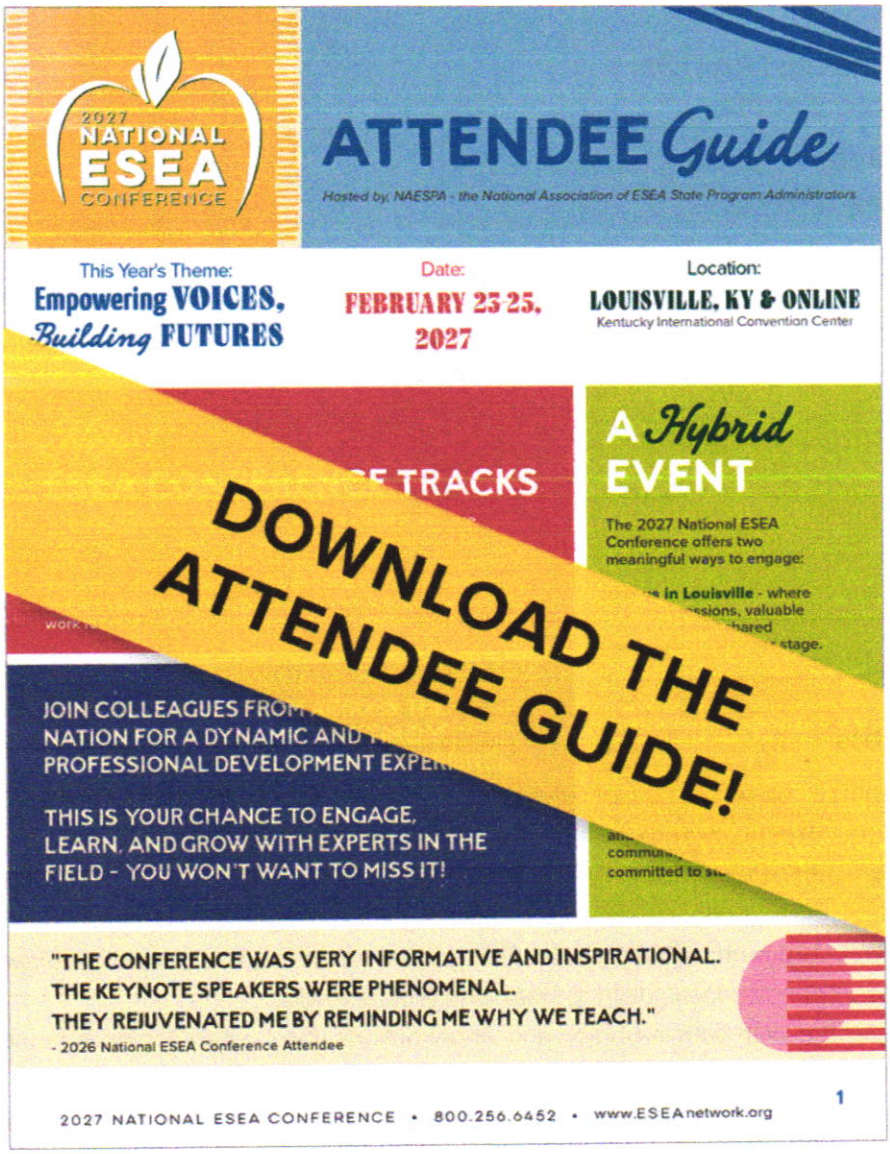
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REGISTER NOW

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The Attendee Guide has all the information you'll need to attend the 2027 National ESEA Conference. DOWNLOAD IT NOW!

ATTENDEE POLICIES

Registration Types & Prices

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In-Person & Virtual

$699 – EARLY BIRD PRICE

Available June 1 - October 31, 2026

$789 – STANDARD PRICE

November 1, 2026 - January 31, 2027

$849 – LATE PRICE

Starting February 1, 2027

Round trip	Main	Main Plus	Main Select	First
	$823 per person	$1,019 per person	$1,063 per person	$2,109 p
	$ Pay to check bags	✓ Check 1 bag free	$ Pay to check bags	✓ Check
	✓ Choose a Main Cabin seat	✓ Choose a Main Cabin seat	✓ Choose a Main Cabin seat	✓ Choose comfor
	$ Pay for an extra legroom seat	✓ Choose an extra legroom seat	✓ Choose an extra legroom seat	✓ Priority access
	✓ Board in general group (6-8)	✓ Board earlier with Group 5	✓ Priority check-in and boarding access (Group 4)	✓ Change
	✓ Changes allowed	✓ Changes allowed	✓ Changes allowed	✓ Earn 5 status)
	✓ Earn 5 miles/$ (or more based on status)	✓ Earn 5 miles/$ (or more based on status)	✓ Earn 5 miles/$ (or more based on status)	✓ Choose
	$ Pay to choose another same-day flight	$ Pay to choose another same-day flight	✓ Choose another same-day flight	
	$ Pay to upgrade your trip	$ Pay to upgrade your trip	$ Pay to upgrade your trip	
	✓ Complimentary and systemwide upgrades, if eligible	✓ Complimentary and systemwide upgrades, if eligible	✓ Complimentary and systemwide upgrades, if eligible	
	◯ Full refund to travel credit			◯ Full refi credit
	◯ Full refund to original form of payment + $118	✓ Full refund to travel credit	✓ Full refund to original form of payment	◯ Full refi form of
	Select	Select	Select	

If you're an AAdvantage® status member or AAdvantage® credit cardholder, your bag benefit and boarding group applies if higher based on status. Status and fare benefits may not be available on partner airlines and additional fees may apply.

If you're an AAdvantage® credit cardholder, your bag benefit applies only on domestic American Airlines marketed and operated trips.

If you're an AAdvantage® member and a U.S. resident booked on American Airlines operated flights starting within the U.S., you may be able to cancel Basic Economy tickets for travel credit before your trip begins, minus a cancellation fee.

Changes for trips that begin in Spain, the UK, New Zealand or Australia are allowed with a fee.

RNO	SDF	7h 55m	1 stop	Round trip from	Round trip from	Round trip from
7:33 AM → **6:28 PM**				$593	$865	$1,669

RNO - DFW · AA 3092 · 7M8-Boeing 737 MAX 8 Passenger
Free Wi-Fi for AAdvantage® members

DFW - SDF · AA 3072 · 320-Airbus A320
Free Wi-Fi for AAdvantage® members

Details | Seats (view only)

⚠ Extended layover

Feedback

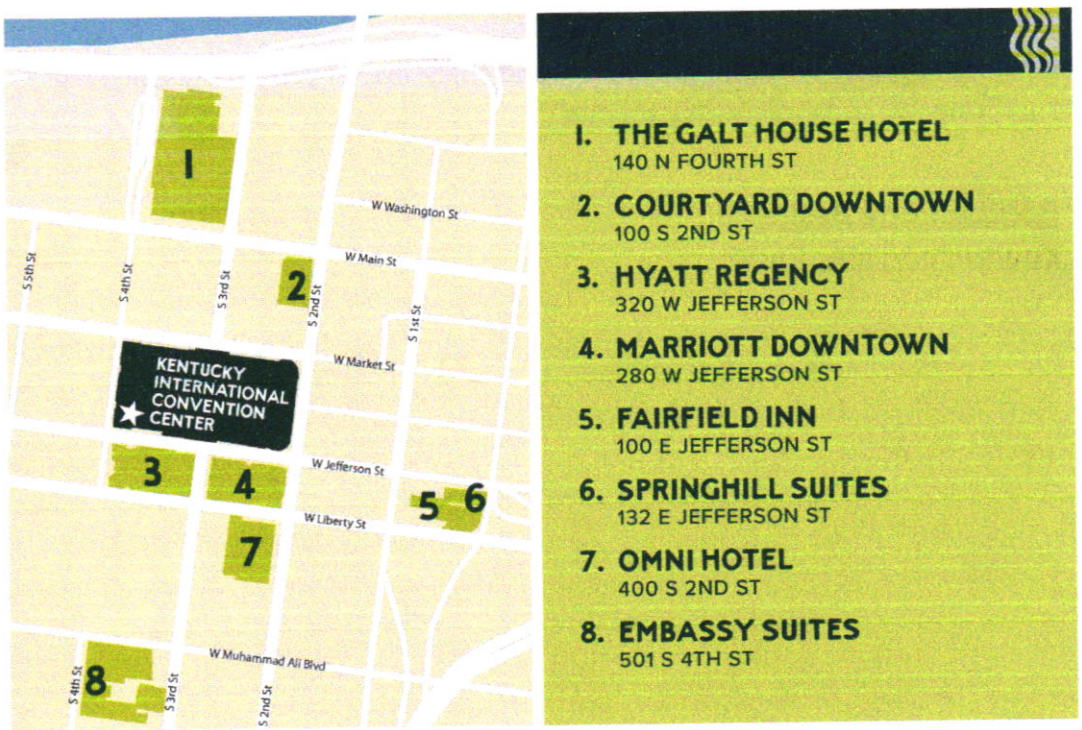
NATIONAL ESEA CONFERENCE

EXHIBIT
PRESENT
ATTEND
SCHEDULE
HOTELS & TRAVEL
REGISTER NOW

February 23-25, 2027
Louisville, KY & Online

HOTELS & TRAVEL

HOTEL POLICIES



Conference Location: Kentucky International Convention Center
221 S 4th St, Louisville, KY 40202

Eight hotels are offered at special conference pricing for attendees and exhibitors.

Galt House Hotel

$285 per night

VIEW DETAILS

Courtyard Downtown

$329 per night

VIEW DETAILS

Hyatt Regency

$349 per night

VIEW DETAILS

Marriott Downtown

$349 per night

VIEW DETAILS

U.S. General Services Administration

FY 2027 per diem rates for Louisville, Kentucky

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
Louisville	Jefferson	$80	$20	$22	$33	$5	$60.00

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U.S. General Services Administration

FY 2027 per diem rates for Louisville, Kentucky

Daily lodging rates (excluding taxes) | October 2026 - September 2027

Primary destination	County	2026 Oct	Nov	Dec	2027 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Louisville	Jefferson	$180	$132	$132	$132	$185	$185	$185	$185	$158	$158	$158	$180

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LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: Ryan Cross, Patrick Whitehead

SCHOOL: Fernley High School

NAME OF CONFERENCE: (Do Not Use Acronyms) National Elementary and Secondary Education Association (ESEA) Conference

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Louisville, KY

DATE OF DEPARTURE: 2/22/27 DATE OF RETURN: 2/26/27

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 School144 Performance Plan ✔ Related to a specific program/course ✔ Other ✔

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

I am writing to request approval to attend the National ESEA Conference in Louisville, KY, the premier national gathering dedicated to leveraging federal education programs to improve outcomes for disadvantaged students. Attending this conference will directly support our school's strategic priorities through targeted sessions on Title program compliance, evidence-based instructional strategies, and family engagement models. By bringing back research-backed frameworks for current best practices and Multi-Tiered Systems of Support (MTSS), I will be equipped to foster a safer, more inclusive school climate, strengthen our culture of equity and collaboration, and implement data-driven interventions that close achievement gaps for our high-needs learners.

TRAVEL APPROVED: Date 10/7/26

Ryan C 10.7.26

Site administrator or supervisor signature

TRAVEL APPROVED: Date 10/7/26

Stacy L Cooper, Ed D

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 10-7-26

Board Approved: Yes ( ) No ( ) Date:_____

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title 1 Grant

						District Office	Grant	School Site	Other
BUDGET#	280.633.0000.000.2213.330.10601.27.000				Total				
Registration Fees:	Attendees 2	x 699	Reg. fee	$	1398		✔		
BUDGET#	280.633.0000.000.2213.580.10601.27.000								
Travel By: (Air, district car, private car for personal convenience, etc.)	Air ($935 x2)			$	1870		✔		
BUDGET#	280.633.0000.000.2213.580.10601.27.000								
Lodging:	Room rate $	315 x	4 (x2) nights	$	2520		✔		

(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 2@4	days	$ 160		✔		
	Lunch	$ 22	x 2@4	days	$ 176		✔		
	Dinner	$ 33	x 2@4	days	$ 264		✔		
	Incidental	$ 5	x 2@4	days	$ 40		✔		
Substitutes:	# of Days 4		x $ 145 /day		580				
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)					$ 100		✔		
					$				
Other Miscellaneous expenses: (attach explanation)					$				
TOTAL EXPENSES					$ 7108				

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

Conference Information

Conference Dates & Times:	Feb. 23-25, 2027
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Kentucky International Convention Center, Louisville, KY

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:**	2/22/27, 11:40am
Date & Time you wish to **RETURN:**	2/26/27, 5:05am
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) : 185	All travelers agree to share lodging as appropriate? ☑ **Yes** ☐ **No**
Register under what name(s)?	Ryan Cross
Name, Address, Phone number of lodging establishment:	Omni Hotel 400 2nd Street Louisville KY (502)313-6664

DEADLINE DATE : 10/31/26 **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.***

NATIONAL ESEA CONFERENCE

EXHIBIT
PRESENT
ATTEND
SCHEDULE
HOTELS & TRAVEL
REGISTER NOW

February 23-25, 2027
Louisville, KY & Online

Registration and Hotel Reservations Available Now!

ATTENDEE POLICIES

2027 National ESEA Conference



Join Us in Louisville, Kentucky or Online

The annual National ESEA Conference is coming to Louisville this February 23-25, 2027! This event serves as a vital platform for professional growth, learning, and the exchange of ideas in education. Whether you attend in person or virtually, this Conference promises to empower you with the knowledge and resources you need to excel in your field. Together, we work towards achieving the shared vision of improving education for all youth.

2027 National ESEA Conference

- **Location:** Kentucky International Convention Center in Louisville, Kentucky and Online
- **Dates:** February 23-25, 2027
- **Please Note:** Each day of the Conference has a full schedule of sessions! Please plan your travel dates accordingly so as not to miss valuable content.

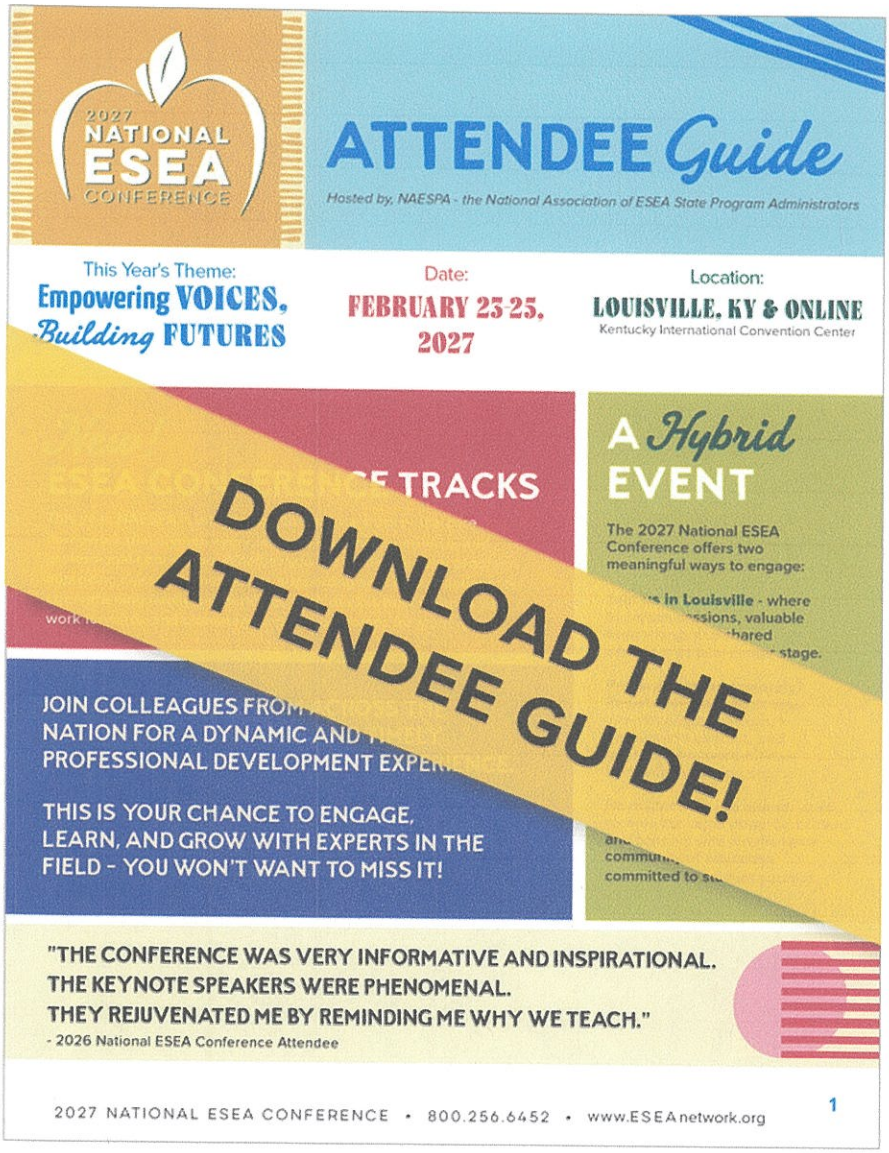
NEW! Introducing ESEA Conference Tracks

Explore sessions by track to find the learning experiences that matter most to your role—from policy and compliance to classroom practice and family engagement. Register now and select your track closer to the conference date.

Federal Education Policy & Practices	*For federal program leaders working at the state, district, and school levels.* This track supports leaders in turning policy into practice through compliant, strategic program management. Sessions focus on implementation, monitoring, funding, and coordination of ESEA programs to drive improved student outcomes.
Improvement in Teaching and Learning	*For educators and instructional leaders across all content areas.* This track focuses on delivering high-quality, student-centered instruction through data-informed practices. Sessions highlight strategies that strengthen teaching, elevate learning, and drive academic achievement for all students.
Targeted Supports for Special Populations	*For professionals supporting students served under ESEA and IDEA programs.* This track emphasizes coordinated, compliant, and compassionate approaches to meeting the academic, social, and emotional needs of special populations. Sessions explore strategies that ensure equitable access to high-quality education.
Family & Community Engagement for Student Success	*For engagement leaders, liaisons, and educators working with families.* This track centers on building strong, culturally responsive partnerships that empower families and support student success. Sessions highlight effective engagement strategies, compliance considerations, and community collaboration.

REGISTER NOW

Check out this short video from the 2026 National ESEA Conference in Denver!



The Attendee Guide has all the information you'll need to attend the 2027 National ESEA Conference. DOWNLOAD IT NOW!

ATTENDEE POLICIES

Registration Types & Prices

INDIVIDUAL REGISTRATION
In-Person & Virtual

$699 – EARLY BIRD PRICE

Available June 1 - October 31, 2026

$789 – STANDARD PRICE

November 1, 2026 - January 31, 2027

$849 – LATE PRICE

Starting February 1, 2027

GROUP REGISTRATION
10 or more people

$659/each

Group Registration FAQs

LEA AFFILIATE REGISTRATION

$659/each

Bundle and save! Learn more about the LEA Affiliate Program now

Highlights

- **Renowned Speakers:** The Conference will feature presentations from esteemed educational experts, providing valuable insights and perspectives.
- **Engagement Opportunities:** Attendees will have numerous chances to interact with presenters, colleagues, and exhibitors, fostering networking and collaboration.
- **Latest Developments:** Participants will stay updated on the most recent developments in education, spanning local, district, state, and federal levels.
- **Accessibility:** With both in-person and virtual options, the Conference accommodates a broad audience, ensuring accessibility and inclusivity.
- View some of the outstanding keynote speakers from previous National ESEA Conferences.

Continuing Education

Attendees have the opportunity to earn up to two graduate-level extension credits (GLECs) for attending a majority of Conference sessions. Once registered for the Conference, enroll here through the University of San Diego. (Extra $79 fee per credit applies, enrollment open now through March 31, 2027.)



REGISTER NOW

"The ESEA Conference was an incredible experience! The sessions were engaging, informative, and filled with practical strategies that can be immediately applied to support student success. It was inspiring to connect with passionate educators who are committed to making a difference, and the shared ideas around equity, literacy, and student support were especially impactful. This conference truly reinforced the importance of collaboration and continuous learning in education."
- 2026 National ESEA Conference Attendee

About Us

The National Association of ESEA State Program Administrators (formerly the National Title I Association) is dedicated to building the capacity of education professionals to provide disadvantaged children with a high quality education. Their ESEA Network website provides a host of resources to educators at all levels.

Newsworthy

News

Contact Us

admin@eseanetwork.org | 800-256-6452
532 North Franklin Street | Fort Bragg, CA 95437

FEB 22 - 26
RNO → SDF

Trip & Price Details

Price Passengers Seats Payment Confirmation

Flight Modify

Mon 2/22 # 565 / 635 **RNO** 11:40 AM → **SDF** 8:30 PM 5 hr 50 min 1 stop Choice Preferred

1 Passenger | **Reserve your seats** when booking

Fri 2/26 # 3481 / 245 **SDF** 5:05 AM → **RNO** 9:20 AM 7 hr 15 min 1 stop Choice Preferred

Only 3 left!

1 Passenger | **Reserve your seats** when booking

Base fare 1 Passenger(s)	$823.25
Taxes and fees	$112.14
Flight total	$935.39

or from $92/mo* with flexpay Learn more

Helpful Information:

- All fares and fare ranges are subject to change until purchased and are per person for each way of travel.
- For more information regarding Cash + Points, visit Southwest.com/rrterms

Upgrade Flight

Upgrade to Choice Extra



All the benefits of Choice Preferred and:

- Choose an Extra Legroom seat (or any seat)[15]
- Group 1 boarding[16]
- Two free checked bags[2]
- 14x Rapid Rewards® points per dollar[3]
- Premium drink[13]

*Please read the fare rules associated with this purchase.

Prices shown per passenger, per one-way.

- ○ Upgrade departing trip for $61
- ○ Upgrade returning trip for $60
- ○ Upgrade both for $121

Apply upgrade

SUBTOTAL	$823.25
TAXES & FEES	$112.14
TRIP TOTAL	$935.39

Show price breakdown



Earn a $400 statement credit[1] and 10,000 Rapid Rewards® points.[2]

1. After first purchase. 2. After you spend $500 in first three months.

Apply now >

YOU PAY TODAY**	$935.39
CREDIT ON YOUR STATEMENT**	-$400.00
TOTAL AFTER STATEMENT CREDIT	$535.39

**May post on separate statements.

Not ready to buy yet? Save this flight for later.

Continue

By clicking 'Continue', you agree to accept the fare rules and want to continue with this purchase.

Add Car Rental

Louisville - Airport • 02/22/27 - 02/26/27 Modify

Earn up to 2,750 Rapid Rewards points

Meet our newest fleet yet.

Plus save on base rates.

Terms apply Book Now

Popular fleet options



Mid-size

Toyota Corolla, Dodge Stratus, Jaguar F-Pace, Toyota Prius or similar

Book



Large SUV

Ford Explorer, Ford Expedition, GMC Yukon or similar

Book

Find your rental match in 2 clicks

We compare prices from 10 highly rated brands to ensure you always drive away with the best deal.

Search all brands >

Not ready to buy yet? Save this flight for later.

Continue

By clicking 'Continue', you agree to accept the fare rules and want to continue with this purchase.

No-show policy

If you do not plan to travel on your flight, you must cancel your reservation at least 10 minutes prior to the flight's original scheduled departure time. If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, your reservation will be canceled, and your funds and points may be forfeited. Learn more.

Fare Benefits

Basic[1]
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[2]
Bag fees apply to Basic, Choice, and Choice Preferred fares. Choice Extra fares and Rapid Rewards® A-List Preferred Members receive two free checked bags. A-List Members and Rapid Rewards Credit Cardmembers only receive their first checked bag for free. Checked bag benefits do not apply on flights booked with a partner carrier. Weight and size limits apply. Additional allowances, benefits, and/or exceptions may apply. Learn more.

Rapid Rewards® points[3]
Points can be earned from (a) Qualifying Flights (defined below) operated by Southwest®, or (b) qualifying purchases with our Rapid Rewards® partners. "Qualifying Flights" include flights operated by Southwest Airlines® and paid entirely with dollars, Southwest LUV Vouchers®, gift cards, or flight credits and those paid with Cash + Points. NOTE: With a Cash + Points booking, points are earned only on the portion of the base fare that is paid with dollars. Qualifying Flights exclude reward flights, charter flights, nonrevenue travel, and Companion Pass® travel. All Rapid Rewards rules and regulations apply and can be found at Southwest.com/rrterms.

No cancel fees[4]
All fare types are eligible for cancellations without a fee. For roundtrip reservations, if one or both segments is booked with a Basic fare, cancellations are only permitted if either a) both segments are canceled or b) the Basic fare segment(s) is upgraded. Failure to cancel a reservation at least 10 minutes prior to original scheduled departure may result in forfeited travel funds.

Refundable[5]
As long as you cancel your reservation at least 10 minutes prior to the original scheduled departure of your flight, you're eligible to receive 100% of your ticket value as a refund to your original form of payment. A Southwest® flight credit from a previous reservation that is applied toward a Choice Extra or Choice Preferred fare will be refunded as a Transferable Flight Credit™. For travel booked with Rapid Rewards® points, if canceled, points will be returned to the Rapid Rewards account holder who booked the reservation. If you do not cancel, your funds will be refunded as a Transferable Flight Credit™. Learn more.

Transferable Flight Credit™[6]
To receive a flight credit, you must cancel your flight at least 10 minutes prior to the flight's original scheduled departure time. If you do not cancel, your points and funds may be forfeited. Learn more. A Transferable Flight Credit™ expires 12 months from the date the fare was booked and ticketed. A Transferable Flight Credit™ can be transferred between Rapid Rewards® Members. Only one transfer is permitted. For bookings made through a Southwest® Business channel, transfers are allowed only between employees within the organization.

Flight credits[7]
To receive a flight credit, you must cancel your flight at least 10 minutes prior to the flight's original scheduled departure time. If you do not cancel, your points and funds may be forfeited. Learn more. A Transferable Flight Credit™ created from Choice Extra, Choice Preferred, and Choice reservations expires 12 months from the date the fare was booked and ticketed. Basic fare flight credits expire 6 months from the date the fare was booked and ticketed.

Changes[8]
If you need to change an upcoming flight itinerary, you'll only pay the difference in fare for Choice, Choice Preferred, and Choice Extra fares (if one applies). For Basic fares, you may upgrade the fare to Choice, Choice Preferred, and Choice Extra. Failure to cancel a reservation at least 10 minutes prior to original scheduled departure may result in forfeited travel funds.

Free same-day change/standby[9]
Same-day change: On the day of travel, you can switch free of airline charges to another flight with space available departing on the same calendar day between the same origin airport and destination airport as your original flight. Free same-day change is only available for Choice Extra, Choice Preferred, or Choice fares. Basic fares and Rapid Rewards® A-List Preferred and A-list Members are not eligible for free same-day change unless the Member purchases a qualifying fare.
Same-day standby: You can list for same-day standby on an earlier flight via a Southwest® Customer Service Agent at the airport or the Southwest app or mobile web. You will receive a message based on the contact preference selected during booking if you are cleared on the

U.S. General Services Administration

FY 2027 per diem rates for Kentucky

Daily lodging rates (excluding taxes) | October 2026 - September 2027

Primary destination	County	2026 Oct	Nov	Dec	2027 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Standard Rate	Applies for all locations without specified rates	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113
Boone	Boone	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119
Kenton	Kenton	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170
Lexington	Fayette	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125
Louisville	Jefferson	$180	$132	$132	$132	$185	$185	$185	$185	$158	$158	$158	$180

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U.S. General Services Administration

FY 2027 per diem rates for Kentucky

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
Standard Rate	Applies for all locations without specified rates	$68	$16	$19	$28	$5	$51.00
Boone	Boone	$68	$16	$19	$28	$5	$51.00
Kenton	Kenton	$86	$22	$23	$36	$5	$64.50
Lexington	Fayette	$80	$20	$22	$33	$5	$60.00
Louisville	Jefferson	$80	$20	$22	$33	$5	$60.00

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ESEA Network

Dashboard

Ryan Cross

2027 National ESEA Conference Attendee Registration

Invoice Overview

Review your order below and then choose an option at the bottom of the page to continue.

Item	Description	Price
Early Bird In-Person Conference Registration	Includes access to all sessions listed on the 2027 Conference schedule.	$699.00
Omni Hotel - Standard King (check in: 02/22/2027 check out: 02/26/2027)	Each room in this luxury hotel reflects the spirit of Louisville, featuring bourbon-inspired details, horse farm photography, and Louisville Slugger–inspired accents. Paired with crisp, inviting bedding, the design creates a seamless and memorable stay.	$1,260.00

Item	Description	Price
	Total:	$1,959.00

Apply coupon

Pay Now

Pay Later

About Us

The National Association of ESEA State Program Administrators (formerly the National Title I Association) is dedicated to building the capacity of education professionals to provide disadvantaged children with a high quality education. Their ESEA Network website provides a host of resources to educators at all levels.

About Us

Help and Support

Logout

Connect with Us

Conference

EXHIBIT

PRESENT

ATTEND

On Demand

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: Corinne Burns

SCHOOL: Sutro Elementary

NAME OF CONFERENCE: (Do Not Use Acronyms) ELEMENTARY AND SECONDARY EDUCATION ACT NATIONAL CONF.

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Louisville, Kentucky

DATE OF DEPARTURE: 2/22/27 DATE OF RETURN: 2/26/27

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 ESEA Conference shared goal is to maximize the benefits of federal programs and funding for student success. It is a tool to empower educators from across the country to use their voices to influence their classrooms, and communities.

TRAVEL APPROVED: Date 9-18-26

Corinne Burns

Site administrator or supervisor signature

TRAVEL APPROVED: Date 9-18-26

Stacy L Cooper, Ed D

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 9-18-26

Board Approved: Yes ( ) No ( ) Date:_____

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title 1

BUDGET#	280-633.0000.000.2400.330.10210.27.000						Total		District Office	Grant	School Site	Other
Registration Fees:	Attendees 1	x	699	Reg. fee		$	699.00			✓		
BUDGET#	280.633.0000.000.2400.580.10210.27.000											
Travel By:	Southwest Air					$	850.40			✓		
(Air, district car, private car for personal convenience, etc.)												
BUDGET#	280.633.0000.000.2400.580.10210.27.000											
Lodging:	Room rate	$	349	x	4	nights	$	1396.00		✓		
(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	5	days	$	100.00		✓		
	Lunch	$	22	x	5	days	$	110.00		✓		
	Dinner	$	33	x	4	days	$	132.00		✓		
	Incidental	$	5	x	4	days	$	20.00		✓		
Substitutes:	# of Days	0		X $		/day		0				
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)							$	60.00		✓		
							$					
Other Miscellaneous expenses: (attach explanation)												
TOTAL EXPENSES							$	3367.40				

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

Conference Information

Conference Dates & Times:	National ESEA Conference Feb 23-25
Name of where conference/ training is being held (i.e. Hotel, School, College, Convention Center):	Kentucky International Convention Center

Airline Information

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy GBCF: Work-Related Travel.

Attach your preferred and most economical flight schedule (*i.e. Southwest, Delta, United, etc.*)

Date & Time you wish to **DEPART:**	2/22/27 @ 6:00 am
Date & Time you wish to **RETURN:**	2/26/27 @ 10:45 am
List any special notes here:	

Are you renting a car? ☐ **Yes** ☑ **No** How many days?

Note: Car insurance should be declined as the district insurance provides adequate coverage.

Lodging Information

Note: Lodging must be made by Attendee or Site for purchase order payments only. No district office credit card charges.

Lodging GSA (Per Diem Rate) : 185.00	All travelers agree to share lodging as appropriate?	☑ **Yes** ☐ **No**
Register under what name(s)?	Corinne Burns	
Name, Address, Phone number of lodging establishment:	Hyatt Regency 320 W. Jefferson St. Louisville, KY	

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.***

2027 NATIONAL ESEA CONFERENCE

ATTENDEE Guide

Hosted by, NAESPA - the National Association of ESEA State Program Administrators

This Year's Theme:
Empowering VOICES, *Building* FUTURES

Date:
FEBRUARY 23-25, 2027

Location:
LOUISVILLE, KY & ONLINE
Kentucky International Convention Center

New! ESEA CONFERENCE TRACKS

This year, NAESPA is introducing conference tracks—the core framework that shapes every session, learning experience, and professional connection. Whether you are leading federal programs, improving classroom instruction, supporting special populations, or strengthening family partnerships, each track is built to move your work forward—and ultimately, improve outcomes for students.

THREE MONTHS OF ACCESS *to all* CONFERENCE RECORDINGS

Every registration includes 3-month on-demand access to all 100+ recorded sessions—extending your learning long after the conference ends and multiplying the value for your entire team.

A *Hybrid* EVENT

The 2027 National ESEA Conference offers two meaningful ways to engage:

Join us in Louisville - where in-person sessions, valuable networking, and shared experiences take center stage.

Prefer to attend remotely? Register virtually to access live-streamed sessions, on-demand content, and interactive opportunities—from wherever you are.

No matter how you attend, you'll receive the same powerful content and connect with a nationwide community of educators committed to student success.

"THE CONFERENCE WAS VERY INFORMATIVE AND INSPIRATIONAL. THE KEYNOTE SPEAKERS WERE PHENOMENAL. THEY REJUVENATED ME BY REMINDING ME WHY WE TEACH."

- 2026 National ESEA Conference Attendee

WHAT IS THE ESEA CONFERENCE?

The National ESEA Conference is an annual project of the National Association of ESEA State Program Administrators (NAESPA) and the only conference focused entirely on federal education programs for disadvantaged students.

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon B. Johnson as a legislative priority of the "War on Poverty." Title I, Part A is the largest federally funded ESEA program designed to address the educational needs of underprivileged children. The adjacent Elementary and Secondary Education Act (ESEA) and related programs serve as the cornerstone for all sessions and programming of the National ESEA Conference:

- **TITLE I, PART A** - Education for the Disadvantaged
- **TITLE I, PART C** - Education of Migratory Children
- **TITLE I, PART D** - Neglected & Delinquent
- **TITLE II, PART A** - Supporting Effective Instruction
- **TITLE III, PART A** - English Learners & Immigrant Education
- **TITLE IV, PART A** - Student Support & Academic Enrichment
- **TITLE IV, PART B** - 21st Century Community Learning Centers
- **TITLE V, PART B** - Rural Education Initiative
- **TITLE VI, PART A** - Indian, Native Hawaiian, and Alaska Native Education

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- **TITLE VII, PART B** - McKinney-Vento Homeless Assistance Act, Education for Homeless Children and Youth
- **IDEA** - Individuals with Disabilities Act (Special Education)

This year's theme: Empowering VOICES, *Building* FUTURES

"EDUCATION IS NOT PREPARATION FOR LIFE; EDUCATION IS LIFE ITSELF." - JOHN DEWEY

Teachers and other school leaders inspire students to learn wherever their life path may take them. At the National ESEA Conference, our shared goal is to maximize the benefits of federal programs and funding for student success. We believe that engaging in high-quality professional development contributes to growth in knowledge, leading to increased student success. We know that effective teachers and school leaders have lifelong impacts on students' lives. During my tenure as a state ESEA program administrator at the Wisconsin Department of Public Instruction, I have the opportunity and honor to work with and learn from teachers and school leaders from across the state. I have seen firsthand the value of empowering educators. When teachers and other school leaders apply their training, align learning to standards, and engage families in learning, outcomes for students improve. I am often reminded of my third-grade teacher, Mrs. Klar, who cultivated a classroom culture built on positive relationships where all students felt valued and important. She inspired me to be curious and partnered with my parents to help me find my voice. Together, they built my confidence to explore new and different interests throughout my K-12 and secondary education. The National ESEA Conference is a tool to empower educators from across the country to use their voices to influence their classrooms and communities. In turn, empowering students to find their voice to learn, grow, and build successful futures.

-Shelly Babler, NAESPA Conference Planning Committee Chair

New! ESEA CONFERENCE TRACKS

To help you make the most of your conference experience, sessions are organized into four focused tracks. These tracks ensure that every participant engages in targeted, high-impact learning that advances compliance and ultimately improves outcomes for all students.

Track selection serves as a guide only and does not limit your session options.

THE 4 ESEA CONFERENCE SESSION TRACKS:

FEDERAL EDUCATION POLICY & PRACTICES A

For federal program leaders working at the state, district, and school levels:

This track supports leaders in turning policy into practice through compliant, strategic program management. Sessions focus on implementation, monitoring, funding, and coordination of ESEA programs to drive improved student outcomes.

IMPROVEMENT IN TEACHING & LEARNING B

For educators and instructional leaders across all content areas:

This track focuses on delivering high-quality, student-centered instruction through data-informed practices. Sessions highlight strategies that strengthen teaching, elevate learning, and drive academic achievement for all students.

TARGETED SUPPORTS FOR SPECIAL POPULATIONS C

For professionals supporting students served under ESEA and IDEA programs:

This track emphasizes coordinated, compliant, and compassionate approaches to meeting the academic, social, and emotional needs of special populations. Sessions explore strategies that ensure equitable access to high-quality education.

FAMILY & COMMUNITY ENGAGEMENT FOR STUDENT SUCCESS D

For engagement leaders, liaisons, and educators working with families:

This track centers on building strong, culturally responsive partnerships that empower families and support student success. Sessions highlight effective engagement strategies, compliance considerations, and community collaboration.

USE THE TRACKS TO:

- Easily navigate sessions aligned to your responsibilities
- Deepen your expertise in key focus areas
- Build a personalized learning experience that meets your goals

Register now and select your track closer to the conference date.
Attendees are free to attend all sessions.

CONFERENCE SCHEDULE

TRAVEL TIP:

IN-PERSON ATTENDEES SHOULD PLAN TO ARRIVE IN LOUISVILLE ON MONDAY, FEBRUARY 22 AND DEPART ANY TIME ON FRIDAY, FEBRUARY 26.

Monday, FEBRUARY 22

Early Badge Pick Up

Tuesday, FEBRUARY 23

Opening Keynote
All Day Sessions
Exhibit Hall Open

Wednesday, FEBRUARY 24

Keynote
All Day Sessions
Exhibit Hall Open

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Thursday, FEBRUARY 25

Closing Keynote
All Day Sessions

Please note that meals, snacks, and beverages are not included in the registration fee. Lunch breaks are self-scheduled to provide flexibility for attendees to explore dining options at their convenience. Food vendors are available throughout the convention center and nearby area. To ensure you don't miss valuable content, all conference sessions will be recorded and available for later viewing.

SESSION FORMATS

We're pleased to offer four types of sessions, which allow both the in-person and virtual audience access to each and every session on the schedule.

Hybrid Lecture sessions are presented in-person in Louisville, while simultaneously live-streamed to the virtual audience. Lecture sessions are recorded for later viewing by all audiences. (60 minutes)

Sponsored sessions take place in-person in Louisville. Presented by our commercial partners, these sessions may include references to products and services of interest to the ESEA community. Sponsored sessions follow the same formats referenced above. (60 minutes)

In-Person Workshop sessions involve an interactive component, with the presenter(s) in-person in Louisville. In-person workshop sessions are recorded for later viewing by all audiences. (60 minutes)

Virtual Workshop sessions involve an interactive component and are presented in real-time to virtual attendees using Zoom. Virtual workshop sessions are recorded for later viewing for all audiences. (60 minutes)

REGISTRATION OPTIONS

Virtual and In-Person Registrations are priced the same.

	INDIVIDUAL	GROUP PACKAGE Mix & Match in-person and virtual registrations
2026 JUNE	$699 EARLY BIRD June 1 - October 31	$659 EACH GROUP RATE (10 or more people) June 1 - October 31
2026 JULY		
2026 AUGUST		
2026 SEPTEMBER		
2026 OCTOBER		
2026 NOVEMBER	$789 STANDARD November 1 - January 31	No Group Packages available after October 31
2026 DECEMBER		
2027 JANUARY		
2027 FEBRUARY	$849 LATE Starting February 1	

EVERY REGISTRATION INCLUDES:

- 100+ sessions over three days
- Keynote presentations
- 3-month subscription to all session recordings
- Option to select and follow any of the four ESEA tracks
- Conference Guide
- Downloadable session materials
- Individual attendance record
- Option to earn graduate-level extension credits
- Virtual Exhibitor Directory

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- Printed Conference Guide
- Conference App
- Exhibit Hall access for two days
- Lodging at special attendee rates

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   $285*
   140 N FOURTH ST 168
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***ALL RATES INCLUDE TAXES AND FEES**

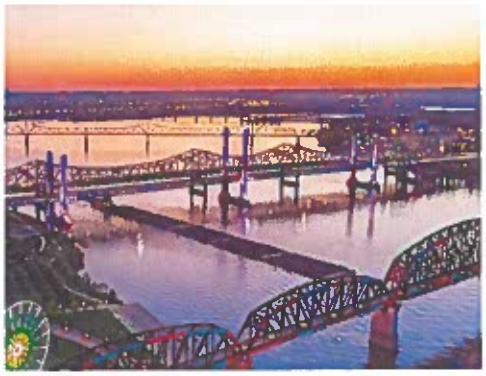
TRAVELING NEAR & FAR

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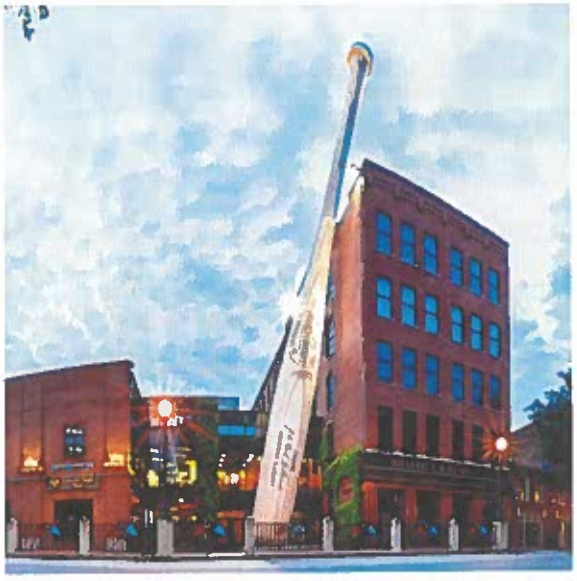
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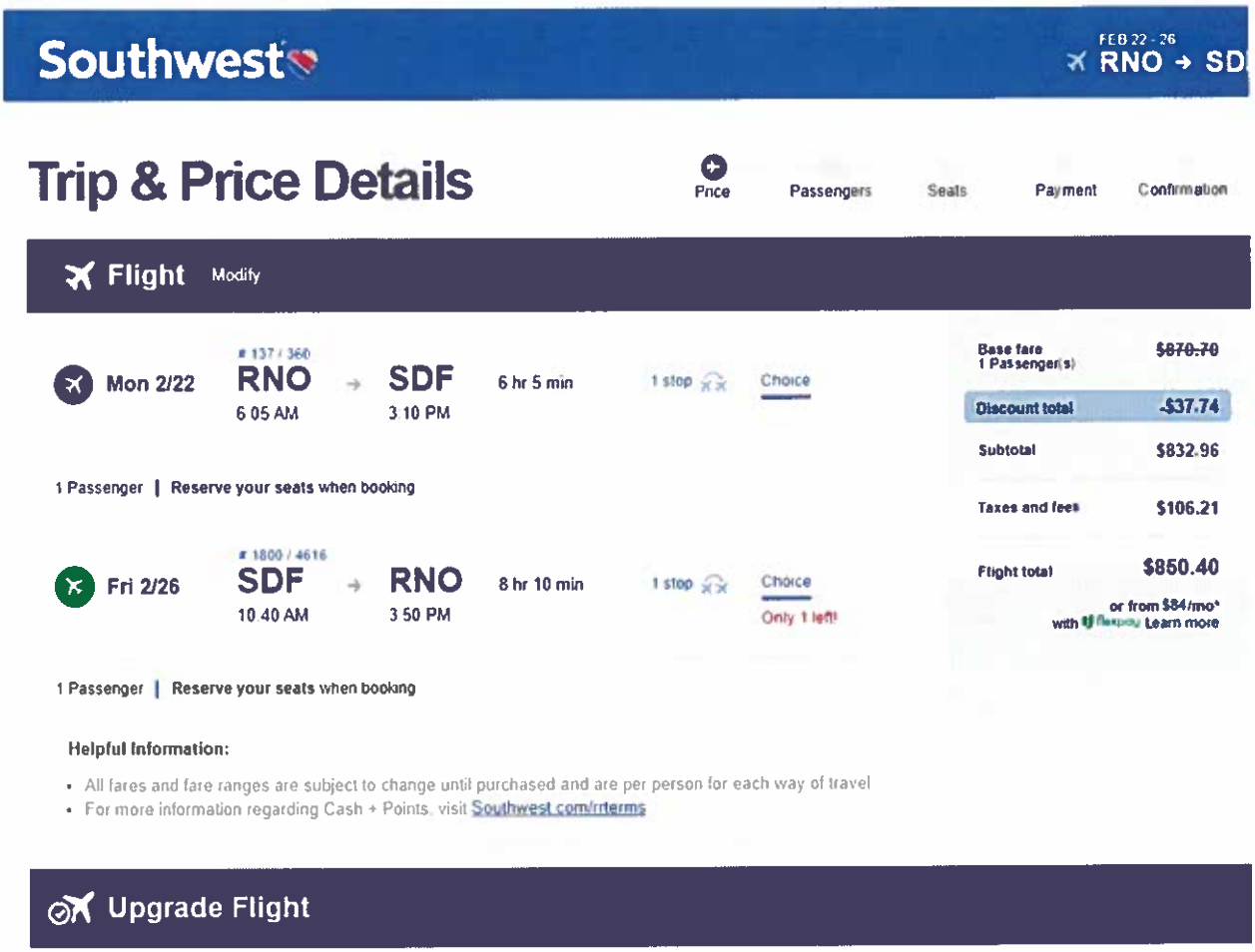
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Southwest
FEB 22 - 26
RNO → SD
Trip & Price Details
Price
Passengers
Seats
Payment
Confirmation
Flight
Modify
Mon 2/22
137 / 360
RNO
6 05 AM
SDF
3 10 PM
6 hr 5 min
1 stop
Choice
1 Passenger | Reserve your seats when booking
Fri 2/26
1800 / 4616
SDF
10 40 AM
RNO
3 50 PM
8 hr 10 min
1 stop
Choice
Only 1 left!
1 Passenger | Reserve your seats when booking
Base fare
1 Passenger(s)
$870.70
Discount total
-$37.74
Subtotal
$832.96
Taxes and fees
$106.21
Flight total
$850.40
or from $84/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

U.S. General Services Administration

FY 2027 per diem rates for Louisville, Kentucky

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
Louisville	Jefferson	$80	$20	$22	$33	$5	$60.00



U.S. General Services Administration

FY 2027 per diem rates for Kentucky

Daily lodging rates (excluding taxes) | October 2026 - September 2027

Primary destination	County	2026 Oct	Nov	Dec	2027 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Standard Rate	Applies for all locations without specified rates	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113
Boone	Boone	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119
Kenton	Kenton	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170
Lexington	Fayette	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125
Louisville	Jefferson	$180	$132	$132	$132	$185	$185	$185	$185	$158	$158	$158	$180

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: Erin Korf

SCHOOL: Silver Stage Elementary

NAME OF CONFERENCE: (Do Not Use Acronyms) ESEA National Conference (Title1)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Louisville, KY

DATE OF DEPARTURE: 2/22/27 DATE OF RETURN: 2/26/27

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 ESEA Conference shared goal is to maximize the benefits of federal programs and funding for student success. It is a tool to empower educators from across the country to use their voices to influence their classrooms and communities.

TRAVEL APPROVED: Date 9-24-26

Site administrator or supervisor signature

TRAVEL APPROVED: Date 9-30-26

Stacy L Cooper, Ed D

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 9-24-26

Board Approved: Yes ( ) No ( ) Date:_____

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title 1

						District Office	Grant	School Site	Other
BUDGET#	280.633.0000.000.2400.330.10205.27				Total				
Registration Fees:	Attendees 1	x 699	Reg. fee	$	699.		✓		
BUDGET#	280.633.0000.000.2400.580.10205.27								
Travel By: (Air, district car, private car for personal convenience, etc.)	Southwest Airline			$	850.40		✓		
BUDGET#	280.633.0000.000.2400.580.10205.27								
Lodging:	Room rate	$ 349	x 4 nights	$	1396.		✓		
Meals:	Breakfast	$ 20	x 5 days	$	100		✓		
	Lunch	$ 22	x 5 days	$	110		✓		
	Dinner	$ 33	x 4 days	$	132		✓		
	Incidental	$ 5	x 4 days	$	20		✓		
Substitutes:	# of Days		X $ /day		0				
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)				$	60.00		✓		
Other Miscellaneous expenses: (attach explanation)				$					
TOTAL EXPENSES				$	3367.40				

174

(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.*

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

Conference Information

Conference Dates & Times:	National ESEA Conference Feb 23-25
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Kentucky International Convention Center

Airline Information

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy GBCF: Work-Related Travel.

Attach your preferred and most economical flight schedule (*i.e. Southwest, Delta, United, etc.)*

Date & Time you wish to **DEPART:**	2/22/27 @ 6:00am
Date & Time you wish to **RETURN:**	2/26/27 @10:45am
List any special notes here:	175

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) : 185.00	All travelers agree to share lodging as appropriate? ☑ **Yes** ☐ **No**
Register under what name(s)?	Erin Korf
Name, Address, Phone number of lodging establishment:	Hyatt Regency 320 W. Jefferson St. Louisville, KY

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.***

U.S. General Services Administration

FY 2027 per diem rates for Kentucky

Daily lodging rates (excluding taxes) | October 2026 - September 2027

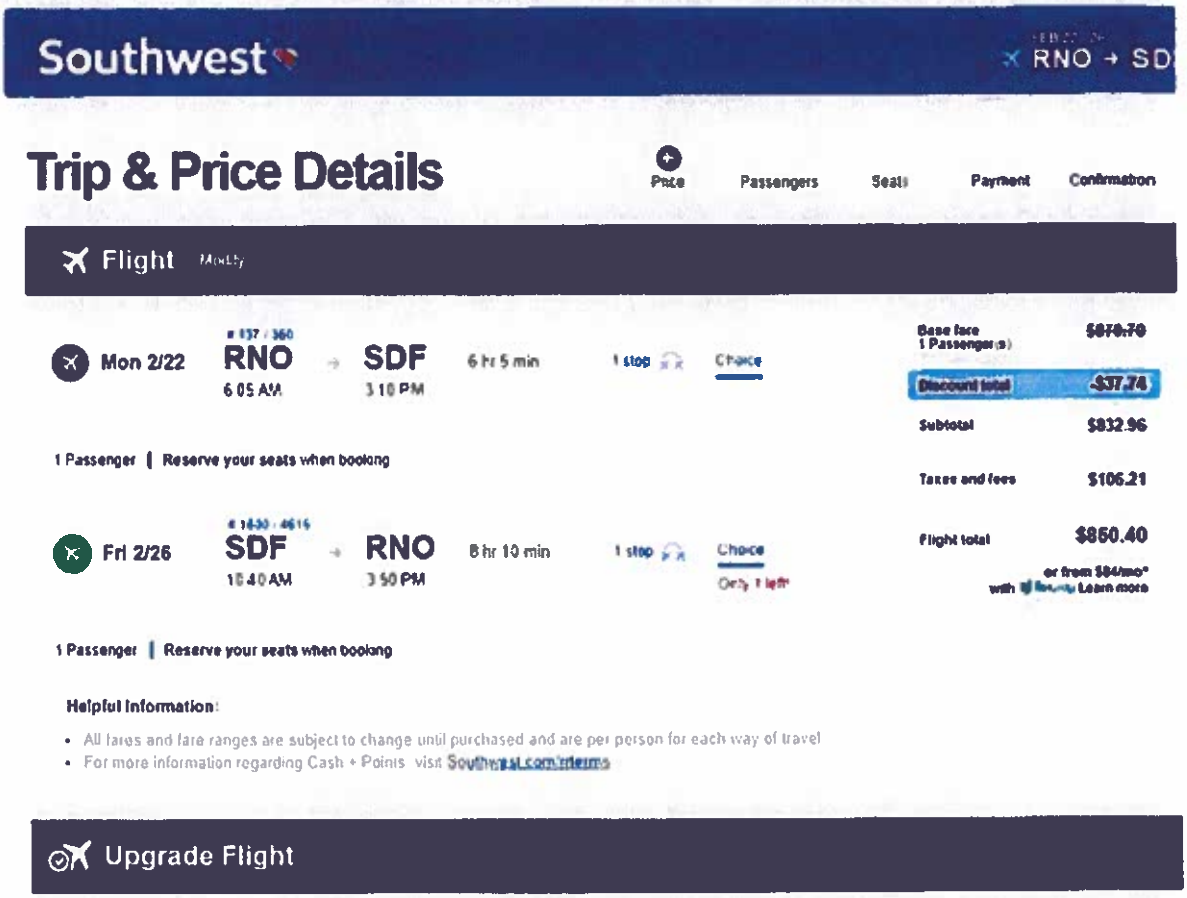
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Southwest
RNO → SD
Trip & Price Details
Price
Passengers
Seats
Payment
Confirmation
Flight
Mon 2/22
RNO
6 05 AM
SDF
3 10 PM
6 hr 5 min
1 stop
Choice
Base fare
1 Passenger(s)
$870.70
Discount total
-$37.74
Subtotal
$832.96
Taxes and fees
$106.21
Flight total
$850.40
1 Passenger | Reserve your seats when booking
Fri 2/26
SDF
10 40 AM
RNO
3 50 PM
8 hr 10 min
1 stop
Choice
Only 1 left
1 Passenger | Reserve your seats when booking
Helpful Information:
All fares and fare ranges are subject to change until purchased and are per person for each way of travel
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Upgrade Flight

2027 NATIONAL ESEA CONFERENCE

ATTENDEE Guide

Hosted by: NAESPA - the National Association of ESEA State Program Administrators

This Year's Theme:
Empowering VOICES, Building FUTURES

Date:
FEBRUARY 23-25, 2027

Location:
LOUISVILLE, KY & ONLINE
Kentucky International Convention Center

New! ESEA CONFERENCE TRACKS

This year, NAESPA is introducing conference tracks—the core framework that shapes every session, learning experience, and professional connection. Whether you are leading federal programs, improving classroom instruction, supporting special populations, or strengthening family partnerships, each track is built to move your work forward—and ultimately, improve outcomes for students.

THREE MONTHS OF ACCESS to all CONFERENCE RECORDINGS

Every registration includes 3-month on-demand access to all 100+ recorded sessions—extending your learning long after the conference ends and multiplying the value for your entire team.

A Hybrid EVENT

The 2027 National ESEA Conference offers two meaningful ways to engage:

Join us in Louisville - where in-person sessions, valuable networking, and shared experiences take center stage.

Prefer to attend remotely? Register virtually to access live-streamed sessions, on-demand content, and interactive opportunities—from wherever you are.

No matter how you attend, you'll receive the same powerful content and connect with a nationwide community of educators committed to student success.

"THE CONFERENCE WAS VERY INFORMATIVE AND INSPIRATIONAL. THE KEYNOTE SPEAKERS WERE PHENOMENAL. THEY REJUVENATED ME BY REMINDING ME WHY WE TEACH."

- 2026 National ESEA Conference Attendee

WHAT IS THE ESEA CONFERENCE?

The National ESEA Conference is an annual project of the National Association of ESEA State Program Administrators (NAESPA) and the only conference focused entirely on federal education programs for disadvantaged students.

The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Lyndon B. Johnson as a legislative priority of the "War on Poverty." Title I, Part A is the largest federally funded ESEA program designed to address the educational needs of underprivileged children. The adjacent Elementary and Secondary Education Act (ESEA) and related programs serve as the cornerstone for all sessions and programming of the National ESEA Conference:

- **TITLE I, PART A** - Education for the Disadvantaged
- **TITLE I, PART C** - Education of Migratory Children
- **TITLE I, PART D** - Neglected & Delinquent
- **TITLE II, PART A** - Supporting Effective Instruction
- **TITLE III, PART A** - English Learners & Immigrant Education
- **TITLE IV, PART A** - Student Support & Academic Enrichment
- **TITLE IV, PART B** - 21st Century Community Learning Centers
- **TITLE V, PART B** - Rural Education Initiative
- **TITLE VI, PART A** - Indian, Native Hawaiian, and Alaska Native Education
- **TITLE VII, PART B** - McKinney-Vento Homeless Assistance Act, Education for Homeless Children and Youth
- **IDEA** - Individuals with Disabilities Act (Special Education)

180

This year's theme: Empowering VOICES, Building FUTURES

"EDUCATION IS NOT PREPARATION FOR LIFE; EDUCATION IS LIFE ITSELF." - JOHN DEWEY

Teachers and other school leaders inspire students to learn wherever their life path may take them. At the National ESEA Conference, our shared goal is to maximize the benefits of federal programs and funding for student success. We believe that engaging in high-quality professional development contributes to growth in knowledge, leading to increased student success. We know that effective teachers and school leaders have lifelong impacts on students' lives. During my tenure as a state ESEA program administrator at the Wisconsin Department of Public Instruction, I have the opportunity and honor to work with and learn from teachers and school leaders from across the state. I have seen firsthand the value of empowering educators. When teachers and other school leaders apply their training, align learning to standards, and engage families in learning, outcomes for students improve. I am often reminded of my third-grade teacher, Mrs. Klar, who cultivated a classroom culture built on positive relationships where all students felt valued and important. She inspired me to be curious and partnered with my parents to help me find my voice. Together, they built my confidence to explore new and different interests throughout my K-12 and secondary education. The National ESEA Conference is a tool to empower educators from across the country to use their voices to influence their classrooms and communities. In turn, empowering students to find their voice to learn, grow, and build successful futures.

-Shelly Babler, NAESPA Conference Planning Committee Chair

New! ESEA CONFERENCE TRACKS

To help you make the most of your conference experience, sessions are organized into four focused tracks. These tracks ensure that every participant engages in targeted, high-impact learning that advances compliance and ultimately improves outcomes for all students.

Track selection serves as a guide only and does not limit your session options.

THE 4 ESEA CONFERENCE SESSION TRACKS:

FEDERAL EDUCATION POLICY & PRACTICES — A

For federal program leaders working at the state, district, and school levels:

This track supports leaders in turning policy into practice through compliant, strategic program management. Sessions focus on implementation, monitoring, funding, and coordination of ESEA programs to drive improved student outcomes.

IMPROVEMENT IN TEACHING & LEARNING — B

For educators and instructional leaders across all content areas:

This track focuses on delivering high-quality, student-centered instruction through data-informed practices. Sessions highlight strategies that strengthen teaching, elevate learning, and drive academic achievement for all students.

TARGETED SUPPORTS FOR SPECIAL POPULATIONS — C

For professionals supporting students served under ESEA and IDEA programs:

This track emphasizes coordinated, compliant, and compassionate approaches to meeting the academic, social, and emotional needs of special populations. Sessions explore strategies that ensure equitable access to high-quality education.

FAMILY & COMMUNITY ENGAGEMENT FOR STUDENT SUCCESS — D

For engagement leaders, liaisons, and educators working with families:

This track centers on building strong, culturally responsive partnerships that empower families and support student success. Sessions highlight effective engagement strategies, compliance considerations, and community collaboration.

USE THE TRACKS TO:

- Easily navigate sessions aligned to your responsibilities
- Deepen your expertise in key focus areas
- Build a personalized learning experience that meets your goals

Register now and select your track closer to the conference date.
Attendees are free to attend all sessions.

CONFERENCE SCHEDULE

TRAVEL TIP:

IN-PERSON ATTENDEES SHOULD PLAN TO ARRIVE IN LOUISVILLE ON MONDAY, FEBRUARY 22 AND DEPART ANY TIME ON FRIDAY, FEBRUARY 26.

Monday, FEBRUARY 22

Early Badge Pick Up

Tuesday, FEBRUARY 23

Opening Keynote
All Day Sessions
Exhibit Hall Open

Wednesday, FEBRUARY 24

Keynote
All Day Sessions
Exhibit Hall Open

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Thursday, FEBRUARY 25

Closing Keynote
All Day Sessions

Please note that meals, snacks, and beverages are not included in the registration fee. Lunch breaks are self-scheduled to provide flexibility for attendees to explore dining options at their convenience. Food vendors are available throughout the convention center and nearby area. To ensure you don't miss valuable content, all conference sessions will be recorded and available for later viewing.

SESSION FORMATS

We're pleased to offer four types of sessions, which allow both the in-person and virtual audience access to each and every session on the schedule.

Hybrid Lecture sessions are presented in-person in Louisville, while simultaneously live-streamed to the virtual audience. Lecture sessions are recorded for later viewing by all audiences. (60 minutes)

Sponsored sessions take place in-person in Louisville. Presented by our commercial partners, these sessions may include references to products and services of interest to the ESEA community. Sponsored sessions follow the same formats referenced above. (60 minutes)

In-Person Workshop sessions involve an interactive component, with the presenter(s) in-person in Louisville. In-person workshop sessions are recorded for later viewing by all audiences. (60 minutes)

Virtual Workshop sessions involve an interactive component and are presented in real-time to virtual attendees using Zoom. Virtual workshop sessions are recorded for later viewing for all audiences. (60 minutes)

REGISTRATION OPTIONS

Virtual and In-Person Registrations are priced the same.

	INDIVIDUAL	GROUP PACKAGE Mix & Match in-person and virtual registrations
2026 JUNE	$699 EARLY BIRD June 1 - October 31	$659 EACH GROUP RATE (10 or more people) June 1 - October 31
JULY		
AUGUST		
SEPTEMBER		
OCTOBER		
NOVEMBER	$789 STANDARD November 1 - January 31	No Group Packages available after October 31
DECEMBER		
2027 JANUARY		
FEBRUARY	$849 LATE Starting February 1	

EVERY REGISTRATION INCLUDES:

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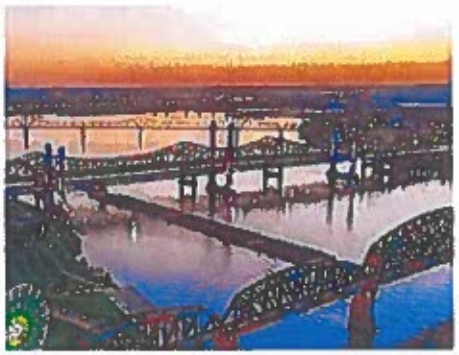
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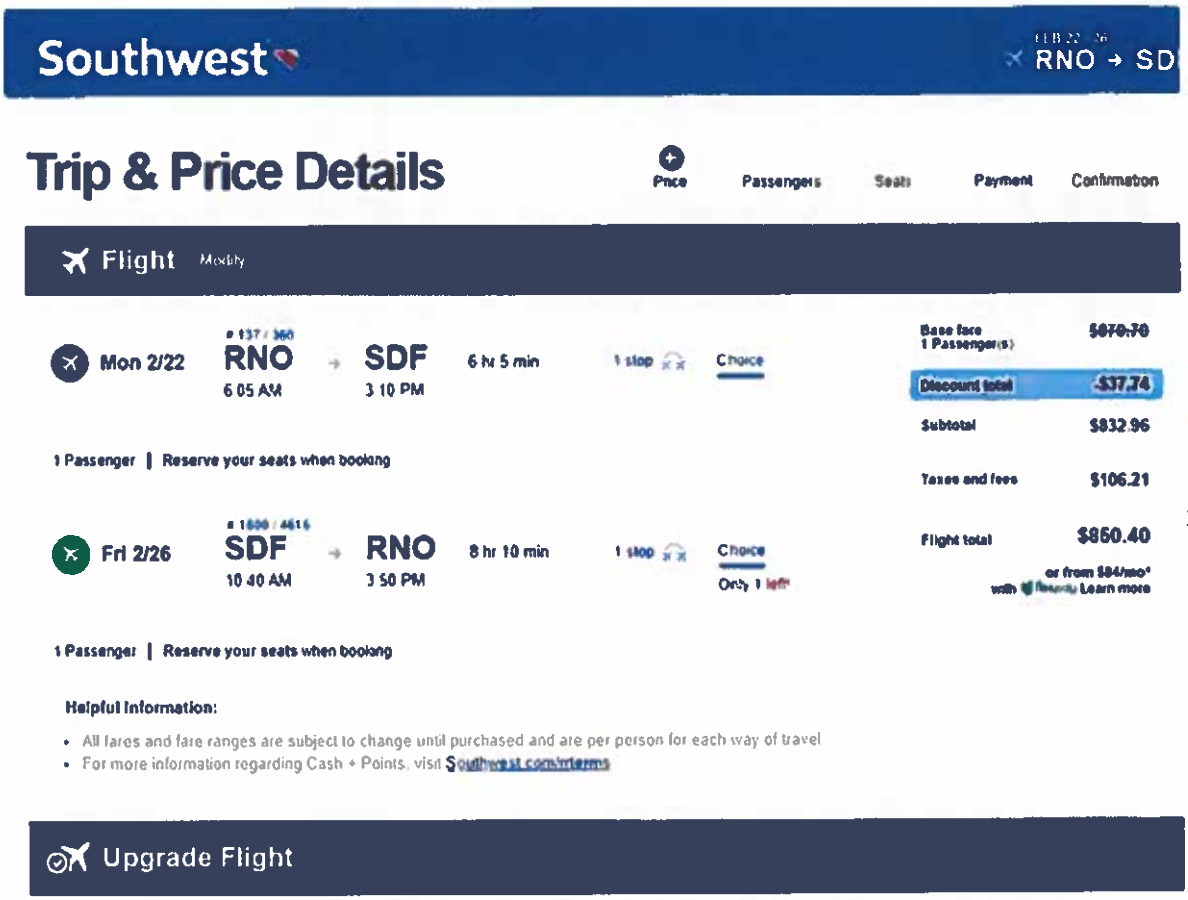
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Southwest
RNO → SD
Trip & Price Details
Price
Passengers
Seats
Payment
Confirmation
Flight
Mon 2/22
RNO
6 05 AM
SDF
3 10 PM
6 hr 5 min
1 stop
Choice
Base fare
1 Passenger(s)
Discount total
-$37.74
Subtotal
$932.96
Taxes and fees
$106.21
Flight total
$850.40
1 Passenger | Reserve your seats when booking
Fri 2/26
SDF
10 40 AM
RNO
3 50 PM
8 hr 10 min
1 stop
Choice
1 Passenger | Reserve your seats when booking
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
Upgrade Flight

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: Amber Cross

SCHOOL: Silver Stage High School

NAME OF CONFERENCE: (Do Not Use Acronyms) National Elementary and Secondary Education Association (ESEA) Conference

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Louisville, KY

DATE OF DEPARTURE: 2/22/27 DATE OF RETURN: 2/26/27

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.

Silver Stage High School is requesting approval to attend the National ESEA Conference in Louisville, KY. This premier gathering focuses on using federal programs to support disadvantaged students. Attending will directly advance our school's strategic priorities in the following areas:

- Compliance & Engagement: Targeted sessions on Title program compliance and family engagement models.
- Instructional Impact: Evidence-based instructional strategies and Multi-Tiered Systems of Support (MTSS) frameworks.
- School Climate: Data-driven interventions to close achievement gaps and foster an inclusive, equitable culture.

187

TRAVEL APPROVED: Date 10/7/26

Site administrator or supervisor signature

TRAVEL APPROVED: Date 10/14/26

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 10/14/26

Board Approved: Yes ( ) No ( ) Date:

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title 1 Grant

						District Office	Grant	School Site	Other
BUDGET#	280.633.0000.000.2400.330.10605.27.000				Total				
Registration Fees:	Attendees 1	x 699	Reg. fee	$	699		✔		
BUDGET#	280.633.0000.000.2400.580.10605.27.000								
Travel By:	Air ($935 x1)			$	935		✔		
(Air, district car, private car for personal convenience, etc.)									
BUDGET#	280.633.0000.000.2213.580.10601.27.000								
Lodging:	Room rate $ 315	x 4 (x1	nights	$	1260		✔		
(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 1@4	days	$	80		✔		
	Lunch $ 22	x 1@4	days	$	88		✔		
	Dinner $ 33	x 1@4	days	$	132		✔		
	Incidental $ 5	x 1@4	days	$	20		✔		
Substitutes:	# of Days 4	x $ 145 /day			580				
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)				$	100		✔		
				$					
Other Miscellaneous expenses: (attach explanation)									
TOTAL EXPENSES				$	3894				

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

Conference Information

Conference Dates & Times:	Feb. 23-25, 2027
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Kentucky International Convention Center, Louisville, KY

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:**	2/22/27, 11:40am
Date & Time you wish to **RETURN:**	2/26/27, 5:05am
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) : 185	All travelers agree to share lodging as appropriate?	☑ Yes ☐ No
Register under what name(s)?	Amber Cross	
Name, Address, Phone number of lodging establishment:	Omni Hotel 400 2nd Street Louisville KY (502)313-6664	

DEADLINE DATE : 10/31/26 **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.***

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: Raleigh Fife

SCHOOL: Silver Stage High School

NAME OF CONFERENCE: (Do Not Use Acronyms) National Elementary and Secondary Education Association (ESEA) Conference

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Louisville, KY

DATE OF DEPARTURE: 2/22/27 DATE OF RETURN: 2/26/27

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.

Silver Stage High School is requesting approval to attend the National ESEA Conference in Louisville, KY. This premier gathering focuses on using federal programs to support disadvantaged students. Attending will directly advance our school's strategic priorities in the following areas:

- Compliance & Engagement: Targeted sessions on Title program compliance and family engagement models.
- Instructional Impact: Evidence-based instructional strategies and Multi-Tiered Systems of Support (MTSS) frameworks.
- School Climate: Data-driven interventions to close achievement gaps and foster an inclusive, equitable culture.

TRAVEL APPROVED: Date 10/7/26

Site administrator or supervisor signature

TRAVEL APPROVED: Date 10/14/26

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 10/14/26

Board Approved: Yes ( ) No ( ) Date:_____

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Title 1 Grant

				District Office	Grant	School Site	Other
BUDGET#	280.633.0000.000.2400.330.10605.27.000		Total				
Registration Fees:	Attendees 1 x 699 Reg. fee	$	699		✔		
BUDGET#	280.633.0000.000.2400.580.10605.27.000						
Travel By: (Air, district car, private car for personal convenience, etc.)	Air ($935 x1)	$	935		✔		
BUDGET#	280.633.0000.000.2213.580.10601.27.000						
Lodging:	Room rate $ 315 x 4 (x1 nights	$	1260		✔		
(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 1@4 days	$	80		✔		
	Lunch $ 22 x 1@4 days	$	88		✔		
	Dinner $ 33 x 1@4 days	$	132		✔		
	Incidental $ 5 x 1@4 days	$	20		✔		
Substitutes:	# of Days 4 x $ 145 /day		580				
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)		$	100		✔		
		$					
Other Miscellaneous expenses: (attach explanation)							
	TOTAL EXPENSES	$	3894				

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

Conference Information

Conference Dates & Times:	Feb. 23-25, 2027
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Kentucky International Convention Center, Louisville, KY

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:**	2/22/27, 11:40am
Date & Time you wish to **RETURN:**	2/26/27, 5:05am
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) : 185	All travelers agree to share lodging as appropriate?	☑ Yes ☐ No
Register under what name(s)?	Amber Cross	
Name, Address, Phone number of lodging establishment:	Omni Hotel 400 2nd Street Louisville KY (502)313-6664	

DEADLINE DATE : 10/31/26 **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.***

NATIONAL ESEA CONFERENCE

EXHIBIT
PRESENT
ATTEND
SCHEDULE
HOTELS & TRAVEL
REGISTER NOW

February 23-25, 2027
Louisville, KY & Online

Registration and Hotel Reservations Available Now!

ATTENDEE POLICIES

2027 National ESEA Conference



Join Us in Louisville, Kentucky or Online

The annual National ESEA Conference is coming to Louisville this February 23-25, 2027! This event serves as a vital platform for professional growth, learning, and the exchange of ideas in education. Whether you attend in person or virtually, this Conference promises to empower you with the knowledge and resources you need to excel in your field. Together, we work towards achieving the shared vision of improving education for all youth.

2027 National ESEA Conference

- **Location:** Kentucky International Convention Center in Louisville, Kentucky and Online
- **Dates:** February 23-25, 2027
- **Please Note:** Each day of the Conference has a full schedule of sessions! Please plan your travel dates accordingly so as not to miss valuable content.

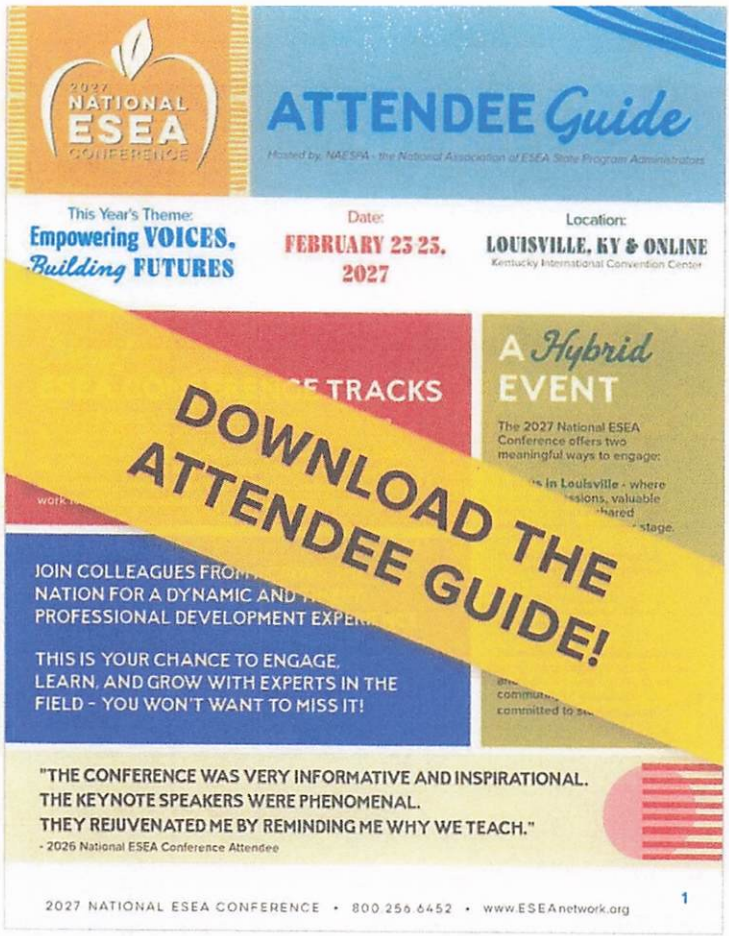
NEW! Introducing ESEA Conference Tracks

Explore sessions by track to find the learning experiences that matter most to your role—from policy and compliance to classroom practice and family engagement. Register now and select your track closer to the conference date.

Federal Education Policy & Practices	*For federal program leaders working at the state, district, and school levels.* This track supports leaders in turning policy into practice through compliant, strategic program management. Sessions focus on implementation, monitoring, funding, and coordination of ESEA programs to drive improved student outcomes.
Improvement in Teaching and Learning	*For educators and instructional leaders across all content areas.* This track focuses on delivering high-quality, student-centered instruction through data-informed practices. Sessions highlight strategies that strengthen teaching, elevate learning, and drive academic achievement for all students.
Targeted Supports for Special Populations	*For professionals supporting students served under ESEA and IDEA programs.* This track emphasizes coordinated, compliant, and compassionate approaches to meeting the academic, social, and emotional needs of special populations. Sessions explore strategies that ensure equitable access to high-quality education.
Family & Community Engagement for Student Success	*For engagement leaders, liaisons, and educators working with families.* This track centers on building strong, culturally responsive partnerships that empower families and support student success. Sessions highlight effective engagement strategies, compliance considerations, and community collaboration.

REGISTER NOW

Check out this short video from the 2026 National ESEA Conference in Denver!



The Attendee Guide has all the information you'll need to attend the 2027 National ESEA Conference. DOWNLOAD IT NOW!

ATTENDEE POLICIES

Registration Types & Prices

INDIVIDUAL REGISTRATION
In-Person & Virtual

$699 – EARLY BIRD PRICE

Available June 1 - October 31, 2026

$789 – STANDARD PRICE

November 1, 2026 - January 31, 2027

$849 – LATE PRICE

Starting February 1, 2027

GROUP REGISTRATION
10 or more people

$659/each

Group Registration FAQs

LEA AFFILIATE REGISTRATION

$659/each

Bundle and save! Learn more about the LEA Affiliate Program now

Highlights

- **Renowned Speakers:** The Conference will feature presentations from esteemed educational experts, providing valuable insights and perspectives.
- **Engagement Opportunities:** Attendees will have numerous chances to interact with presenters, colleagues, and exhibitors, fostering networking and collaboration.
- **Latest Developments:** Participants will stay updated on the most recent developments in education, spanning local, district, state, and federal levels.
- **Accessibility:** With both in-person and virtual options, the Conference accommodates a broad audience, ensuring accessibility and inclusivity.
- View some of the outstanding keynote speakers from previous National ESEA Conferences.

Continuing Education

Attendees have the opportunity to earn up to two graduate-level extension credits (GLECs) for attending a majority of Conference sessions. Once registered for the Conference, enroll here through the University of San Diego. (Extra $79 fee per credit applies, enrollment open now through March 31, 2027.)



REGISTER NOW

"The ESEA Conference was an incredible experience! The sessions were engaging, informative, and filled with practical strategies that can be immediately applied to support student success. It was inspiring to connect with passionate educators who are committed to making a difference, and the shared ideas around equity, literacy, and student support were especially impactful. This conference truly reinforced the importance of collaboration and continuous learning in education."
- 2026 National ESEA Conference Attendee

About Us

The National Association of ESEA State Program Administrators (formerly the National Title I Association) is dedicated to building the capacity of education professionals to provide disadvantaged children with a high quality education. Their ESEA Network website provides a host of resources to educators at all levels.

About Us

Help and Support

Logout

Connect with Us

Conference

EXHIBIT

PRESENT

ATTEND

On Demand

Newsworthy

News

Contact Us

admin@oseanetwork.org | 800-256-8452
532 North Franklin Street | Fort Bragg, CA 95437

FEB 22 - 26
RNO → SDF

Trip & Price Details

Price Passengers Seats Payment Confirmation

Flight Modify

Mon 2/22	# 565 / 635 RNO 11:40 AM	→	SDF 8:30 PM	5 hr 50 min	1 stop	Choice Preferred
Fri 2/26	# 3481 / 245 SDF 5:05 AM	→	RNO 9:20 AM	7 hr 15 min	1 stop	Choice Preferred Only 3 left!

1 Passenger | Reserve your seats when booking

1 Passenger | Reserve your seats when booking

Base fare 1 Passenger(s)	$823.25
Taxes and fees	$112.14
Flight total	$935.39

or from $92/mo* with flexpay Learn more

Helpful Information:

- All fares and fare ranges are subject to change until purchased and are per person for each way of travel.
- For more information regarding Cash + Points, visit Southwest.com/rrterms

Upgrade Flight

Upgrade to Choice Extra



All the benefits of Choice Preferred and:

- Choose an Extra Legroom seat (or any seat)[15]
- Group 1 boarding[16]
- Two free checked bags[2]
- 14x Rapid Rewards® points per dollar[3]
- Premium drink[13]

*Please read the fare rules associated with this purchase.

Prices shown per passenger, per one-way.

- ○ Upgrade departing trip for $61
- ○ Upgrade returning trip for $60
- ○ Upgrade both for $121

Apply upgrade

SUBTOTAL $823.25

TAXES & FEES $112.14

TRIP TOTAL $935.39

Show price breakdown



Earn a $400 statement credit[1] and 10,000 Rapid Rewards® points.[2]

Apply now >

YOU PAY TODAY** $935.39

CREDIT ON YOUR STATEMENT** -$400.00

TOTAL AFTER STATEMENT CREDIT $535.39

**May post on separate statements.

Not ready to buy yet? Save this flight for later.

Continue

By clicking 'Continue', you agree to accept the fare rules and want to continue with this purchase.

Add Car Rental

Louisville - Airport • 02/22/27 - 02/26/27 Modify

Popular fleet options

Earn up to 2,750 Rapid Rewards points

Meet our newest fleet yet.

Plus save on base rates.



Mid-size

Toyota Corolla, Dodge Stratus, Jaguar F-Pace, Toyota Prius or similar

Book



Large SUV

Ford Explorer, Ford Expedition, GMC Yukon or similar

Book

Terms apply Book Now

Find your rental match in 2 clicks

We compare prices from 10 highly rated brands to ensure you always drive away with the best deal.

Search all brands >

Not ready to buy yet? Save this flight for later.

Continue

By clicking 'Continue', you agree to accept the fare rules and want to continue with this purchase.

No-show policy

If you do not plan to travel on your flight, you must cancel your reservation at least 10 minutes prior to the flight's original scheduled departure time. If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, your reservation will be canceled, and your funds and points may be forfeited. Learn more.

Fare Benefits

Basic[1]
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[2]
Bag fees apply to Basic, Choice, and Choice Preferred fares. Choice Extra fares and Rapid Rewards® A-List Preferred Members receive two free checked bags. A-List Members and Rapid Rewards Credit Cardmembers only receive their first checked bag for free. Checked bag benefits do not apply on flights booked with a partner carrier. Weight and size limits apply. Additional allowances, benefits, and/or exceptions may apply. Learn more.

Rapid Rewards® points[3]
Points can be earned from (a) Qualifying Flights (defined below) operated by Southwest®, or (b) qualifying purchases with our Rapid Rewards® partners. "Qualifying Flights" include flights operated by Southwest Airlines® and paid entirely with dollars, Southwest LUV Vouchers®, gift cards, or flight credits and those paid with Cash + Points. NOTE: With a Cash + Points booking, points are earned only on the portion of the base fare that is paid with dollars. Qualifying Flights exclude reward flights, charter flights, nonrevenue travel, and Companion Pass® travel. All Rapid Rewards rules and regulations apply and can be found at Southwest.com/rrterms.

No cancel fees[4]
All fare types are eligible for cancellations without a fee. For roundtrip reservations, if one or both segments is booked with a Basic fare, cancellations are only permitted if either a) both segments are canceled or b) the Basic fare segment(s) is upgraded. Failure to cancel a reservation at least 10 minutes prior to original scheduled departure may result in forfeited travel funds.

Refundable[5]
As long as you cancel your reservation at least 10 minutes prior to the original scheduled departure of your flight, you're eligible to receive 100% of your ticket value as a refund to your original form of payment. A Southwest® flight credit from a previous reservation that is applied toward a Choice Extra or Choice Preferred fare will be refunded as a Transferable Flight Credit™. For travel booked with Rapid Rewards® points, if canceled, points will be returned to the Rapid Rewards account holder who booked the reservation. If you do not cancel, your funds will be refunded as a Transferable Flight Credit™. Learn more.

Transferable Flight Credit™[6]
To receive a flight credit, you must cancel your flight at least 10 minutes prior to the flight's original scheduled departure time. If you do not cancel, your points and funds may be forfeited. Learn more. A Transferable Flight Credit™ expires 12 months from the date the fare was booked and ticketed. A Transferable Flight Credit™ can be transferred between Rapid Rewards® Members. Only one transfer is permitted. For bookings made through a Southwest® Business channel, transfers are allowed only between employees within the organization.

Flight credits[7]
To receive a flight credit, you must cancel your flight at least 10 minutes prior to the flight's original scheduled departure time. If you do not cancel, your points and funds may be forfeited. Learn more. A Transferable Flight Credit™ created from Choice Extra, Choice Preferred, and Choice reservations expires 12 months from the date the fare was booked and ticketed. Basic fare flight credits expire 6 months from the date the fare was booked and ticketed.

Changes[8]
If you need to change an upcoming flight itinerary, you'll only pay the difference in fare for Choice, Choice Preferred, and Choice Extra fares (if one applies). For Basic fares, you may upgrade the fare to Choice, Choice Preferred, and Choice Extra. Failure to cancel a reservation at least 10 minutes prior to original scheduled departure may result in forfeited travel funds.

Free same-day change/standby[9]
Same-day change: On the day of travel, you can switch free of airline charges to another flight with space available departing on the same calendar day between the same origin airport and destination airport as your original flight. Free same-day change is only available for Choice Extra, Choice Preferred, or Choice fares. Basic fares and Rapid Rewards® A-List Preferred and A-list Members are not eligible for free same-day change unless the Member purchases a qualifying fare.
Same-day standby: You can list for same-day standby on an earlier flight via a Southwest® Customer Service Agent at the airport or the Southwest app or mobile web. You will receive a message based on the contact preference selected during booking if you are cleared on the

U.S. General Services Administration

FY 2027 per diem rates for Kentucky

Daily lodging rates (excluding taxes) | October 2026 - September 2027

Primary destination	County	2026 Oct	Nov	Dec	2027 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Standard Rate	Applies for all locations without specified rates	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113	$113
Boone	Boone	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119	$119
Kenton	Kenton	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170	$170
Lexington	Fayette	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125	$125
Louisville	Jefferson	$180	$132	$132	$132	$185	$185	$185	$185	$158	$158	$158	$180

U.S. General Services Administration

FY 2027 per diem rates for Kentucky

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
Standard Rate	Applies for all locations without specified rates	$68	$16	$19	$28	$5	$51.00
Boone	Boone	$68	$16	$19	$28	$5	$51.00
Kenton	Kenton	$86	$22	$23	$36	$5	$64.50
Lexington	Fayette	$80	$20	$22	$33	$5	$60.00
Louisville	Jefferson	$80	$20	$22	$33	$5	$60.00

Ryan Cross

2027 National ESEA Conference Attendee Registration

Invoice Overview

Review your order below and then choose an option at the bottom of the page to continue.

Item	Description	Price
Early Bird In-Person Conference Registration	Includes access to all sessions listed on the 2027 Conference schedule.	$699.00
Omni Hotel - Standard King (check in: 02/22/2027 check out: 02/26/2027)	Each room in this luxury hotel reflects the spirit of Louisville, featuring bourbon-inspired details, horse farm photography, and Louisville Slugger–inspired accents. Paired with crisp, inviting bedding, the design creates a seamless and memorable stay.	$1,260.00

Item	Description	Price
	Total:	$1,959.00

Apply coupon

Pay Now

Pay Later

About Us

The National Association of ESEA State Program Administrators (formerly the National Title I Association) is dedicated to building the capacity of education professionals to provide disadvantaged children with a high quality education. Their ESEA Network website provides a host of resources to educators at all levels.

LYON COUNTY SCHOOL DISTRICT

TRAVEL REQUEST

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

Name(s) of Attendees: Sara Gutierrez

SCHOOL: Yerington High School

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

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: New Orleans, LA

DATE OF DEPARTURE: 12/2/2026 DATE OF RETURN: 12/5/2026

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

206

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

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

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

TRAVEL APPROVED: Date 9/16/2026 KBEdgar

Site administrator or supervisor signature

TRAVEL APPROVED: Date 9/30/26 Stacy L Cooper, Ed D

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 9/30/26

Board Approved: Yes ( ) No ( ) Date:_____

Please ensure that you read and comply with Lyon County School District Policy GBCF: Work-Related Travel when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Perkins Local

BUDGET#	280.631.0000.300.2400.330.10000.26.000					Total	*District Office*	*Grant*	*School Site*	*Other*
Registration Fees:	Attendees 1	x 640	Reg. fee		$	640		✓		
BUDGET#	280.631.0000.300.2400.580.10000.26.000									
Travel By:	Air				$	736.82		✓		
(Air, district car, private car for personal convenience, etc.)										
BUDGET#	280.631.0000.300.2400.580.10000.26.000									
Lodging:	Room rate	$ 184	x 4	nights	$	736		✓		
(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 3	days	$	60		✓		
	Lunch	$ 22	x 4	days	$	88		✓		
	Dinner	$ 33	x 4	days	$	132		✓		
	Incidental	$ 5	x 4	days	$	20		✓		
Substitutes:	# of Days	195	x $ 4	/day		780			✓	
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)					$	150				
					$					
Other Miscellaneous expenses: (attach explanation)										
	TOTAL EXPENSES				$	3,342.82				

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

Conference Information

Conference Dates & Times:	12/3/26 8am-12/5/26 12pm
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	New Orleans Convention Center

Airline Information

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy GBCF: Work-Related Travel.

Attach your preferred and most economical flight schedule (*i.e. Southwest, Delta, United, etc.)*

Date & Time you wish to DEPART:	12/2/26 6:30am
Date & Time you wish to RETURN:	12/5/26 4:45pm
List any special notes here:	

Are you renting a car? ☐ **Yes** ☑ **No** How many days?

Note: Car insurance should be declined as the district insurance provides adequate coverage.

Lodging Information

Note: Lodging must be made by Attendee or Site for purchase order payments only. No district office credit card charges.

Lodging GSA (Per Diem Rate) : 157	**All travelers agree to share lodging as appropriate?**	☑ **Yes** ☐ **No**
Register under what name(s)?	Sara Gutierrz	
Name, Address, Phone number of lodging establishment:	300 Canal Street New Orleans LA 70130	

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.

Conference Registration Fees

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

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

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

Clear Selection

✓	VISION 2026 AND CAREERTECH EXPO	ADVANCE (THRU 10/13)
☐	VISION & Career Tech Expo Member	$640.00
✓	VISION 2026 AND CAREERTECH EXPO ONE DAY	PRICE
☐	Thursday, December 3 Member	$370.00
✓	BOOTH STAFF REGISTRATION	PRICE
	Complimentary Booth Personnel Expo ONLY **SOLD OUT**	
✓	VISION 2026 AND CAREERTECH EXPO ONE DAY	PRICE
☐	Friday, December 4 Member	$370.00
☐	Saturday, December 5 Member	$370.00
✓	EXCELLENCE AWARDS	PRICE
	ACTE Excellence Awards Gala (Additional Fee Required) Wednesday, December 02, 2026, 7:00 PM - 9:00 PM (Room: Grand Ballroom - Hilton Riverside) **544 Left.**	$110.00
	ACTE Excellence Awards Gala (Additional Fee Required) Table **691 Left.**	$1,300.00
✓	STATE ASSOCIATION LEADERSHIP TRAINING PROGRAM	PRICE
☐	State Association Leadership Training Wednesday, December 02, 2026, 8:00 AM - 4:00 PM **42 Left.**	$40.00
✓	FORD NGL PRE-CONFERENCE ONLY	REGULAR (AFTER 7/31)
☐	Ford Next Generation Learning Pre-Conference-Only **Select this option if you want to attend the Pre-Conference, but not attend the rest of VISION.** Education and workforce leaders are being called to elevate their work to be transformational, scalable, and sustainable for all students. Join Ford NGL for a dynamic one-day convening at ACTE designed for decision-makers shaping career-connected learning. Through engaging sessions, participants will explore topics such as • how communities move Portraits of a Graduate into system-wide implementation; • how to develop strong cross-sector partnerships that deepen business engagement, and • how to bring all community stakeholders together to achieve 100% of students completing a CTE program of study. Connect with leaders from across the country and gain actionable strategies grounded in Ford NGL's Community Connected Framework for Transformation to drive meaningful impact.	$350.00
✓	FORD NGL PRE-CONFERENCE ADD-ON	REGULAR (AFTER 7/31)

Step 1 of 3

Select a Room

Get the best price when you book direct

If you find a lower rate, we'll match it and give you 25% off that stay. Backed by our Price Match Guarantee.



DoubleTree by Hilton Hotel New Orleans
300 Canal Street
New Orleans, Louisiana 70130 USA
Hotel details

Your stay with DoubleTree by Hilton includes

✓ Non-smoking rooms ✓ On-site restaurant ✓ Outdoor pool ✓ Fitness center ✓ Business center ✓ Pet-friendly rooms

Special rates ☐ Use Points & Money

Filter By: ☐ Connecting Rooms

○ Compare 2 rooms

We're showing Acte 2026 rates.

2 rooms found. We're showing the average price per night. Prices include fees Select currency USD - US Dollar



2 Queen Beds
View room details

- Sleeps 4
- Mini refrigerator

Quick Book Acte 2026 $184

Price includes 2.50% mandatory charge per stay, but excludes taxes and government charges



1 King Bed
View room details

- Sleeps 2
- Mini refrigerator

Quick Book Acte 2026 $184

Price includes 2.50% mandatory charge per stay, but excludes taxes and government charges

©2026 Hilton

RNO → MSY

You chose a Basic fare

Basic fares are non-refundable except as allowed by our 24-hour cancellation policy. Flight changes are allowed but require a fare upgrade. Customers may be eligible for a flight credit if canceled at least 10 minutes prior to the flight's original departure time. Checked bag fees may apply.

Trip & Price Details

Price | Passengers | Seats | Payment | Confirmation

Flight

Wed 12/2	# 3089 / 4326 RNO 6:30 AM	→	MSY 2:55 PM	6 hr 25 min	1 stop	Basic
Sat 12/5	# 3156 / 1734 MSY 4:45 PM	→	RNO 9:10 PM	6 hr 25 min	1 stop	Basic

2 Passengers | **Seat assigned** at check-in

2 Passengers | **Seat assigned** at check-in

Base fare 2 Passenger(s)	$591.64
Taxes and fees	$145.18
Flight total	$736.82

or from $73/mo* with Flexpay Learn more

Helpful Information:

- All fares and fare ranges are subject to change until purchased and are per person for each way of travel.
- For more information regarding Cash + Points, visit Southwest.com/rrterms

Upgrade Flight

Upgrade to Choice



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

*Please read the fare rules associated with this purchase.

Prices shown per passenger, per one-way.

- Upgrade departing trip for $50
- Upgrade returning trip for $50
- Upgrade both for $100

Apply upgrade

$591.64
$145.18
TRIP TOTAL $736.82

Not ready to buy yet? Save this flight for later.

Continue

By clicking 'Continue', you agree to accept the fare rules and want to continue with this purchase.

Not ready to buy yet? Save this flight for later.

Continue

By clicking 'Continue', you agree to accept the fare rules and want to continue with this purchase.

U.S. General Services Administration

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
New Orleans	Orleans / Jefferson Parishes	$80	$20	$22	$33	$5	$60.00

U.S. General Services Administration

FY 2026 per diem rates for new orleans, Louisiana

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

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: Tamara Roseberry

School: District Office

Conference: National Alliance for Medicaid in Education
Do not use acronyms

Staff Assignment: Multi-Tiered System of Supports Coordinator

Location of Conference: Chicago, IL

Dates Attended: 9/22/26-9/26/26

General Overview: Do not use acronyms

Tamara Roseberry (Lyon County School District) and Noel Chounet (Healthy Communities Coalition) were invited to present at the National Alliance for Medicaid in Education (NAME) Conference 2026 on Lyon County's innovative synergy of support systems involving interagency collaboration in rural communities. NAME supports professionals in education and Medicaid agencies in school based health in public schools. This conference is a unique professional development opportunity in learning and supporting School Based Medicaid. It provided attendees time for collaboration and growth in their learning and partnerships within and beyond the individual school districts. As this opportunity came with additional grant funds from the Trauma Informed Services in Schools (TISS) grant to attend, we invited our colleagues from the Special Services Department as there was a wealth of professional development in regards to special education.

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How will this impact student learning in a positive way?

This conference gave me an opportunity to interact with colleagues across the nation and specifically many colleagues from Nevada, both from the state and other districts. In being able to access more allowable billing opportunities, we will be able to bring in more reimbursement from Medicaid. By bringing in more Medicaid reimbursement dollars, we will be able to keep our personnel providing services to our students. This will impact student learning as students will be able to access their needed services and not have to wait or miss services due to personnel shortages. The conference also had sessions directly related to evidence based practices which positively impact many areas of student learning.

How will I implement what I learned and how will I share this information with my colleagues?

I have already joined some state groups related to Medicaid billing. We established a good relationship with special services and our second billing provider bhworks. We are working towards starting universal consent to bill and integrating this into both billing providers. This conference helped to clear up some of the uncertainties we have experienced and I am able to clear those up for colleagues as well.

Other Comments:

I would like to thank the Board for the opportunity to attend this valuable experience!

Site Principal/Supervisor Approval

Deputy Superintendent Approval

10/11/2026

Date

10/12/2026

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: Rachel Stewart School: DO

Conference: National Alliance for Medicaid in Education (NAME) Staff Assignment DO

Do not use acronyms

Location of Conference: Chicago, IL Dates Attended: 9/22/06-9/26/26

General Overview: Do not use acronyms

The National Alliance for Medicaid in Education (NAME) Conference supports professionals in education and Medicaid agencies in school based health in public schools. This conference was a unique professional opportunity in learning 216 supporting school based Medicaid. It provided attendees time for collaboration and growth in their learning and partnerships within and beyond the individual school districts.

How will this impact student learning in a positive way?

The conference focused on administrative, financial, and policy frameworks, to ensure schools can receive as much funding from Medicaid as possible. Funding from Medicaid allows the Lyon CSD to use every dollar and process optimized at the leadership level to flow straight down to classroom resources, student health, and Individualized Education Plan service delivery.

How will I implement what I learned and how will I share this information with my colleagues?

Medicaid billing is managed through the Special Services Department. As the Executive Director of Special Services, I identified new opportunities at the conference to expand our Medicaid billing. By capturing these additional billable services, the district can offset general funds currently used for special education teachers as well as related services like Speech and Language Pathologists, Occupational Therapists, Physical Therapists, and Counseling. I will work with our billing partner to on board these new service lines and update Cabinet so they can plan for these general fund savings in our upcoming budget projections.

Other Comments:

Thank you for the opportunity to attend this conference.

Site Principal/Supervisor Approval

Deputy Superintendent Approval

10/19/26

Date

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 & TYPE the following information.

Staff Member: Lisa Shea School: District Office

Conference: National Alliance for Medicaid in Education Staff Assignment Special Services Data Manager

Do not use acronyms

Location of Conference: Chicago, IL Dates Attended: 9/23/26-9/25/26

General Overview: Do not use acronyms

The National Alliance for Medicaid in Education (NAME) is the nation's leading organization supporting School-Based Medicaid Services, and its annual conference is a premier professional development opportunity for school-based services coordinators, student services directors, and state Medicaid and education staff.

Each year, the conference convenes national leaders in special education, mental health, policy, and federal agencies that oversee the school-based services program. With more than 25 breakout sessions and engaging general sessions, attendees gain fresh ideas, proven strategies, and practical insights from experts and peers from across the country.

How will this impact student learning in a positive way?

We currently bill Medicaid for medically necessary services that are provided through a student's IEP. The funding that we receive from Medicaid helps us provide services to students.

How will I implement what I learned and how will I share this information with my colleagues?

I will convey the key operational updates, policy breakthroughs, and practical frameworks, federal updates and state updates for Medicaid billing to our Special Education department and the Medicaid Billing Secretary.

Other Comments:

Thank you for the opportunity to attend the NAME conference. We have been billing Medicaid for a significant period of time but have not attended the conference until this year.

Rachel Stewart
Site Principal/Supervisor Approval

Stacy L Cooper, Ed D
Deputy Superintendent Approval

10.19.26
Date

10/19/26
Date

Rev. 7/2023

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: Mara Spencer

School: District Office

Conference: Division on Career Development and Transition

Staff Assignment: Transition Coordinator

Do not use acronyms

Location of Conference: New Orleans, LA

Dates Attended: 10/14/2026-10/17/2026

General Overview: Do not use acronyms

The annual international conference offered 300 sessions focused on transition-related instruction and implementation for students ages 14–22 with a 504 Plan or Individualized Education Program (IEP). The conference brought together professionals committed to improving post-school outcomes for youth with disabilities. Sessions highlighted evidence-based practices to support successful transitions to postsecondary education and training, employment, and independent living.

How will this impact student learning in a positive way?

Attendance to this conference positively impacts student learning by providing evidence-based strategies and resources to strengthen transition instruction for students with disabilities. The knowledge gained supports the implementation of individualized, goal-oriented practices that increase student engagement, build self-advocacy and independent living skills, and prepare students for success in postsecondary education, career and employment opportunities. Applying these practices will help students develop the skills and confidence needed to achieve their transition goals and improve long-term post-school outcomes.

How will I implement what I learned and how will I share this information with my colleagues?

At this conference, I discovered a free, age-appropriate transition assessment designed for students with multiple or complex communication and cognitive disabilities. Developed over the past 10 years, this student-centered, picture-based life skills transition assessment provides students with opportunities to demonstrate what they know. Finding resources specifically designed for this low-incidence population has been challenging, making this assessment a valuable resource.

The assessment allows teachers to evaluate students across three key skill areas and 14 specific sections, including money management, food management, personal appearance, health, housekeeping, transportation, job-seeking skills, and more.

To implement this resource, I will arrange for the assessment's authors to present to our CLS teachers, providing training and guidance on best practices for administering and using the assessment to support students' transition planning.

Other Comments:

Thank you!

Rachel Stewart
Site Principal/Supervisor Approval

10·19·26
Date

Stacy L Cooper, EdD
Deputy Superintendent Approval

10-19-26
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: BillieJo Hogan School: District Office

Conference: American Association of School Personnel Administration Conf. Staff Assignment Ex. Director of HR

Do not use acronyms

Location of Conference: Austin, TX Dates Attended: 10/11-10/15

General Overview: Do not use acronyms

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Thank you for allowing me to attend AASPA's 88th Annual Conference, "Leading from the Ground Up," I had the opportunity to attend several insightful sessions hosted by legal counsel representing school districts in active investigations. Key topics included the regulatory requirements and procedures governing Title IX formal complaints, best practices for intake and triage, and practical scenario discussions that allowed us to navigate real-world challenges.

Another valuable session, "In Case It Goes to Court: Conducting Legally Sound and Defensible Investigations in K-12 Schools," provided strong reassurance that Lyon County School District's current investigation framework and processes fully align with legally defensible standards.

I also participated in the "Employment Law Master Class: The Do's and Don'ts Every School HR Leader Should Know," which covered critical areas including leave management, ADA, FMLA, investigation policies, AI, social media guidelines, discipline, and labor relations. Serving as an HR leader is incredibly rewarding, but the constant balance of evolving legal mandates, complex personnel matters, and daily operations can at times feel overwhelming, making it easy to temporarily lose sight of the core passion that drives this work. Hearing from fellow HR professionals was a comforting reminder that we must continue leading with empathy, finding joy in our work, and holding ourselves accountable.

Because personnel matters are confidential, our efforts often happen behind the scenes, but our commitment remains steadfast: to uphold our policies and agreements with consistency, thorough documentation, and genuine care.

Connecting with peers reinvigorated my dedication to serving our students, staff, and broader district community. Additional sessions attended included "Orientation with Purpose," "HR Survival Guide," and key strategies for recruitment and retention.

How will this impact student learning in a positive way?

Ultimately, the knowledge gained from this conference directly supports our students by ensuring our schools are led by well-supported, highly effective staff. By refining our HR processes, legal compliance, and staff retention strategies, we foster a safer, more stable, and positive learning environment where both educators and students can thrive.

How will I implement what I learned and how will I share this information with my colleagues?

I look forward to sharing insights from these sessions with my HR team and school administrators. We will integrate these takeaways into upcoming leadership trainings, using practical scenarios to help guide our admin teams through standard investigation processes and procedures.

Other Comments:

Thank you again, for supporting my continued growth as an HR director of Lyon County School District.

Site Principal/Supervisor Approval

Deputy Superintendent Approval

10/19/26

Date

Date

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1051 **Voucher Date:** 09/03/2026 Prepared By: _____

Printed: 09/29/2026 05:20:22 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $583,753.43 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$388,419.41
240	State Grants	$2,902.82
250	Special Education	$10,655.50
260	Gifts and Donations	$74.46
280	Federal Funds	$27,867.26
290	Food Service Funds	$591.22
360	Bond Issues	$152,117.76
703	Workers Compensation	$1,125.00
		$583,753.43

Created By: 266308.tracey.higle **Posted By:** 266308.tracey.higl **Date:** 09/03/2026 12:51:04 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1051 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
3D CONCRETE, INC.	103064			
		100.108.0000.000.2620.610.10604.32.000	General Supplies	$1,279.69
			Vendor Total:	$1,279.69
ADVANCED CLASSROOM TECH	102814			
		280.633.0000.100.1000.652.10211.27.000	Inventoried Supplies/Equipment - IT Related <$5000	$5,955.00
			Vendor Total:	$5,955.00
ADVANCED INTEGRATED PEST MANAGEMENT				
		100.101.0000.000.2620.430.10000.00.000	Repairs and Maintenance Services	$3,255.00
			Vendor Total:	$3,255.00
AMAZON BUSINESS				
		100.122.0000.000.2130.610.10202.10.000	General Supplies	$154.78
		100.122.0000.100.1000.610.10202.10.000	General Supplies	$723.30
		100.122.0000.100.1000.616.10202.10.000	Teacher Supplies	$530.93
		100.123.0000.000.2220.610.10203.10.000	General Supplies	$33.67
		100.123.0000.100.1000.616.10203.10.000	Teacher Supplies	$270.02
		100.126.0000.000.2620.610.10206.10.000	General Supplies	$191.27
		100.126.0000.100.1000.610.10206.10.000	General Supplies	$3,188.48
		100.127.0000.000.2120.610.10210.10.000	General Supplies	$295.55
		100.127.0000.000.2410.610.10210.10.000	General Supplies	$72.48
		100.127.0000.100.1000.616.10210.10.000	Teacher Supplies	$644.08
		100.128.0000.000.2130.610.10211.10.000	General Supplies	$124.07

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1051 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.000.2410.610.10211.10.000	General Supplies	$169.88
		100.128.0000.100.1000.610.10211.10.000	General Supplies	$132.72
		100.128.0000.100.1000.616.10211.10.000	Teacher Supplies	$754.68
		100.129.0000.000.2130.610.10209.10.000	General Supplies	$432.17
		100.129.0000.100.1000.616.10209.10.000	Teacher Supplies	$94.06
		100.132.0000.100.1000.616.10302.20.000	Teacher Supplies	$1,143.40
		100.133.0000.000.2410.610.10303.10.000	General Supplies	$223.39
		100.133.0000.000.2620.610.10303.10.000	General Supplies	$144.07
		100.133.0000.100.1000.610.10303.10.000	General Supplies	$1,495.62
		100.133.0000.100.1000.616.10303.10.000	Teacher Supplies	$149.49
		100.134.0000.000.2410.610.10304.20.000	General Supplies	$82.97
		100.134.0000.000.2620.610.10304.20.000	General Supplies	$217.98
		100.134.0000.100.1000.610.10304.20.000	General Supplies	$5,285.44
		100.136.0000.100.1000.610.10208.31.000	General Supplies	$34.95
		100.162.0000.000.2410.610.10602.50.000	General Supplies	$57.51
		100.162.0000.100.1000.610.10602.50.000	General Supplies	$732.16
		100.162.0000.100.1000.616.10602.50.000	Teacher Supplies	$420.92
		100.163.0000.000.2410.610.10603.32.000	General Supplies	$546.11
		100.163.0000.000.2410.650.10603.32.000	Supplies-Information Technology-related	$22.49

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1051 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2620.610.10603.32.000	General Supplies	$463.38
		100.163.0000.100.1000.616.10603.32.000	Teacher Supplies	$192.59
		100.163.0000.920.1000.610.10603.32.000	General Supplies	$338.33
		100.163.0000.920.1000.612.10603.32.000	Inventoried Supplies/Equipment <$5000	$457.82
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$250.41
		100.164.0000.100.1000.616.10604.32.000	Teacher Supplies	$105.99
		100.170.0000.000.2710.610.10000.00.00	General Supplies	$121.98
		240.300.0000.330.1000.610.10602.50.00	General Supplies	$18.99
		240.300.0000.330.1000.640.10000.00.00	Books and Periodicals	$260.51
		240.300.0000.391.1000.610.10604.32.00	General Supplies	$67.84
		240.308.0000.300.1000.610.10000.00.00	General Supplies	$201.55
		240.308.0000.330.1000.610.10605.32.00	General Supplies	$356.12
		240.308.0000.371.1000.650.10604.32.00	Supplies-Information Technology-related	$281.12
		260.073.0000.000.2219.610.10000.00.00	General Supplies	$74.46
		280.633.0000.000.2100.610.10000.25.00	General Supplies	$2,035.10
		280.633.0000.000.2100.610.10203.27.00	General Supplies	$63.09
		280.633.0000.100.1000.650.10202.27.00	Supplies-Information Technology-related	$426.75
		280.633.0000.100.1000.654.10000.25.00	Supplies - IT Related <$999 > 1 year useful life	$394.19

Voucher Supplement Account Summary

Voucher Batch Number: 1051 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.100.1000.654.10304.27.000	Supplies - IT Related of Lower Value ($999 or less	$2,579.96
		280.658.0000.000.2100.610.10000.25.000	General Supplies	$198.00
		280.658.0000.100.1000.654.10000.25.000	Supplies - IT Related of Lower Value ($999 or less	$189.99
		280.659.0000.100.1000.654.10000.25.000	Supplies - IT Related of Lower Value ($999 or less	$189.99
		280.715.0000.000.2500.654.10000.25.000	Supplies - IT Related of Lower Value ($999 or less	$776.97
		290.180.0000.000.3100.610.10000.00.000	General Supplies	$591.22
			Vendor Total:	$29,004.39
APEX CYBER SYSTEMS				
		100.101.0000.000.2660.654.10604.32.000	Supplies - IT Related <$999 > 1 year useful life	$8,267.89
			Vendor Total:	$8,267.89
AUTO & TRUCK ELECTRIC,INC	1382			
		100.170.0000.000.2730.617.10000.00.000	Batt & Antifreeze	$2,245.00
			Vendor Total:	$2,245.00
BSN SPORTS				
		100.101.0000.920.1000.610.10208.31.000	General Supplies	$2,928.20
		100.101.0000.920.1000.610.10603.32.000	General Supplies	$9,721.10
			Vendor Total:	$12,649.30
CCMSI				
		703.102.0000.000.2570.340.10000.00.000	Other Professional Services	$1,125.00
			Vendor Total:	$1,125.00
COMPTIA INC				

Voucher Supplement Account Summary

Voucher Batch Number: 1051 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2410.651.10601.32.000	Supplies - Technology - Software	$330.00
			Vendor Total:	$330.00
COONS CONSTRUCTION LLC				
		100.108.0000.000.2620.430.10000.00.000	Repairs and Maintenance Services	$1,642.00
			Vendor Total:	$1,642.00
DYSLEXIA ON DEMAND				
		280.639.0000.200.1000.653.10000.00.000	Web-based and similar programs	$2,955.75
			Vendor Total:	$2,955.75
FATBEAM, LLC				
		100.107.0000.000.2580.535.10000.00.000	Data Communications, Internet, Video, T-lines, etc	$1,450.00
			Vendor Total:	$1,450.00
FLYERS ENERGY, LLC	102216			
		100.170.0000.000.2730.626.10000.00.000	Gasoline	$58.30
			Vendor Total:	$58.30
FRONTIER				
		100.101.0000.000.2320.533.10000.00.000	Telephone - Land Line phone services	$439.48
		100.162.0000.000.2410.533.10602.50.000	Telephone - Land Line phone services	$169.34
		100.163.0000.000.2410.533.10603.32.000	Telephone - Land Line phone services	$309.57
			Vendor Total:	$918.39
GENE WATSON				
		100.101.0000.000.2620.422.10000.00.000	Janitorial / Custodial Services	$1,334.32
			Vendor Total:	$1,334.32
INLAND SUPPLY CO., INC.	10000			

Voucher Supplement Account Summary

Voucher Batch Number: 1051 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.122.0000.000.2620.610.10202.10.000	General Supplies		$626.50
		100.125.0000.000.2620.610.10205.10.000	General Supplies		$2,714.57
		100.126.0000.000.2620.610.10206.10.000	General Supplies		$4,586.33
		100.127.0000.000.2620.610.10210.10.000	General Supplies		$153.56
		100.129.0000.000.2620.610.10209.10.000	General Supplies		$32.18
				Vendor Total:	$8,113.14
ISOLVED BENEFITS					
		100.102.0000.000.2570.340.10000.00.000	Other Professional Services		$2,699.43
				Vendor Total:	$2,699.43
JIM MENESINI PETROLEUM					230
		100.170.0000.000.2730.626.10000.00.000	Gasoline		$1,219.75
				Vendor Total:	$1,219.75
LEVEL DATA					
		100.107.0000.000.2580.653.10000.00.000	Web-based and similar programs		$33,725.64
				Vendor Total:	$33,725.64
MATTA, SAGE					
		280.639.0000.200.2160.340.10000.00.000	Other Professional Services		$4,232.25
				Vendor Total:	$4,232.25
MDVIP					
		100.102.0000.000.2570.340.10000.00.000	Other Professional Services		$73,950.00
				Vendor Total:	$73,950.00
N N B O A, INC.	98794				
		100.101.0000.920.1000.340.10208.31.000	Other Professional Services		$2,800.00

Voucher Supplement Account Summary

Voucher Batch Number: 1051 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.101.0000.920.1000.340.10302.20.000	Other Professional Services		$4,000.00
		100.101.0000.920.1000.340.10304.20.000	Other Professional Services		$2,200.00
		100.101.0000.920.1000.340.10305.31.000	Other Professional Services		$2,200.00
		100.101.0000.920.1000.340.10601.32.000	Other Professional Services		$15,500.00
		100.101.0000.920.1000.340.10602.50.000	Other Professional Services		$7,100.00
		100.101.0000.920.1000.340.10603.32.000	Other Professional Services		$9,400.00
		100.101.0000.920.1000.340.10604.32.000	Other Professional Services		$12,500.00
		100.101.0000.920.1000.340.10605.32.000	Other Professional Services		$8,800.00
				Vendor Total:	$64,500.00
NAVIGATE 360, LLC					
		280.633.0000.000.2100.653.10303.27.000	Web-based and similar programs		$2,980.88
				Vendor Total:	$2,980.88
OFFICE DEPOT	15366				
		100.126.0000.100.1000.610.10206.10.000	General Supplies		$475.56
		100.164.0000.100.1000.610.10604.32.000	General Supplies		$150.04
				Vendor Total:	$625.60
ORKIN PEST CONTROL					
		100.101.0000.000.2510.430.10000.00.000	Repairs and Maintenance Services		$68.51
				Vendor Total:	$68.51
PACIFIC STATES COMMUNICATIONS OF NV, INC					
		100.107.0000.000.2580.350.10000.00.000	Technical Services		$2,155.25
				Vendor Total:	$2,155.25

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1051 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
PAUL CAVIN ARCHITECT LLC					
		360.013.0000.000.4300.340.10305.31.000	Other Professional Services		$2,500.00
		360.013.0000.000.4300.340.10601.32.000	Other Professional Services		$4,357.50
		360.013.0000.000.4300.340.10603.32.000	Other Professional Services		$3,575.00
		360.013.0000.000.4300.340.10604.32.000	Other Professional Services		$3,025.00
		360.013.0000.000.4300.340.10605.32.000	Other Professional Services		$4,925.00
				Vendor Total:	$18,382.50
PELLETT CONSTRUCTION, LLC					
		360.013.0000.000.4700.450.10603.32.000	Construction Services		$56,522.53
		360.013.0000.000.4700.450.10605.32.000	Construction Services		$77,212.73
				Vendor Total:	$133,735.26
PROCARE THERAPY					
		280.639.0000.200.2160.340.10000.00.000	Other Professional Services		$98.00
				Vendor Total:	$98.00
ROCHESTER 100 INC.					
		100.126.0000.100.1000.610.10206.10.000	General Supplies		$2,607.00
		280.633.0000.000.2100.610.10206.27.000	General Supplies		$833.40
				Vendor Total:	$3,440.40
SIERRA FIRE PROTECTION					
		100.108.0000.000.2620.430.10000.00.000	Repairs and Maintenance Services		$8,270.78
				Vendor Total:	$8,270.78
SKY FIBER INTERNET					

Voucher Supplement Account Summary

Voucher Batch Number: 1051 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.107.0000.000.2580.535.10000.00.000	Data Communications, Internet, Video, T-lines, etc	$58,121.00
			Vendor Total:	$58,121.00
SOLIANT HEALTH, LLC				
		280.639.0000.200.2150.340.10000.00.000	Other Professional Services	$2,509.00
			Vendor Total:	$2,509.00
SUMMIT COMPANIES				
		100.108.0000.000.2620.430.10201.10.000	Repairs and Maintenance Services	$350.00
		100.108.0000.000.2620.430.10202.10.000	Repairs and Maintenance Services	$475.00
		100.108.0000.000.2620.430.10203.10.000	Repairs and Maintenance Services	$350.00
		100.108.0000.000.2620.430.10205.10.000	Repairs and Maintenance Services	$8,351.00
		100.108.0000.000.2620.430.10206.10.000	Repairs and Maintenance Services	$819.00
		100.108.0000.000.2620.430.10208.31.000	Repairs and Maintenance Services	$350.00
		100.108.0000.000.2620.430.10209.10.000	Repairs and Maintenance Services	$350.00
		100.108.0000.000.2620.430.10210.10.000	Repairs and Maintenance Services	$2,132.00
		100.108.0000.000.2620.430.10211.10.000	Repairs and Maintenance Services	$350.00
		100.108.0000.000.2620.430.10303.10.000	Repairs and Maintenance Services	$350.00
		100.108.0000.000.2620.430.10304.20.000	Repairs and Maintenance Services	$525.00
		100.108.0000.000.2620.430.10305.31.000	Repairs and Maintenance Services	$3,437.00
		100.108.0000.000.2620.430.10601.32.000	Repairs and Maintenance Services	$7,608.26
		100.108.0000.000.2620.430.10602.50.000	Repairs and Maintenance Services	$900.00

Voucher Supplement Account Summary

Voucher Batch Number: 1051 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.430.10603.32.000	Repairs and Maintenance Services		$575.00
		100.108.0000.000.2620.430.10604.32.000	Repairs and Maintenance Services		$8,492.75
		100.108.0000.000.2620.430.10605.32.000	Repairs and Maintenance Services		$3,715.92
		100.108.0000.000.2670.490.10304.20.000	Other Purchased Property Services		$864.00
				Vendor Total:	$39,994.93
TAHOE SUPPLY CO.	11238				
		100.121.0000.000.2620.610.10201.10.000	General Supplies		$680.00
		100.136.0000.000.2620.610.10208.31.000	General Supplies		$995.50
		100.164.0000.000.2620.610.10604.32.000	General Supplies		$2,826.40
				Vendor Total:	$4,501.90
TRILOGY EDUCATION CONSULTING					
		280.639.0000.200.2200.340.10000.00.000	Other Professional Services		$500.00
				Vendor Total:	$500.00
TYLER TECHNOLOGIES, INC.	103232				
		100.170.0000.000.2700.651.10000.00.000	Supplies - Technology - Software		$30,553.00
				Vendor Total:	$30,553.00
VARITRONICS, LLC					
		280.633.0000.100.1000.610.10605.27.000	General Supplies		$319.86
		280.633.0000.100.1000.650.10605.27.000	Supplies-Information Technology-related		$629.08
				Vendor Total:	$948.94
VEX ROBOTICS, INC					
		240.300.0000.395.1000.610.10603.32.000	General Supplies		$279.75

Voucher Supplement Account Summary

Voucher Batch Number: 1051 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		240.300.0000.395.1000.654.10603.32.000	Equipment		$1,436.94
				Vendor Total:	$1,716.69
WALKER LAKE DISPOSAL INC.	102157				
		100.101.0000.000.2610.421.10000.00.000	Garbage / Disposal		$572.00
		100.108.0000.000.2610.421.10000.00.000	Garbage / Disposal		$208.00
				Vendor Total:	$780.00
WESTERN NEVADA SUPPLY	22580				
		100.108.0000.000.2620.610.10000.00.000	General Supplies		$13.36
		100.108.0000.000.2620.610.10601.32.000	General Supplies		$206.68
		100.122.0000.000.2620.610.10202.10.000	General Supplies		$303.60
		100.133.0000.000.2620.610.10303.10.000	General Supplies		$700.96
		100.135.0000.000.2620.610.10305.31.000	General Supplies		$239.85
		100.161.0000.000.2620.610.10601.32.000	General Supplies		$1,340.60
				Vendor Total:	$2,805.05
WILD ROOTS OCCUPATIONAL THERAPY					
		250.101.0000.200.2160.340.10000.00.000	Other Professional Services		$10,655.50
				Vendor Total:	$10,655.50
				Grand Total:	$583,753.43

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1052 **Voucher Date:** 09/03/2026 Prepared By: _____

Printed: 09/29/2026 05:21:17 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $1,591,929.25 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$67,237.13
230	Adult Education	$31.97
240	State Grants	$3,091.50
280	Federal Funds	$100,813.31
310	Residential Construction Tax	$22,186.20
340	Governmental Services Tax (GST)	$13,243.00
360	Bond Issues	$1,385,326.14
		$1,591,929.25

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1052 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
ACKLEY CONSULTING, LLC					
		280.709.0000.000.2213.330.10000.27.00 **Check #: 6729**	Professional Employee Training & Development Serv		$12,792.52
				Vendor Total:	$12,792.52
ALL IN GRAPHIX					
		100.104.0000.304.1000.610.10000.00.00 **Check #: 6730**	General Supplies		$1,845.80
				Vendor Total:	$1,845.80
ALL OUT UPHOLSTERY					
		100.161.0000.194.1000.610.10601.32.00 **Check #: 6731**	General Supplies		$800.00
				Vendor Total:	$800.00
ANIXTER INC.					
		100.108.0000.000.2620.610.10000.00.00 **Check #: 6732**	General Supplies		$9,871.20
				Vendor Total:	$9,871.20
BELL PHOTOGRAPHERS					
		280.633.0000.000.3300.610.10304.27.00 **Check #: 6733**	General Supplies		$303.18
				Vendor Total:	$303.18
BLICK ART MATERIALS	5590				
		100.161.0000.196.1000.610.10601.32.00 **Check #: 6734**	General Supplies		$415.00
				Vendor Total:	$415.00
BOARD OF REGENTS NEVADA	2036				
		100.108.0000.000.2620.430.10602.50.00 **Check #: 6735**	Repairs and Maintenance Services		$1,320.00
				Vendor Total:	$1,320.00
BOYS & GIRLS CLUB OF TRUCKEE MEADOWS	102901				
		280.767.0000.000.2100.320.10000.26.00 **Check #: 6736**	Professional Educational Services		$37,192.35

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1052 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		280.767.0000.100.1000.610.10000.26.00 **Check #: 6736**	General Supplies		$11,707.82
				Vendor Total:	$48,900.17
CAREERSAFE					
		280.631.0000.300.2200.320.10000.00.00 **Check #: 6737**	Professional Educational Services		$3,045.00
				Vendor Total:	$3,045.00
CERRIS SYSTEMS RENO, INC					
		340.101.0000.000.4700.450.10601.32.00 **Check #: 6738**	Construction Services		$5,757.00
		340.101.0000.000.4700.450.10604.32.00 **Check #: 6738**	Construction Services		$7,486.00
				Vendor Total:	$13,243.00
CLARK COUNTY SCHOOL DIST.	3850				
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6739**	280.667.0000.000.2200.580.10000.00.000		$3,481.07
				Vendor Total:	$3,481.07
CLARKSON, SUSAN					
		280.639.0000.200.2140.340.10000.00.00 **Check #: 6740**	Other Professional Services		$1,950.00
				Vendor Total:	$1,950.00
CONCENTRA					
		100.170.0000.000.2710.340.10000.00.00 **Check #: 6741**	Other Professional Services		$214.00
				Vendor Total:	$214.00
CORE CONSTRUCTION	102843				
		360.013.0000.000.4600.450.10601.32.00 **Check #: 6742**	Construction Services		$1,040,031.24
				Vendor Total:	$1,040,031.24
CROZIER, MARY FRAN					
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6743**	280.667.0000.000.2200.580.10000.00.000		$112.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1052 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$112.00
DMV-ASD REVENUE OFFICE	14491				
		100.170.0000.000.2710.810.10000.00.00 **Check #: 6744**	Dues and Fees		$115.00
				Vendor Total:	$115.00
EVERYTHING2GO.COM, LLC					
		100.161.0000.000.2410.612.10601.32.00 **Check #: 6745**	Inventoried Supplies/Equipment <$5000		$3,576.00
				Vendor Total:	$3,576.00
EXPLOREK12, INC					
		100.123.0000.100.1000.653.10203.10.00 **Check #: 6746**	Web-based and similar programs		$300.00
				Vendor Total:	$300.00
GRAINGER	99826				
		100.108.0000.000.2620.610.10605.32.00 **Check #: 6747**	General Supplies		$597.45
				Vendor Total:	$597.45
HANS GAUL					
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6748**	280.667.0000.000.2200.580.10000.00.000		$194.00
				Vendor Total:	$194.00
HIGH DESERT RIG WELDING LLC					
		310.035.0000.000.4600.430.10604.32.00 **Check #: 6749**	Repairs and Maintenance Services		$22,186.20
				Vendor Total:	$22,186.20
HUDL					
		100.164.0000.920.1000.653.10604.32.00 **Check #: 6750**	Web-based and similar programs		$15,000.00
				Vendor Total:	$15,000.00
JENNIFER R. HIGHSMITH PH.D.					

Voucher Supplement Account Summary

Voucher Batch Number: 1052 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.639.0000.200.2140.340.10000.00.00 **Check #: 6751**	Other Professional Services	$3,000.00
			Vendor Total:	$3,000.00
JONES & BARTLETT LEARNING LLC				
		240.300.0000.330.1000.640.10601.32.00 **Check #: 6752**	Books and Periodicals	$3,091.50
			Vendor Total:	$3,091.50
JOSTENS_10600	10600			
		100.134.0000.100.1000.610.10304.20.00 **Check #: 6753**	General Supplies	$2,742.50
			Vendor Total:	$2,742.50
LENETTE REECE				
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6754**	280.667.0000.000.2200.580.10000.00.000	$112.00
				240
			Vendor Total:	$112.00
LYON COUNTY SCHOOL DIST._99346	99346			
		100.101.0000.000.2310.610.10000.00.00 **Check #: 6755**	General Supplies	$115.50
			Vendor Total:	$115.50
MARSHALL MEMO, LLC				
		280.709.0000.000.2200.653.10000.27.00 **Check #: 6756**	Web-based and similar programs	$1,750.00
			Vendor Total:	$1,750.00
MHS, INC	100972			
		280.639.0000.200.2140.610.10000.00.00 **Check #: 6757**	General Supplies	$150.00
			Vendor Total:	$150.00
MILES CONSTRUCTION				
		360.013.0000.000.4700.450.10604.32.00 **Check #: 6758**	Construction Services	$345,294.90
			Vendor Total:	$345,294.90

Voucher Supplement Account Summary

Voucher Batch Number: 1052 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
NYE COUNTY SCHOOL DISTRICT				
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6759**	280.667.0000.000.2200.580.10000.00.000	$1,493.96
			Vendor Total:	$1,493.96
OWENS, DEANNA				
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6760**	280.667.0000.000.2200.580.10000.00.000	$597.00
			Vendor Total:	$597.00
OWN YOUR OWN SOLUTION, LLC				
		280.667.0000.000.2200.340.10000.00.00 **Check #: 6761**	Other Professional Services	$300.00
			Vendor Total:	$300.00
PITNEY BOWES GLOBAL FINANCIAL	101970			
		100.163.0000.000.2410.531.10603.32.00 **Check #: 6762**	Postage	$285.27
		100.165.0000.000.2410.442.10605.32.00 **Check #: 6762**	Rental of Equipment and Vehicles	$324.30
			Vendor Total:	$609.57
PITNEY BOWES INC	98355			
		100.163.0000.000.2410.531.10603.32.00 **Check #: 6763**	Postage	$112.87
			Vendor Total:	$112.87
PIXEL PRESS TECHNOLOGY				
		100.128.0000.100.1000.653.10211.10.00 **Check #: 6764**	Web-based and similar programs	$720.00
			Vendor Total:	$720.00
PRIMO BRANDS	97540			
		230.231.0000.610.2200.610.10000.00.00 **Check #: 6765**	General Supplies	$31.97
			Vendor Total:	$31.97
PRO ED	100494			

Voucher Supplement Account Summary

Voucher Batch Number: 1052 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.639.0000.200.2140.610.10000.00.00 **Check #: 6766**	General Supplies	$1,544.40
			Vendor Total:	$1,544.40
PURCHASE POWER	16968			
		100.163.0000.000.2410.531.10603.32.00 **Check #: 6767**	Postage	$62.77
			Vendor Total:	$62.77
RACHEL STEWART	20166			
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6768**	280.667.0000.000.2200.580.10000.00.000	$112.00
			Vendor Total:	$112.00
RALEY'S				
		100.161.0000.000.2620.610.10601.32.00 **Check #: 6769**	General Supplies	$107.76
				242
			Vendor Total:	$107.76
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			
		100.108.0000.000.2620.610.10000.00.00 **Check #: 6770**	General Supplies	$1,166.12
		100.108.0000.000.2620.612.10303.10.00 **Check #: 6770**	Inventoried Supplies/Equipment <$5000	$1,726.76
		100.135.0000.000.2620.610.10305.31.00 **Check #: 6770**	General Supplies	$1,385.40
			Vendor Total:	$4,278.28
ROLANDO, ANITA				
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6771**	280.667.0000.000.2200.580.10000.00.000	$681.00
			Vendor Total:	$681.00
SCHOLASTIC CLASSROOM MAGAZINES	102740			
		100.127.0000.100.1000.640.10210.10.00 **Check #: 6772**	Books and Periodicals	$3,117.20
			Vendor Total:	$3,117.20
SCHOOL DATEBOOKS	103098			

Voucher Supplement Account Summary

Voucher Batch Number: 1052 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.134.0000.100.1000.610.10304.20.00 **Check #: 6773**	General Supplies		$179.71
				Vendor Total:	$179.71
SENOR WOOLY LLC					
		100.161.0000.100.1000.651.10601.32.00 **Check #: 6774**	Supplies - Technology - Software		$249.00
				Vendor Total:	$249.00
SHRED-IT USA					
		100.101.0000.000.2320.421.10000.00.00 **Check #: 6775**	Garbage / Disposal		$561.22
		100.127.0000.000.2410.421.10210.10.00 **Check #: 6775**	Garbage / Disposal		$98.49
		100.161.0000.000.2410.421.10601.32.00 **Check #: 6775**	Garbage / Disposal		$4.86
		100.165.0000.000.2410.421.10605.32.00 **Check #: 6775**	Garbage / Disposal		$33.48
				Vendor Total:	$698.05
SHRED-IT USA					
		100.125.0000.000.2410.421.10205.10.00 **Check #: 6776**	Garbage / Disposal		$207.88
				Vendor Total:	$207.88
SWIVL					
		280.633.0000.000.2100.610.10605.27.00 **Check #: 6777**	General Supplies		$188.10
		280.633.0000.000.2200.652.10605.27.00 **Check #: 6777**	Inventoried Supplies/Equipment - IT Related <$5000		$5,938.02
				Vendor Total:	$6,126.12
TONIA PETRIE					
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6778**	280.667.0000.000.2200.580.10000.00.000		$679.56
				Vendor Total:	$679.56
TROPHY PEAK FIRE PROTECTION, INC					

Voucher Supplement Account Summary

Voucher Batch Number: 1052 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.170.0000.000.2710.430.10000.00.00 **Check #: 6779**	Repairs and Maintenance Services		$9,892.80
				Vendor Total:	$9,892.80
VAN BEEK CONSULTING, LLC					
		280.709.0000.000.2213.330.10000.27.00 **Check #: 6780**	Professional Employee Training & Development Serv		$12,792.52
				Vendor Total:	$12,792.52
VESTIS					
		100.127.0000.000.2620.422.10210.10.00 **Check #: 6781**	Janitorial / Custodial Services		$98.09
				Vendor Total:	$98.09
WESTERN STATES FIRE PROTECTION					
		100.108.0000.000.2620.430.10209.10.00 **Check #: 6782**	Repairs and Maintenance Services		$532.80
		100.108.0000.000.2620.430.10601.32.00 **Check #: 6782**	Repairs and Maintenance Services		$1,612.00
		100.108.0000.000.2620.430.10602.50.00 **Check #: 6782**	Repairs and Maintenance Services		$188.00
		100.108.0000.000.2620.430.10603.32.00 **Check #: 6782**	Repairs and Maintenance Services		$1,592.00
		100.108.0000.000.2620.430.10604.32.00 **Check #: 6782**	Repairs and Maintenance Services		$5,220.00
				Vendor Total:	$9,144.80
WORKING, JACQUELYN BAMBA					
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6783**	280.667.0000.000.2200.580.10000.00.000		$696.81
				Vendor Total:	$696.81
XEROX CORPORATION					
		100.129.0000.000.2410.442.10209.10.00 **Check #: 6784**	Rental of Equipment and Vehicles		$54.62
		100.129.0000.100.1000.430.10209.10.00 **Check #: 6784**	Repairs and Maintenance Services		$379.04

Voucher Supplement Account Summary

Voucher Batch Number: 1052 **09/03/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.134.0000.000.2410.442.10304.20.00 **Check #: 6784**	Rental of Equipment and Vehicles	$171.38
		100.135.0000.000.2410.442.10305.31.00 **Check #: 6784**	Rental of Equipment and Vehicles	$93.60
		100.162.0000.000.2410.430.10602.50.00 **Check #: 6784**	Repairs and Maintenance Services	$12.26
		100.162.0000.000.2410.442.10602.50.00 **Check #: 6784**	Rental of Equipment and Vehicles	$135.00
			Vendor Total:	$845.90
			Grand Total:	$1,591,929.25

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1059 **Voucher Date:** 09/10/2026 Prepared By: _____

Printed: 09/29/2026 05:22:03 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $240,623.30 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$83,419.18
240	State Grants	$2,616.25
250	Special Education	$48,818.00
280	Federal Funds	$50,358.03
360	Bond Issues	$19,400.00
703	Workers Compensation	$36,011.84
		$240,623.30

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1059 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
AEC HOLDCO, LLC				
		360.013.0000.000.4300.340.10601.32.000	Other Professional Services	$19,400.00
			Vendor Total:	$19,400.00
AMAZON BUSINESS				
		100.101.0000.000.2510.610.10000.00.000	General Supplies	$587.68
		100.121.0000.000.2410.610.10201.10.000	General Supplies	$435.61
		100.121.0000.000.2410.650.10201.10.000	Supplies-Information Technology-related	$54.74
		100.121.0000.000.2620.610.10201.10.000	General Supplies	$2,235.98
		100.121.0000.100.1000.616.10201.10.000	Teacher Supplies	$152.67
		100.122.0000.000.2130.610.10202.10.000	General Supplies	$179.98
		100.122.0000.000.2220.640.10202.10.000	Books and Periodicals	$38.49
		100.122.0000.000.2410.610.10202.10.000	General Supplies	$92.87
		100.122.0000.100.1000.610.10202.10.000	General Supplies	$459.67
		100.122.0000.100.1000.616.10202.10.000	Teacher Supplies	$903.15
		100.123.0000.000.2120.610.10203.10.000	General Supplies	$31.98
		100.123.0000.000.2130.610.10203.10.000	General Supplies	$18.78
		100.123.0000.000.2220.610.10203.10.000	General Supplies	$284.66
		100.123.0000.000.2620.610.10203.10.000	General Supplies	$42.38
		100.123.0000.100.1000.610.10203.10.000	General Supplies	$9.98
		100.123.0000.100.1000.616.10203.10.000	Teacher Supplies	$262.52

Voucher Supplement Account Summary

Voucher Batch Number: 1059 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.123.0000.130.1000.610.10203.10.000	General Supplies	$191.69
		100.125.0000.000.2410.610.10205.10.000	General Supplies	$530.91
		100.125.0000.000.2620.610.10205.10.000	General Supplies	$68.58
		100.125.0000.100.1000.610.10205.10.000	General Supplies	$499.98
		100.126.0000.100.1000.610.10206.10.000	General Supplies	$513.77
		100.127.0000.000.2410.610.10210.10.000	General Supplies	$74.74
		100.127.0000.100.1000.610.10210.10.000	General Supplies	$81.08
		100.127.0000.100.1000.616.10210.10.000	Teacher Supplies	$723.53
		100.128.0000.000.2620.610.10211.10.000	General Supplies	$709.75
		100.128.0000.100.1000.610.10211.10.000	General Supplies	$59.00
		100.128.0000.100.1000.616.10211.10.000	Teacher Supplies	$439.60
		100.128.0000.100.1000.640.10211.10.000	Books and Periodicals	$346.75
		100.129.0000.000.2620.610.10209.10.000	General Supplies	$17.97
		100.129.0000.100.1000.610.10209.10.000	General Supplies	$44.94
		100.129.0000.100.1000.616.10209.10.000	Teacher Supplies	$90.36
		100.132.0000.100.1000.616.10302.20.000	Teacher Supplies	$743.35
		100.133.0000.100.1000.610.10303.10.000	General Supplies	$1,027.10
		100.133.0000.100.1000.616.10303.10.000	Teacher Supplies	$20.81
		100.134.0000.100.1000.616.10304.20.000	Teacher Supplies	$457.87

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1059 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$773.40
		100.135.0000.100.1000.650.10305.31.000	Supplies-Information Technology-related	$94.99
		100.136.0000.000.2410.610.10208.31.000	General Supplies	$2,330.78
		100.136.0000.100.1000.610.10208.31.000	General Supplies	$1,385.22
		100.161.0000.000.2410.610.10601.32.000	General Supplies	$65.39
		100.161.0000.100.1000.610.10601.32.000	General Supplies	$10.99
		100.161.0000.191.1000.610.10601.32.000	General Supplies	$29.98
		100.161.0000.192.1000.610.10601.32.000	General Supplies	$274.90
		100.161.0000.193.1000.610.10601.32.000	General Supplies	$101.76 249
		100.161.0000.196.1000.610.10601.32.000	General Supplies	$36.15
		100.162.0000.100.1000.616.10602.50.000	Teacher Supplies	$788.26
		100.163.0000.100.1000.610.10603.32.000	General Supplies	$45.99
		100.163.0000.100.1000.616.10603.32.000	Teacher Supplies	$332.47
		100.164.0000.000.2620.610.10604.32.000	General Supplies	$209.95
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$222.02
		100.164.0000.100.1000.616.10604.32.000	Teacher Supplies	$724.51
		100.165.0000.100.1000.610.10605.32.000	General Supplies	$698.22
		100.170.0000.000.2710.610.10000.00.000	General Supplies	$18.02
		240.300.0000.330.1000.610.10603.32.000	General Supplies	$914.13

Voucher Supplement Account Summary

Voucher Batch Number: 1059 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		240.300.0000.370.1000.610.10601.32.000	General Supplies		$188.75
		240.300.0000.370.1000.650.10601.32.000	Supplies-Information Technology-related		$573.62
		240.308.0000.330.1000.610.10605.32.000	General Supplies		$939.75
		280.633.0000.100.1000.610.10202.27.000	General Supplies		$667.10
		280.633.0000.100.1000.610.10205.27.000	General Supplies		$5,745.64
				Vendor Total:	$29,604.89
AUTO & TRUCK ELECTRIC,INC	1382				
		100.170.0000.000.2730.617.10000.00.000	Batt & Antifreeze		$425.00
				Vendor Total:	$425.00
BOYS & GIRLS CLUB OF MASON VALLEY	97650				250
		280.767.0000.000.2100.320.10000.26.000	Professional Educational Services		$35,335.03
		280.767.0000.100.1000.610.10000.26.000	General Supplies		$319.17
				Vendor Total:	$35,654.20
BRYSON SALES & SERVICE	2380				
		100.170.0000.000.2710.614.10000.00.000	Parts		$1,850.85
				Vendor Total:	$1,850.85
BUS PARTS WAREHOUSE	2534				
		100.170.0000.000.2710.614.10000.00.000	Parts		$504.08
				Vendor Total:	$504.08
CCMSI					
		703.102.0000.000.2570.270.10000.00.000	Workers" Compensation		$36,011.84
				Vendor Total:	$36,011.84
CMC TIRE					

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1059 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.611.10000.00.00 0	Tires/Flooring	$1,308.48
			Vendor Total:	$1,308.48
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC				
		250.101.0000.200.2150.340.10000.00.00 0	Other Professional Services	$48,733.00
			Vendor Total:	$48,733.00
FLYERS ENERGY, LLC	102216			
		100.170.0000.000.2730.626.10000.00.00 0	Gasoline	$1,130.33
			Vendor Total:	$1,130.33
FRONTIER				
		100.122.0000.000.2410.533.10202.10.00 0	Telephone - Land Line phone services	$202.16
			Vendor Total:	$202.16
HOUGHTON MIFFLIN HARCOURT PUBLISHING CO				
		100.109.0000.100.1000.641.10000.00.00 0	Textbooks	$3,536.39
			Vendor Total:	$3,536.39
INLAND SUPPLY CO., INC.	10000			
		100.123.0000.000.2620.610.10203.10.00 0	General Supplies	$59.27
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies	$431.59
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	$46.60
		100.132.0000.000.2620.610.10302.20.00 0	General Supplies	$489.51
			Vendor Total:	$1,026.97
M & R SINNING, LLC				
		280.639.0000.200.2200.340.10000.00.00 0	Other Professional Services	$5,000.00
			Vendor Total:	$5,000.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1059 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
NAVIGATE 360, LLC					
		100.109.0000.000.2220.651.10000.00.00 0	Supplies - Technology - Software		$11,125.77
				Vendor Total:	$11,125.77
OFFICE DEPOT	15366				
		100.123.0000.000.2410.531.10203.10.00 0	Postage		$164.00
		100.123.0000.100.1000.616.10203.10.00 0	Teacher Supplies		$74.76
				Vendor Total:	$238.76
PAPE MACHINERY INC					
		100.170.0000.000.2710.614.10000.00.00 0	Parts		$1,882.83
				Vendor Total:	$1,882.83
PEARSON ASSESSMENT					252
		280.639.0000.200.2140.610.10000.00.00 0	General Supplies		$395.12
				Vendor Total:	$395.12
SILVA, SCEIRINI & ASSOCIATES, LLC					
		100.101.0000.000.2510.340.10000.00.00 0	Other Professional Services		$10,000.00
				Vendor Total:	$10,000.00
SOLIANT HEALTH, LLC					
		280.639.0000.200.2150.340.10000.00.00 0	Other Professional Services		$2,895.97
				Vendor Total:	$2,895.97
STAPLES ADVANTAGE	99736				
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies		$486.16
		100.135.0000.100.1000.610.10305.31.00 0	General Supplies		$151.39
		100.135.0000.100.1000.650.10305.31.00 0	Supplies-Information Technology-related		$189.05
				Vendor Total:	$826.60

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1059 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
STATE OF NEVADA_98141	98141				
		100.102.0000.000.2329.210.10000.00.000	Group Insurance		$22,857.43
				Vendor Total:	$22,857.43
TAHOE SUPPLY CO.	11238				
		100.136.0000.000.2620.610.10208.31.000	General Supplies		$703.00
		100.161.0000.000.2620.610.10601.32.000	General Supplies		$3,665.19
				Vendor Total:	$4,368.19
TRILOGY EDUCATION CONSULTING					
		250.105.0000.200.2200.340.10000.00.000	Other Professional Services		$85.00
				Vendor Total:	$85.00
ULINE	102057				
		100.170.0000.000.2710.610.10000.00.000	General Supplies		$365.74
				Vendor Total:	$365.74
WALKER LAKE DISPOSAL INC.	102157				
		100.101.0000.000.2610.421.10000.00.000	Garbage / Disposal		$572.00
				Vendor Total:	$572.00
WILD WEST MOTORS, INC	8442				
		100.170.0000.000.2710.614.10000.00.000	Parts		$30.70
				Vendor Total:	$30.70
ZEPTIVE, INC.					
		100.136.0000.000.2410.610.10208.31.000	General Supplies		$354.00
		100.161.0000.000.2410.651.10601.32.000	Supplies - Technology - Software		$237.00
				Vendor Total:	$591.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1059 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
			Grand Total:	$240,623.30

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1060 **Voucher Date:** 09/10/2026 Prepared By: _____

Printed: 09/29/2026 05:22:46 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $912,994.17 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$467,893.58
240	State Grants	$4,516.75
250	Special Education	$3,485.04
280	Federal Funds	$138,048.58
290	Food Service Funds	$77.62
360	Bond Issues	$298,972.60
		$912,994.17

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1060 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
AED SUPERSTORE	101189			
		100.162.0000.000.2620.610.10602.50.00 Check #: 6785	General Supplies	$249.00
			Vendor Total:	$249.00
BATTERIES PLUS	98052			
		100.165.0000.000.2620.610.10605.32.00 Check #: 6786	General Supplies	$448.20
			Vendor Total:	$448.20
COONS CONSTRUCTION LLC				
		100.000.0000.000.0000.000.10000.00.42 Check #: 6787	Accounts Payable.	$1,642.00
		100.108.0000.000.2620.430.10604.32.00 Check #: 6787	Repairs and Maintenance Services	$3,540.00
			Vendor Total:	$5,182.00
CRAMER, MEGUMI				
		280.667.0000.000.2200.580.10000.00.00 Check #: 6788	280.667.0000.000.2200.580.10000.00.000	$785.76
			Vendor Total:	$785.76
CTR ROOFING LTD				
		360.012.0000.000.4700.450.10201.10.00 Check #: 6789	Construction Services	$126,109.65
		360.012.0000.000.4700.450.10206.10.00 Check #: 6789	Construction Services	$85,286.25
		360.012.0000.000.4700.450.10303.10.00 Check #: 6789	Construction Services	$87,576.70
			Vendor Total:	$298,972.60
D & S WASTE REMOVAL, INC	4960			
		100.170.0000.000.2710.421.10000.00.00 Check #: 6790	Garbage / Disposal	$210.00
			Vendor Total:	$210.00
EDUCATION DEVELOPMENT CENTER INC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1060 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		280.709.0000.000.2213.330.10000.27.00 **Check #: 6791**	Professional Employee Training & Development Serv		$29,500.00
				Vendor Total:	$29,500.00
ELECTRONIX EXPRESS					
		240.300.0000.381.1000.610.10605.32.00 **Check #: 6792**	General Supplies		$1,351.05
				Vendor Total:	$1,351.05
FLINN SCIENTIFIC	7765				
		240.308.0000.330.1000.610.10605.32.00 **Check #: 6793**	General Supplies		$3,165.70
				Vendor Total:	$3,165.70
GOPHER SPORT	8661				
		100.136.0000.920.1000.610.10208.31.00 **Check #: 6794**	General Supplies		$2,348.33
					257
				Vendor Total:	$2,348.33
IMAGINE LEARNING, LLC					
		100.000.0000.000.0000.000.10000.00.42 **Check #: 6795**	Accounts Payable.		$291,774.60
				Vendor Total:	$291,774.60
KIMBALL MIDWEST	96824				
		100.170.0000.000.2710.610.10000.00.00 **Check #: 6796**	General Supplies		$168.40
				Vendor Total:	$168.40
MAUPIN, COX, & LEGOY	22060				
		100.101.0000.000.2320.340.10000.00.00 **Check #: 6797**	Other Professional Services		$7,655.38
				Vendor Total:	$7,655.38
MIDWEST BUS PARTS					
		100.170.0000.000.2710.614.10000.00.00 **Check #: 6798**	Parts		$1,120.74
				Vendor Total:	$1,120.74

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1060 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
MOTION PICTURE LICENSING CORPORATION					
		100.164.0000.000.2410.610.10604.32.00 **Check #: 6799**	General Supplies		$446.71
				Vendor Total:	$446.71
MYSTERY SCIENCE INC.					
		280.633.0000.000.2200.653.10203.27.00 **Check #: 6800**	Web-based and similar programs		$1,799.00
		280.633.0000.000.2200.653.10210.27.00 **Check #: 6800**	Web-based and similar programs		$2,199.00
				Vendor Total:	$3,998.00
NEVADA DRUG & ALCOHOL TESTING INC	101753				
		100.170.0000.000.2710.340.10000.00.00 **Check #: 6801**	Other Professional Services		$117.00
				Vendor Total:	$117.00
O'REILLY AUTO PARTS	102278				
		100.170.0000.000.2710.614.10000.00.00 **Check #: 6802**	Parts		$236.96
				Vendor Total:	$236.96
OSKAR SEPTIC SERVICES, LLC					
		100.121.0000.000.2620.430.10201.10.00 **Check #: 6803**	Repairs and Maintenance Services		$1,120.00
				Vendor Total:	$1,120.00
PACIFIC SHREDDING/PACIFIC STORAGE CO.					
		100.164.0000.000.2410.421.10604.32.00 **Check #: 6804**	Garbage / Disposal		$67.41
				Vendor Total:	$67.41
PITNEY BOWES GLOBAL FINANCIAL	101970				
		100.121.0000.000.2410.442.10201.10.00 **Check #: 6805**	Rental of Equipment and Vehicles		$65.97
		100.164.0000.000.2410.442.10604.32.00 **Check #: 6805**	Rental of Equipment and Vehicles		$446.40

Voucher Supplement Account Summary

Voucher Batch Number: 1060 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$512.37
PITNEY BOWES INC	98355				
		100.121.0000.000.2410.531.10201.10.00 Check #: 6806	Postage		$513.48
				Vendor Total:	$513.48
PRECISION WEST TELECOMMUNICATIONS, INC					
		100.107.0000.000.2580.734.10000.00.00 Check #: 6807	Technology-Related Hardware		$104,125.00
				Vendor Total:	$104,125.00
RACK COACH					
		100.161.0000.194.1000.651.10601.32.00 Check #: 6808	Supplies - Technology - Software		$1,250.00
				Vendor Total:	$1,250.00
RALLY ATHLETIC BAGS					
		100.161.0000.920.1000.610.10000.00.00 Check #: 6809	General Supplies		$2,400.00
				Vendor Total:	$2,400.00
RED ROCK SPRING WATER					
		100.129.0000.100.1000.610.10209.10.00 Check #: 6810	General Supplies		$230.50
				Vendor Total:	$230.50
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.108.0000.000.2620.610.10000.00.00 Check #: 6811	General Supplies		$700.93
		100.108.0000.000.2620.610.10202.10.00 Check #: 6811	General Supplies		$424.58
		100.108.0000.000.2620.610.10605.32.00 Check #: 6811	General Supplies		$323.75
		100.108.0000.000.2620.612.10202.10.00 Check #: 6811	Inventoried Supplies/Equipment	<$5000	$6,411.90
				Vendor Total:	$7,861.16

Voucher Supplement Account Summary

Voucher Batch Number: 1060 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
RENN, MESKEREM				
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6812**	280.667.0000.000.2200.580.10000.00.000	$139.02
			Vendor Total:	$139.02
SCHOOLINKS				
		100.104.0000.100.1000.653.10000.00.00 **Check #: 6813**	Web-based and similar programs	$1,100.00
			Vendor Total:	$1,100.00
SHRED-IT USA				
		100.121.0000.000.2410.421.10201.10.00 **Check #: 6814**	Garbage / Disposal	$90.47
		100.123.0000.000.2410.421.10203.10.00 **Check #: 6814**	Garbage / Disposal	$425.89
		100.133.0000.000.2410.421.10303.10.00 **Check #: 6814**	Garbage / Disposal	$21.66
			Vendor Total:	$538.02
SILVER SPRINGS G.I.D				
		100.101.0000.000.2610.411.10000.00.00 **Check #: 6815**	Water / Sewer	$2,160.00
			Vendor Total:	$2,160.00
SILVER SPRINGS MUTUAL WATER CO	19183			
		100.101.0000.000.2610.411.10000.00.00 **Check #: 6816**	Water / Sewer	$28,994.37
		100.170.0000.000.2730.411.10000.00.00 **Check #: 6816**	Water / Sewer	$105.21
			Vendor Total:	$29,099.58
SWIVL				
		280.633.0000.000.2200.652.10206.27.00 **Check #: 6817**	Inventoried Supplies/Equipment - IT Related <$5000	$3,098.00
		280.709.0000.000.2213.651.10000.27.00 **Check #: 6817**	Supplies - Technology - Software	$100,000.00
			Vendor Total:	$103,098.00

Voucher Supplement Account Summary

Voucher Batch Number: 1060 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
TITAN MANUFACTURING & DISTRIBUTING INC				
		100.161.0000.100.1000.610.10601.32.00 **Check #: 6818**	General Supplies	$639.76
			Vendor Total:	$639.76
TURNING TECHNOLOGIES	102632			
		100.161.0000.192.1000.610.10601.32.00 **Check #: 6819**	General Supplies	$276.00
			Vendor Total:	$276.00
VANESSA BARTON				
		250.101.0000.200.2160.340.10000.00.00 **Check #: 6820**	Other Professional Services	$3,325.00
			Vendor Total:	$3,325.00
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00 **Check #: 6821**	Data Communications, Internet, Video, T-lines, etc	$165.04
		100.101.0000.000.2510.533.10000.00.00 **Check #: 6821**	Telephone - Land Line phone services	$150.21
		100.101.0000.000.2520.534.10000.00.00 **Check #: 6821**	Telephone - Cell phone services	$477.72
		100.104.0000.000.2210.535.10000.00.00 **Check #: 6821**	Data Communications, Internet, Video, T-lines, etc	$440.21
		100.107.0000.000.2580.534.10000.00.00 **Check #: 6821**	Telephone - Cell phone services	$486.94
		100.108.0000.000.2620.534.10000.00.00 **Check #: 6821**	Telephone - Cell phone services	$1,130.48
		100.125.0000.000.2410.533.10205.10.00 **Check #: 6821**	Telephone - Land Line phone services	$38.81
		100.170.0000.000.2710.534.10000.00.00 **Check #: 6821**	Telephone - Cell phone services	$660.97
		250.105.0000.200.2319.535.10000.00.00 **Check #: 6821**	Data Communications, Internet, Video, T-lines, etc	$160.04

Voucher Supplement Account Summary

Voucher Batch Number: 1060 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		290.180.0000.000.3100.534.10000.00.00 **Check #: 6821**	Telephone - Cell phone services		$77.62
				Vendor Total:	$3,788.04
VESTIS					
		100.121.0000.000.2620.422.10201.10.00 **Check #: 6822**	Janitorial / Custodial Services		$219.90
		100.132.0000.000.2620.422.10302.20.00 **Check #: 6822**	Janitorial / Custodial Services		$137.35
				Vendor Total:	$357.25
WESTERN PSYCHOLOGICAL SERVCIE	22589				
		280.639.0000.200.2140.610.10000.00.00 **Check #: 6823**	General Supplies		$415.80
				Vendor Total:	$415.80
WHITE WATER SOLUTIONS					
		100.170.0000.000.2710.430.10000.00.00 **Check #: 6824**	Repairs and Maintenance Services		$620.19
				Vendor Total:	$620.19
XEROX CORPORATION					
		100.121.0000.000.2410.430.10201.10.00 **Check #: 6825**	Repairs and Maintenance Services		$3.09
		100.121.0000.000.2410.442.10201.10.00 **Check #: 6825**	Rental of Equipment and Vehicles		$110.53
		100.123.0000.000.2410.442.10203.10.00 **Check #: 6825**	Rental of Equipment and Vehicles		$274.17
		100.123.0000.100.1000.430.10203.10.00 **Check #: 6825**	Repairs and Maintenance Services		$109.59
		100.128.0000.000.2410.430.10211.10.00 **Check #: 6825**	Repairs and Maintenance Services		$862.45
				Vendor Total:	$1,359.83
XEROX FINANCIAL SERVICES					
		100.101.0000.000.2510.443.10000.00.00 **Check #: 6826**	Rentals of Computers and Related Equipment		$22.19

Voucher Supplement Account Summary

Voucher Batch Number: 1060 **09/10/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.550.10000.00.00 **Check #: 6826**	Printing and Binding	$133.14
			Vendor Total:	$155.33
ZANTO, BRETT				
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6827**	280.667.0000.000.2200.580.10000.00.000	$112.00
			Vendor Total:	$112.00
			Grand Total:	$912,994.17

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1062 **Voucher Date:** 09/17/2026 Prepared By: _____

Printed: 09/29/2026 05:23:40 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $207,206.31 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$94,684.03
230	Adult Education	$700.00
240	State Grants	$185.76
250	Special Education	$34,950.66
260	Gifts and Donations	$861.48
280	Federal Funds	$29,232.83
340	Governmental Services Tax (GST)	$42,728.00
703	Workers Compensation	$3,863.55
		$207,206.31

Created By: 266308.sdavidson **Posted By:** 266308.sdavidson **Date:** 09/17/2026 16:25:29 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1062 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC	102918				
		280.639.0000.200.2240.340.10000.00.00 0	Other Professional Services		$10,340.00
				Vendor Total:	$10,340.00
AIR FILTER SALES AND SERVICE	98789				
		100.121.0000.000.2620.610.10201.10.00 0	General Supplies		$1,055.88
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies		$1,207.56
				Vendor Total:	$2,263.44
AMAZON BUSINESS					
		100.102.0000.000.2570.610.10000.00.00 0	General Supplies		$402.91
		100.122.0000.000.2130.610.10202.10.00 0	General Supplies		$199.99
		100.122.0000.100.1000.610.10202.10.00 0	General Supplies		$742.91
		100.123.0000.000.2130.610.10203.10.00 0	General Supplies		$9.99
		100.123.0000.000.2220.610.10203.10.00 0	General Supplies		$266.82
		100.123.0000.000.2620.610.10203.10.00 0	General Supplies		$127.39
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies		$54.75
		100.123.0000.100.1000.616.10203.10.00 0	Teacher Supplies		$268.78
		100.123.0000.130.1000.610.10203.10.00 0	General Supplies		$245.18
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies		$609.92
		100.127.0000.000.2120.610.10210.10.00 0	General Supplies		$31.99
		100.127.0000.000.2410.610.10210.10.00 0	General Supplies		$9.99

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1062 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.127.0000.100.1000.610.10210.10.000	General Supplies	$23.38
		100.127.0000.100.1000.616.10210.10.000	Teacher Supplies	$203.03
		100.128.0000.100.1000.616.10211.10.000	Teacher Supplies	$68.53
		100.129.0000.000.2130.610.10209.10.000	General Supplies	$112.24
		100.129.0000.000.2230.652.10209.10.000	Inventoried Supplies/Equipment - IT Related <$5000	$12.89
		100.129.0000.100.1000.610.10209.10.000	General Supplies	$109.14
		100.132.0000.000.2130.610.10302.20.000	General Supplies	$254.82
		100.132.0000.100.1000.616.10302.20.000	Teacher Supplies	$163.63
		100.134.0000.100.1000.616.10304.20.000	Teacher Supplies	$480.69
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$258.42
		100.135.0000.100.1000.616.10305.31.000	Teacher Supplies	$203.87
		100.136.0000.000.2410.610.10208.31.000	General Supplies	$26.59
		100.136.0000.100.1000.610.10208.31.000	General Supplies	$268.44
		100.161.0000.000.2410.610.10601.32.000	General Supplies	$377.39
		100.161.0000.000.2620.610.10601.32.000	General Supplies	$602.52
		100.161.0000.100.1000.610.10601.32.000	General Supplies	$1,442.12
		100.161.0000.192.1000.610.10601.32.000	General Supplies	$461.33
		100.161.0000.193.1000.610.10601.32.000	General Supplies	$395.34

Voucher Supplement Account Summary

Voucher Batch Number: 1062 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.100.1000.651.10603.32.000	Supplies - Technology - Software	$104.05
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$76.85
		100.164.0000.100.1000.616.10604.32.000	Teacher Supplies	$196.56
		240.207.0000.000.2200.610.10000.00.000	General Supplies	$185.76
		260.073.0000.000.2219.610.10000.00.000	General Supplies	$861.48
		280.629.0000.000.2100.610.10000.27.000	General Supplies	$724.64
		280.633.0000.100.1000.610.10205.27.000	General Supplies	$1,771.69
		280.700.0000.000.2100.640.10000.00.000	Books and Periodicals	$525.62
			Vendor Total:	$12,881.64
APEX CYBER SYSTEMS				
		100.101.0000.000.2660.654.10601.32.000	Supplies - IT Related <$999 > 1 year useful life	$3,024.00
			Vendor Total:	$3,024.00
BUS PARTS WAREHOUSE	2534			
		100.170.0000.000.2710.614.10000.00.000	Parts	$684.18
			Vendor Total:	$684.18
CAPITAL CITY AUTO PARTS	102852			
		100.170.0000.000.2710.614.10000.00.000	Parts	$136.33
			Vendor Total:	$136.33
CCMSI				
		703.102.0000.000.2570.340.10000.00.000	Other Professional Services	$3,863.55
			Vendor Total:	$3,863.55
FRONTIER				

Voucher Supplement Account Summary

Voucher Batch Number: 1062 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.132.0000.000.2410.533.10302.20.000	Telephone - Land Line phone services	$340.52
			Vendor Total:	$340.52
HOUGHTON MIFFLIN HARCOURT PUBLISHING CO				
		100.109.0000.100.1000.641.10000.00.000	Textbooks	$1,124.39
			Vendor Total:	$1,124.39
INLAND SUPPLY CO., INC.	10000			
		100.108.0000.000.2620.610.10000.00.000	General Supplies	$372.65
		100.126.0000.000.2620.610.10206.10.000	General Supplies	$1,628.45
		100.161.0000.000.2620.610.10601.32.000	General Supplies	$4,574.05
			Vendor Total:	$6,575.15
JIM MENESINI PETROLEUM				
		100.170.0000.000.2730.626.10000.00.000	Gasoline	$29,482.53
			Vendor Total:	$29,482.53
MACLEOD WATTS, INC.				
		100.101.0000.000.2510.340.10000.00.000	Other Professional Services	$4,050.00
			Vendor Total:	$4,050.00
MDVIP				
		100.102.0000.000.2570.340.10000.00.000	Other Professional Services	$2,500.00
			Vendor Total:	$2,500.00
NAPA AUTO & TRUCK PARTS_99614	99614			
		100.170.0000.000.2710.614.10000.00.000	Parts	$1,497.43
			Vendor Total:	$1,497.43
NAVIGATE 360, LLC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1062 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		280.633.0000.000.2100.653.10304.27.000	Web-based and similar programs		$2,576.38
				Vendor Total:	$2,576.38
OASIS ONLINE					
		100.107.0000.000.2580.352.10000.00.00	Other Technical Services		$18,684.15
				Vendor Total:	$18,684.15
OFFICE DEPOT	15366				
		100.127.0000.100.1000.610.10210.10.00	General Supplies		$1,773.51
		100.164.0000.100.1000.610.10604.32.00	General Supplies		$282.94
				Vendor Total:	$2,056.45
PELLETT CONSTRUCTION, LLC					
		100.108.0000.000.2620.340.10305.31.00	Other Professional Services		$4,025.00
				Vendor Total:	$4,025.00
PETERBILT TRUCK PARTS & EQUIPMENT LLC	21060				
		100.170.0000.000.2710.430.10000.00.00	Repairs and Maintenance Services		$993.46
		100.170.0000.000.2710.614.10000.00.00	Parts		$2,051.87
				Vendor Total:	$3,045.33
PRESENCE LEARNING, INC					
		250.101.0000.200.2150.340.10000.00.00	Other Professional Services		$34,950.66
				Vendor Total:	$34,950.66
PROCARE THERAPY					
		280.639.0000.200.2160.340.10000.00.00	Other Professional Services		$514.50
				Vendor Total:	$514.50
ROYAL CARPET ONE FLOOR & HOME					

Voucher Supplement Account Summary

Voucher Batch Number: 1062 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		340.101.0000.000.2620.430.10206.10.000	Repairs and Maintenance Services		$13,272.50
		340.101.0000.000.2620.430.10209.10.000	Repairs and Maintenance Services		$7,478.00
		340.101.0000.000.2620.430.10303.10.000	Repairs and Maintenance Services		$21,137.50
		340.101.0000.000.2620.430.10305.31.000	Repairs and Maintenance Services		$840.00
				Vendor Total:	$42,728.00
SOLIANT HEALTH, LLC					
		280.639.0000.200.2150.340.10000.00.000	Other Professional Services		$3,281.00
				Vendor Total:	$3,281.00
TAHOE SUPPLY CO.	11238				
		100.121.0000.000.2620.610.10201.10.000	General Supplies		$117.68
		100.136.0000.000.2620.610.10208.31.000	General Supplies		$101.03
				Vendor Total:	$218.71
TRANE U.S. INC					
		100.108.0000.000.2620.610.10302.20.000	General Supplies		$619.59
		100.108.0000.000.2620.612.10302.20.000	Inventoried Supplies/Equipment <$5000		$4,392.37
				Vendor Total:	$5,011.96
VARITRONICS, LLC					
		280.633.0000.000.2100.730.10201.26.000	Equipment Above $5,000 per Unit Cost		$9,499.00
				Vendor Total:	$9,499.00
WALKER LAKE DISPOSAL INC.	102157				
		100.101.0000.000.2610.421.10000.00.000	Garbage / Disposal		$572.00
				Vendor Total:	$572.00
WESTERN NEVADA SUPPLY	22580				

Voucher Supplement Account Summary

Voucher Batch Number: 1062 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.610.10000.00.000	General Supplies		$133.56
		100.108.0000.000.2620.610.10303.10.000	General Supplies		$446.45
				Vendor Total:	$580.01
YERINGTON THEATRE FOR THE ARTS	100157				
		230.231.0000.610.2600.441.10000.00.000	Renting Land and Buildings		$700.00
				Vendor Total:	$700.00
				Grand Total:	$207,206.31

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1063 **Voucher Date:** 09/17/2026 Prepared By: _____

Printed: 09/29/2026 05:24:22 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $143,822.92 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$116,231.08
230	Adult Education	$1,353.37
240	State Grants	$10,654.95
250	Special Education	$4,050.00
280	Federal Funds	$9,815.98
290	Food Service Funds	$1,717.54
		$143,822.92

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1063 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
A BEEP, LLC				
		100.170.0000.000.2710.530.10000.00.00 **Check #: 6828**	Communications	$31,416.00
			Vendor Total:	$31,416.00
A T & T LONG DISTANCE	18214			
		100.101.0000.000.2510.533.10000.00.00 **Check #: 6829**	Telephone - Land Line phone services	$47.72
			Vendor Total:	$47.72
ANIXTER INC.				
		100.108.0000.000.2620.610.10000.00.00 **Check #: 6830**	General Supplies	$653.20
			Vendor Total:	$653.20
BEAR COMMUNICATIONS INC				
		100.107.0000.000.2580.610.10000.00.00 **Check #: 6831**	General Supplies	$1,128.61
			Vendor Total:	$1,128.61
BLICK ART MATERIALS	5590			
		100.161.0000.196.1000.610.10601.32.00 **Check #: 6832**	General Supplies	$581.37
			Vendor Total:	$581.37
BUSWEST				
		100.170.0000.000.2710.614.10000.00.00 **Check #: 6833**	Parts	$712.15
			Vendor Total:	$712.15
BYRNE, VERA M				
		280.631.0000.300.2213.580.10000.26.00 **Check #: 6834**	Travel	$306.46
			Vendor Total:	$306.46
CAROLINA BIOLOGICAL SUPPLY	3000			
		240.308.0000.330.1000.610.10605.32.00 **Check #: 6835**	General Supplies	$10,579.95

Voucher Supplement Account Summary

Voucher Batch Number: 1063 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$10,579.95
CARSON CITY SCHOOL DIST.	3120				
		280.633.0000.100.1000.971.10000.27.00 Check #: 6836	Pass-through Dollars to Other School Districts		$6,538.32
				Vendor Total:	$6,538.32
CASTANEDA, PRISCILLA N					
		280.631.0000.300.2213.580.10000.26.00 Check #: 6837	Travel		$130.64
				Vendor Total:	$130.64
CERRIS SYSTEMS RENO, INC					
		100.108.0000.000.2620.430.10604.32.00 Check #: 6838	Repairs and Maintenance Services		$2,797.50
				Vendor Total:	$2,797.50
CINTAS CORP					274
		100.135.0000.000.2620.610.10305.31.00 Check #: 6839	General Supplies		$330.42
				Vendor Total:	$330.42
D & S WASTE REMOVAL, INC	4960				
		100.101.0000.000.2610.421.10000.00.00 Check #: 6840	Garbage / Disposal		$4,496.63
		100.107.0000.000.2580.421.10000.00.00 Check #: 6840	Garbage / Disposal		$272.87
		100.170.0000.000.2730.421.10000.00.00 Check #: 6840	Garbage / Disposal		$482.87
		290.182.0000.000.3100.421.10000.00.00 Check #: 6840	Garbage / Disposal		$1,388.04
				Vendor Total:	$6,640.41
DAVIS, MARIA C.					
		280.639.0000.200.2190.340.10000.00.00 Check #: 6841	Other Professional Services		$712.50
				Vendor Total:	$712.50
ELKO COUNTY SCHOOL DISTRICT					

Voucher Supplement Account Summary

Voucher Batch Number: 1063 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.667.0000.000.2200.580.10000.00.00 **Check #: 6842**	280.667.0000.000.2200.580.10000.00.000	$490.83
			Vendor Total:	$490.83
FOURTEEN IP, INC				
		100.107.0000.000.2580.533.10000.00.00 **Check #: 6843**	Telephone - Land Line phone services	$30.89
		100.121.0000.000.2410.533.10201.10.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.122.0000.000.2410.533.10202.10.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.123.0000.000.2410.533.10203.10.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.125.0000.000.2410.533.10205.10.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.126.0000.000.2410.533.10206.10.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.127.0000.000.2410.533.10210.10.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.128.0000.000.2410.533.10211.10.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.129.0000.000.2410.533.10209.10.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.132.0000.000.2410.533.10302.20.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.133.0000.000.2410.533.10303.10.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.134.0000.000.2410.533.10304.20.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.135.0000.000.2410.533.10305.31.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.136.0000.000.2410.533.10208.31.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.161.0000.000.2410.533.10601.32.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79

Voucher Supplement Account Summary

Voucher Batch Number: 1063 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.162.0000.000.2410.533.10602.50.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.163.0000.000.2410.533.10603.32.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.164.0000.000.2410.533.10604.32.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.165.0000.000.2410.533.10605.32.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		100.170.0000.000.2710.533.10000.00.00 **Check #: 6843**	Telephone - Land Line phone services	$30.79
		230.231.0000.610.2500.533.10000.00.00 **Check #: 6843**	Telephone - Land Line phone services	$92.37
			Vendor Total:	$708.27
GOODHEART-WILCOX	8600			
		100.104.0000.100.1000.641.10000.00.00 **Check #: 6844**	Textbooks	$6,032.90
			Vendor Total:	$6,032.90
GOPHER SPORT	8661			
		100.135.0000.100.1000.610.10305.31.00 **Check #: 6845**	General Supplies	$1,173.38
			Vendor Total:	$1,173.38
GRAINGER	99826			
		100.108.0000.000.2620.610.10000.00.00 **Check #: 6846**	General Supplies	$364.08
		100.108.0000.000.2620.610.10205.10.00 **Check #: 6846**	General Supplies	$391.15
			Vendor Total:	$755.23
HIDALGO, NICOLE				
		280.631.0000.300.2213.580.10000.26.00 **Check #: 6847**	Travel	$150.16
			Vendor Total:	$150.16
HILLMER, JOHNATHAN				

Voucher Supplement Account Summary

Voucher Batch Number: 1063 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		290.180.1611.000.0000.000.10000.00.00 **Check #: 6848**	Daily Sales-School Lunch Program		$240.00
				Vendor Total:	$240.00
JOSTENS_10600	10600				
		100.161.0000.100.1000.610.10601.32.00 **Check #: 6849**	General Supplies		$36.00
				Vendor Total:	$36.00
MAKE MUSIC INC	99282				
		100.109.0000.000.2220.650.10000.00.00 **Check #: 6850**	Supplies-Information Technology-related		$9,643.95
				Vendor Total:	$9,643.95
MAPLEWOODSHOP, LLC					
		280.631.0000.300.2213.330.10000.26.00 **Check #: 6851**	Professional Employee Training & Development Serv		$1,327.00 277
				Vendor Total:	$1,327.00
PITNEY BOWES GLOBAL FINANCIAL	101970				
		100.135.0000.000.2410.531.10305.31.00 **Check #: 6852**	Postage		$189.60
				Vendor Total:	$189.60
PURCHASE POWER	16968				
		100.121.0000.000.2410.531.10201.10.00 **Check #: 6853**	Postage		$491.57
		100.136.0000.000.2410.531.10208.31.00 **Check #: 6853**	Postage		$79.68
		100.161.0000.000.2410.442.10601.32.00 **Check #: 6853**	Rental of Equipment and Vehicles		$51.34
				Vendor Total:	$622.59
QUADIENT POSTAGE FUNDING					
		100.101.0000.000.2510.531.10000.00.00 **Check #: 6854**	Postage		$175.75
				Vendor Total:	$175.75
REESE, SHAUNA					

Voucher Supplement Account Summary

Voucher Batch Number: 1063 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		290.180.1611.000.0000.000.10000.00.00 **Check #: 6855**	Daily Sales-School Lunch Program		$66.30
				Vendor Total:	$66.30
REFRIGERATION SUPPLIES DISTRIBUTOR	96586				
		100.122.0000.000.2620.610.10202.10.00 **Check #: 6856**	General Supplies		$230.03
				Vendor Total:	$230.03
ROE, AUBURN N					
		100.000.0000.000.0000.000.10000.00.46 **Check #: 6857**	Voluntary Supplemental Insurance		$155.01
				Vendor Total:	$155.01
SHRED-IT USA					
		100.134.0000.000.2410.442.10304.20.00 **Check #: 6858**	Rental of Equipment and Vehicles		$113.65
				Vendor Total:	$113.65
SOLIDPROFESSOR					
		100.104.0000.304.1000.651.10000.00.00 **Check #: 6859**	Supplies - Technology - Software		$3,000.00
				Vendor Total:	$3,000.00
SPEAKING WITH SMILES, LLC					
		250.101.0000.200.2150.340.10000.00.00 **Check #: 6860**	Other Professional Services		$4,050.00
				Vendor Total:	$4,050.00
TAPIA, NATALIE					
		290.180.1611.000.0000.000.10000.00.00 **Check #: 6861**	Daily Sales-School Lunch Program		$23.20
				Vendor Total:	$23.20
THE LIBRARY STORE, INC	11585				
		100.161.0000.000.2220.610.10601.32.00 **Check #: 6862**	General Supplies		$362.57
				Vendor Total:	$362.57

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Voucher Supplement Account Summary

Voucher Batch Number: 1063 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
THE PARTS HOUSE	23100				
		100.170.0000.000.2710.614.10000.00.00 **Check #: 6863**	Parts		$498.08
				Vendor Total:	$498.08
TITAN MANUFACTURING & DISTRIBUTING INC					
		100.161.0000.100.1000.610.10601.32.00 **Check #: 6864**	General Supplies		$9,323.06
				Vendor Total:	$9,323.06
VESTIS					
		100.121.0000.000.2620.422.10201.10.00 **Check #: 6865**	Janitorial / Custodial Services		$109.95
		100.132.0000.000.2620.422.10302.20.00 **Check #: 6865**	Janitorial / Custodial Services		$137.35
		100.170.0000.000.2730.619.10000.00.00 **Check #: 6865**	Uniforms		$2,028.01
				Vendor Total:	$2,275.31
VICK, SHELLY					
		100.000.0000.000.0000.000.10000.00.46 **Check #: 6866**	Voluntary Retirement Contributions		$200.00
				Vendor Total:	$200.00
VITAL RECORDS CONTROL					
		100.135.0000.000.2410.421.10305.31.00 **Check #: 6867**	Garbage / Disposal		$149.70
				Vendor Total:	$149.70
WESTERN GOVERNORS UNIVERSITY					
		100.101.0000.000.2213.560.10000.00.00 **Check #: 6868**	Tuition		$4,025.00
				Vendor Total:	$4,025.00
WESTERN STATES FIRE PROTECTION					
		100.108.0000.000.2620.430.10000.00.00 **Check #: 6869**	Repairs and Maintenance Services		$14,610.00

Voucher Supplement Account Summary

Voucher Batch Number: 1063 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.108.0000.000.2620.430.10208.31.00 **Check #: 6869**	Repairs and Maintenance Services		$3,533.00
				Vendor Total:	$18,143.00
WOODBURN PRESS					
		280.633.0000.000.3300.610.10203.27.00 **Check #: 6870**	General Supplies		$160.07
				Vendor Total:	$160.07
XEROX BUSINESS SOLUTIONS					
		240.300.0000.360.1000.650.10601.32.00 **Check #: 6871**	Supplies-Information Technology-related		$75.00
				Vendor Total:	$75.00
XEROX CORPORATION					
		100.101.0000.000.2320.430.10000.00.00 **Check #: 6872**	Repairs and Maintenance Services		$110.07
		100.101.0000.000.2320.443.10000.00.00 **Check #: 6872**	Rentals of Computers and Related Equipment		$128.02
		100.101.0000.000.2510.430.10000.00.00 **Check #: 6872**	Repairs and Maintenance Services		$1,580.67
		100.101.0000.000.2510.443.10000.00.00 **Check #: 6872**	Rentals of Computers and Related Equipment		$537.91
		100.121.0000.000.2410.430.10201.10.00 **Check #: 6872**	Repairs and Maintenance Services		$392.82
		100.121.0000.000.2410.442.10201.10.00 **Check #: 6872**	Rental of Equipment and Vehicles		$110.53
		100.121.0000.000.2410.443.10201.10.00 **Check #: 6872**	Rentals of Computers and Related Equipment		$313.71
		100.122.0000.000.2410.430.10202.10.00 **Check #: 6872**	Repairs and Maintenance Services		$532.73
		100.122.0000.000.2410.443.10202.10.00 **Check #: 6872**	Rentals of Computers and Related Equipment		$309.24
		100.123.0000.000.2410.430.10203.10.00 **Check #: 6872**	Repairs and Maintenance Services		$30.24

Voucher Supplement Account Summary

Voucher Batch Number: 1063 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.123.0000.000.2410.443.10203.10.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$120.54
		100.125.0000.000.2410.430.10205.10.00 **Check #: 6872**	Repairs and Maintenance Services	$279.39
		100.125.0000.000.2410.443.10205.10.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$201.14
		100.126.0000.000.2410.430.10206.10.00 **Check #: 6872**	Repairs and Maintenance Services	$669.47
		100.126.0000.000.2410.442.10206.10.00 **Check #: 6872**	Rental of Equipment and Vehicles	$194.31
		100.126.0000.000.2410.443.10206.10.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$158.84
		100.127.0000.000.2410.430.10210.10.00 **Check #: 6872**	Repairs and Maintenance Services	$374.19
		100.127.0000.000.2410.442.10210.10.00 **Check #: 6872**	Rental of Equipment and Vehicles	$21.24
		100.127.0000.000.2410.443.10210.10.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$280.36
		100.127.0000.100.1000.430.10210.10.00 **Check #: 6872**	Repairs and Maintenance Services	$39.34
		100.128.0000.000.2410.430.10211.10.00 **Check #: 6872**	Repairs and Maintenance Services	$840.03
		100.128.0000.000.2410.443.10211.10.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$229.96
		100.129.0000.000.2410.430.10209.10.00 **Check #: 6872**	Repairs and Maintenance Services	$115.85
		100.129.0000.000.2410.442.10209.10.00 **Check #: 6872**	Rental of Equipment and Vehicles	$33.33
		100.129.0000.000.2410.443.10209.10.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$239.52
		100.129.0000.100.1000.430.10209.10.00 **Check #: 6872**	Repairs and Maintenance Services	($21.63)

Voucher Supplement Account Summary

Voucher Batch Number: 1063 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.132.0000.000.2410.430.10302.20.00 **Check #: 6872**	Repairs and Maintenance Services	$186.01
		100.132.0000.000.2410.443.10302.20.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$307.96
		100.133.0000.000.2410.430.10303.10.00 **Check #: 6872**	Repairs and Maintenance Services	$510.12
		100.133.0000.000.2410.443.10303.10.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$293.93
		100.134.0000.000.2410.430.10304.20.00 **Check #: 6872**	Repairs and Maintenance Services	$9.19
		100.134.0000.000.2410.442.10304.20.00 **Check #: 6872**	Rental of Equipment and Vehicles	$73.67
		100.134.0000.000.2410.443.10304.20.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$30.86
		100.135.0000.000.2410.430.10305.31.00 **Check #: 6872**	Repairs and Maintenance Services	$51.84
		100.135.0000.000.2410.442.10305.31.00 **Check #: 6872**	Rental of Equipment and Vehicles	$314.42
		100.135.0000.000.2410.443.10305.31.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$725.29
		100.135.0000.100.1000.430.10305.31.00 **Check #: 6872**	Repairs and Maintenance Services	$438.77
		100.136.0000.000.2410.430.10208.31.00 **Check #: 6872**	Repairs and Maintenance Services	$471.42
		100.136.0000.000.2410.443.10208.31.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$181.51
		100.161.0000.000.2410.430.10601.32.00 **Check #: 6872**	Repairs and Maintenance Services	$259.97
		100.161.0000.000.2410.443.10601.32.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$345.62
		100.162.0000.000.2410.430.10602.50.00 **Check #: 6872**	Repairs and Maintenance Services	$65.45

Voucher Supplement Account Summary

Voucher Batch Number: 1063 **09/17/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.162.0000.000.2410.443.10602.50.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$162.11
		100.163.0000.000.2410.430.10603.32.00 **Check #: 6872**	Repairs and Maintenance Services	$141.75
		100.163.0000.000.2410.443.10603.32.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$302.52
		100.164.0000.000.2410.430.10604.32.00 **Check #: 6872**	Repairs and Maintenance Services	$166.52
		100.164.0000.000.2410.443.10604.32.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$1,991.41
		100.165.0000.000.2410.430.10605.32.00 **Check #: 6872**	Repairs and Maintenance Services	$254.61
		100.165.0000.000.2410.443.10605.32.00 **Check #: 6872**	Rentals of Computers and Related Equipment	$319.23
		230.231.0000.610.2500.443.10000.00.00 **Check #: 6872**	Rentals of Computers and Related Equipment	283 $1,261.00
			Vendor Total:	$16,687.00
XEROX FINANCIAL SERVICES				
		100.101.0000.000.2510.443.10000.00.00 **Check #: 6873**	Rentals of Computers and Related Equipment	$165.03
			Vendor Total:	$165.03
			Grand Total:	$143,822.92

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1076 **Voucher Date:** 09/24/2026 Prepared By: _____

Printed: 09/29/2026 05:25:09 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $166,602.14 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$85,152.55
230	Adult Education	$152.48
240	State Grants	$314.36
280	Federal Funds	$67,019.82
290	Food Service Funds	$11,562.93
340	Governmental Services Tax (GST)	$2,400.00
		$166,602.14

Created By: 266308.sdavidson **Posted By:** 266308.tracey.higl **Date:** 09/24/2026 17:29:44 Page: 1

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1076 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.101.0000.000.2320.610.10000.00.000	General Supplies	$170.28
		100.102.0000.000.2570.610.10000.00.000	General Supplies	$15.29
		100.109.0000.000.2213.610.10000.00.000	General Supplies	$187.83
		100.121.0000.000.2410.610.10201.10.000	General Supplies	$520.67
		100.121.0000.000.2410.650.10201.10.000	Supplies-Information Technology-related	$273.99
		100.121.0000.100.1000.616.10201.10.000	Teacher Supplies	$5,112.78
		100.122.0000.000.2130.610.10202.10.000	General Supplies	$255.64
		100.122.0000.000.2620.610.10202.10.000	General Supplies	$156.89
		100.122.0000.100.1000.610.10202.10.000	General Supplies	$468.41
		100.122.0000.100.1000.616.10202.10.000	Teacher Supplies	$970.90
		100.123.0000.000.2130.610.10203.10.000	General Supplies	$643.54
		100.123.0000.000.2220.610.10203.10.000	General Supplies	$170.34
		100.123.0000.100.1000.610.10203.10.000	General Supplies	$242.20
		100.123.0000.100.1000.616.10203.10.000	Teacher Supplies	$206.97
		100.123.0000.103.1000.610.10203.10.000	General Supplies	$75.98
		100.125.0000.000.2410.610.10205.10.000	General Supplies	$220.45
		100.125.0000.100.1000.610.10205.10.000	General Supplies	$6.84
		100.126.0000.000.2120.610.10206.10.000	General Supplies	$465.74

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1076 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.126.0000.000.2620.610.10206.10.000	General Supplies	$73.97
		100.126.0000.100.1000.610.10206.10.000	General Supplies	$440.97
		100.126.0000.100.1000.616.10206.10.000	Teacher Supplies	$457.24
		100.127.0000.000.2130.610.10210.10.000	General Supplies	$412.59
		100.127.0000.100.1000.610.10210.10.000	General Supplies	$87.77
		100.127.0000.100.1000.616.10210.10.000	Teacher Supplies	$1,545.98
		100.128.0000.000.2620.610.10211.10.000	General Supplies	$53.18
		100.128.0000.100.1000.610.10211.10.000	General Supplies	$752.14
		100.128.0000.100.1000.616.10211.10.000	Teacher Supplies	$1,075.78
		100.129.0000.000.2130.610.10209.10.000	General Supplies	$405.98
		100.129.0000.000.2620.610.10209.10.000	General Supplies	$212.03
		100.129.0000.100.1000.610.10209.10.000	General Supplies	$869.21
		100.129.0000.100.1000.616.10209.10.000	Teacher Supplies	$1,596.84
		100.132.0000.000.2130.610.10302.20.000	General Supplies	$19.00
		100.132.0000.000.2620.610.10302.20.000	General Supplies	$45.60
		100.132.0000.100.1000.616.10302.20.000	Teacher Supplies	$44.99
		100.133.0000.000.2410.610.10303.10.000	General Supplies	$18.97
		100.133.0000.000.2620.610.10303.10.000	General Supplies	$73.18
			Vendor Total:	$18,350.17

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1076 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.133.0000.100.1000.610.10303.10.000	General Supplies	$3,341.94
			Vendor Total:	$3,341.94
AMAZON BUSINESS				
		100.133.0000.100.1000.616.10303.10.000	Teacher Supplies	$315.21
		100.135.0000.000.2410.610.10305.31.000	General Supplies	$43.99
		100.135.0000.100.1000.610.10305.31.000	General Supplies	$473.95
		100.135.0000.100.1000.616.10305.31.000	Teacher Supplies	$108.16
		100.135.0000.100.1000.650.10305.31.000	Supplies-Information Technology-related	$120.54
		100.136.0000.000.2130.610.10208.31.000	General Supplies	$77.82
		100.136.0000.000.2410.610.10208.31.000	General Supplies	$69.68
		100.136.0000.000.2410.652.10208.31.000	Inventoried Supplies/Equipment - IT Related <$5000	$279.90
		100.136.0000.000.2620.610.10208.31.000	General Supplies	$24.99
		100.136.0000.100.1000.610.10208.31.000	General Supplies	$1,261.01
		100.136.0000.100.1000.616.10208.31.000	Teacher Supplies	$436.29
		100.161.0000.000.2410.610.10601.32.000	General Supplies	$21.84
		100.161.0000.100.1000.610.10601.32.000	General Supplies	$1,807.47
		100.161.0000.196.1000.610.10601.32.000	General Supplies	$37.62
		100.161.0000.383.1000.610.10601.32.000	General Supplies	$49.96
		100.161.0000.384.1000.610.10601.32.000	General Supplies	$799.68

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1076 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.920.1000.610.10601.32.000	General Supplies	$213.66
		100.162.0000.000.2130.610.10602.50.000	General Supplies	$133.95
		100.162.0000.000.2410.610.10602.50.000	General Supplies	$368.96
		100.162.0000.100.1000.610.10602.50.000	General Supplies	$2,337.59
		100.162.0000.100.1000.616.10602.50.000	Teacher Supplies	$94.99
		100.163.0000.000.2410.610.10603.32.000	General Supplies	$52.07
		100.163.0000.000.2410.651.10603.32.000	Supplies - Technology - Software	$249.15
		100.163.0000.100.1000.610.10603.32.000	General Supplies	$3.89
		100.163.0000.100.1000.616.10603.32.000	Teacher Supplies	$608.72
		100.163.0000.920.1000.610.10603.32.000	General Supplies	$47.96
		100.164.0000.000.2410.610.10604.32.000	General Supplies	$392.53
		100.164.0000.000.2410.650.10604.32.000	Supplies-Information Technology-related	$161.96
		100.164.0000.100.1000.610.10604.32.000	General Supplies	$516.73
		100.164.0000.100.1000.616.10604.32.000	Teacher Supplies	$310.17
		100.164.0000.188.1000.610.10604.32.000	General Supplies	$157.01
		100.164.0000.192.1000.610.10604.32.000	General Supplies	$75.03
		100.164.0000.194.1000.610.10604.32.000	General Supplies	$723.36
		100.165.0000.100.1000.610.10605.32.000	General Supplies	$2,283.10
		100.170.0000.000.2710.610.10000.00.000	General Supplies	$666.58

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1076 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		240.300.0000.330.1000.610.10000.00.000	General Supplies	$101.82
		240.300.0000.330.1000.610.10604.32.000	General Supplies	$199.25
		240.308.0000.330.1000.610.10605.32.000	General Supplies	$13.29
		280.629.0000.000.2100.610.10000.27.000	General Supplies	$115.01
		280.633.0000.000.2100.610.10000.25.000	General Supplies	$2,402.97
		280.633.0000.000.2100.610.10209.27.000	General Supplies	$63.05
		280.633.0000.000.2100.610.10305.27.000	General Supplies	$166.40
		280.633.0000.100.1000.610.10205.27.000	General Supplies	($63.32)
		280.634.0000.300.1000.610.10305.20.000	General Supplies	$128.38
		280.634.0000.300.1000.650.10305.20.000	Supplies-Information Technology-related	$568.38
		280.634.0000.300.1000.652.10305.20.000	Inventoried Supplies/Equipment - IT Related <$5000	$1,930.06
		280.634.0000.300.1000.654.10305.20.000	Supplies - IT Related <$999 > 1 year useful life	$49.99
		280.658.0000.000.2100.610.10000.25.000	General Supplies	$198.00
		280.700.0000.000.2100.640.10000.00.000	Books and Periodicals	$31.99
		280.709.0000.000.2213.610.10000.27.000	General Supplies	$69.51
		280.709.0000.000.2213.640.10000.27.000	Books and Periodicals	$34.09
		280.767.0000.000.2500.610.10000.00.000	General Supplies	$800.99
		290.180.0000.000.3100.610.10000.00.000	General Supplies	$614.43

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1076 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$22,749.51
APPLE COMPUTER_1112	1112				
		100.109.0000.000.2213.650.10000.00.000	Supplies-Information Technology-related		$3,190.00
				Vendor Total:	$3,190.00
AVANTIS EDUCATION INC					
		280.633.0000.000.2200.653.10203.26.000	Web-based and similar programs		$1,299.00
		280.633.0000.100.1000.654.10203.26.000	Supplies - IT Related of Lower Value		$15,469.00
				Vendor Total:	$16,768.00
BSN SPORTS					
		100.164.0000.920.1000.610.10604.32.000	General Supplies		$1,878.92
				Vendor Total:	$1,878.92
BURNEY'S COMMERICAL SERV.	2495				
		290.180.0000.000.3100.430.10000.00.000	Repairs and Maintenance Services		$10,891.00
				Vendor Total:	$10,891.00
CINDERLITE TRUCKING CORP	3830				
		100.108.0000.000.2620.610.10604.32.000	General Supplies		$617.20
				Vendor Total:	$617.20
CURRICULUM ASSOC INC	4800				
		100.109.0000.000.2213.610.10000.00.000	General Supplies		$446.88
				Vendor Total:	$446.88
DECKER, INC.	5403				
		100.135.0000.000.2620.610.10305.31.000	General Supplies		$259.89
				Vendor Total:	$259.89
ETS DIGITAL - PSI AR					

Voucher Supplement Account Summary

Voucher Batch Number: 1076 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		230.231.0000.610.2200.320.10000.00.00 0	Professional Educational Services		$54.00
				Vendor Total:	$54.00
HEALTHY COMMUNITIES COALITION					
		280.700.0000.000.2100.340.10000.00.00 0	Other Professional Services		$3,588.17
		280.719.0000.000.2100.300.10000.00.00 0	Purchased Professional and Technical Services		$25,617.26
				Vendor Total:	$29,205.43
HOUGHTON MIFFLIN HARCOURT PUBLISHING CO					
		100.109.0000.100.1000.640.10000.00.00 0	Books and Periodicals		$1,377.88
		100.109.0000.100.1000.641.10000.00.00 0	Textbooks		$954.69
				Vendor Total:	$2,332.57
INLAND SUPPLY CO., INC.	10000				
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies		$178.45
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies		$1,009.66
		100.133.0000.000.2620.610.10303.10.00 0	General Supplies		$5,174.20
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies		$2,170.22
		100.161.0000.000.2620.612.10601.32.00 0	Inventoried Supplies/Equipment	<$5000	$6,445.00
		100.163.0000.000.2620.610.10603.32.00 0	General Supplies		$16,173.85
				Vendor Total:	$31,151.38
MATTA, SAGE					
		280.639.0000.200.2160.340.10000.00.00 0	Other Professional Services		$5,247.00
				Vendor Total:	$5,247.00
NATIONAL SCHOOL FORMS					

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1076 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.136.0000.100.1000.610.10208.31.000	General Supplies		$68.99
				Vendor Total:	$68.99
NAVIGATE 360, LLC					
		280.633.0000.000.2100.653.10201.27.000	Web-based and similar programs		$2,361.94
		280.633.0000.000.2100.653.10211.27.000	Web-based and similar programs		$2,278.99
				Vendor Total:	$4,640.93
NEVADA DEPARTMENT OF AGRICULTURE	14535				
		290.180.0000.000.3100.630.10000.00.000	Food		$57.50
				Vendor Total:	$57.50
OFFICE DEPOT	15366				
		100.128.0000.100.1000.610.10211.10.000	General Supplies		$54.66
		280.633.0000.100.1000.610.10206.27.000	General Supplies		$1,270.61
				Vendor Total:	$1,325.27
ORKIN PEST CONTROL					
		230.231.0000.610.2600.400.10000.00.000	Purchased Property Services		$98.48
				Vendor Total:	$98.48
PROCARE THERAPY					
		280.639.0000.200.2160.340.10000.00.000	Other Professional Services		$465.50
				Vendor Total:	$465.50
ROYAL CARPET ONE FLOOR & HOME					
		340.101.0000.000.2620.430.10000.10.000	Repairs and Maintenance Services		$2,400.00
				Vendor Total:	$2,400.00
SOLIANT HEALTH, LLC					
		280.639.0000.200.2150.340.10000.00.000	Other Professional Services		$2,926.85

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1076 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$2,926.85
STAPLES ADVANTAGE	99736				
		100.123.0000.100.1000.610.10203.10.000	General Supplies		$118.17
				Vendor Total:	$118.17
SUMMIT COMPANIES					
		100.108.0000.000.2620.430.10305.31.000	Repairs and Maintenance Services		$1,299.00
		100.108.0000.000.2620.430.10604.32.000	Repairs and Maintenance Services		$1,404.00
				Vendor Total:	$2,703.00
TAHOE SUPPLY CO.	11238				
		100.127.0000.000.2620.610.10210.10.000	General Supplies		$311.10
		100.164.0000.000.2620.610.10604.32.000	General Supplies		$330.60
				Vendor Total:	$641.70
TYLER TECHNOLOGIES, INC.	103232				
		100.170.0000.000.2700.651.10000.00.000	Supplies - Technology - Software		$3,058.00
				Vendor Total:	$3,058.00
VARITRONICS, LLC					
		100.136.0000.100.1000.610.10208.31.000	General Supplies		$369.96
				Vendor Total:	$369.96
WALKER LAKE DISPOSAL INC.	102157				
		100.101.0000.000.2610.421.10000.00.000	Garbage / Disposal		$572.00
		100.123.0000.000.2620.430.10203.10.000	Repairs and Maintenance Services		$404.00
				Vendor Total:	$976.00
WEDCO INC.	22320				
		100.163.0000.000.2620.610.10603.32.000	General Supplies		$53.50

Voucher Supplement Account Summary

Voucher Batch Number: 1076 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$53.50
WESTERN NEVADA SUPPLY	22580				
		100.108.0000.000.2620.610.10209.10.000	General Supplies		$214.40
				Vendor Total:	$214.40
				Grand Total:	$166,602.14

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1077 **Voucher Date:** 09/24/2026 Prepared By: _____

Printed: 09/29/2026 05:25:51 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of $55,759.49 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2026 to June 30, 2027 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

_____

Tom Hendrix	President
Dawn Carson	Clerk
Elmer Bull	Member
Kallie Day	Member
Darin Farr	Member
Sherry Parsons	Member
James Whisler	Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	$37,154.47
207	PCFP GATE	$750.00
230	Adult Education	$38.59
250	Special Education	$1,000.00
280	Federal Funds	$9,780.43
340	Governmental Services Tax (GST)	$2,470.00
703	Workers Compensation	$4,566.00
		$55,759.49

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1077 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
ALLIED SANITATION & SEPTICE SERVICES					
		100.101.0000.920.1000.610.10603.32.00 **Check #: 6874**	General Supplies		$2,380.00
				Vendor Total:	$2,380.00
BEAR COMMUNICATIONS INC					
		100.107.0000.000.2580.651.10000.00.00 **Check #: 6875**	Supplies - Technology - Software		$180.00
				Vendor Total:	$180.00
BERRINGTON, REBECCA					
		250.105.0000.200.2318.820.10000.00.00 **Check #: 6876**	Judgments Against the School District		$1,000.00
				Vendor Total:	$1,000.00
BLICK ART MATERIALS	5590				
		100.161.0000.196.1000.610.10601.32.00 **Check #: 6877**	General Supplies		$109.50
				Vendor Total:	$109.50
CAREERSAFE					
		280.631.0000.300.2200.320.10000.00.00 **Check #: 6878**	Professional Educational Services		$3,360.00
				Vendor Total:	$3,360.00
DMV-ASD REVENUE OFFICE	14491				
		100.170.0000.000.2710.810.10000.00.00 **Check #: 6879**	Dues and Fees		$57.50
				Vendor Total:	$57.50
EVERYTHING2GO.COM, LLC					
		100.161.0000.000.2410.610.10601.32.00 **Check #: 6880**	General Supplies		$990.00
		100.161.0000.000.2410.612.10601.32.00 **Check #: 6880**	Inventoried Supplies/Equipment	<$5000	$1,057.00
				Vendor Total:	$2,047.00
FERNLEY HIGH SCHOOL					

Voucher Supplement Account Summary

Voucher Batch Number: 1077 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.688.0000.000.2100.610.10000.27.00 **Check #: 6881**	General Supplies	$80.00
			Vendor Total:	$80.00
FOUR CORNER SOLUTIONS, INC				
		100.164.0000.360.1000.650.10604.32.00 **Check #: 6882**	Supplies-Information Technology-related	$1,469.65
			Vendor Total:	$1,469.65
GARY ROMERO, INC.	102603			
		340.101.0000.000.2620.430.10603.32.00 **Check #: 6883**	Repairs and Maintenance Services	$2,470.00
			Vendor Total:	$2,470.00
GRAINGER	99826			
		100.108.0000.000.2620.610.10601.32.00 **Check #: 6884**	General Supplies	$258.22
			Vendor Total:	$258.22
HARRIS WELDING SUPPLY				
		100.104.0000.300.1000.612.10601.32.00 **Check #: 6885**	Inventoried Supplies/Equipment <$5000	$2,204.79
			Vendor Total:	$2,204.79
HIGH SIERRA ELEVATOR INSPECTIONS				
		100.108.0000.000.2620.430.10604.32.00 **Check #: 6886**	Repairs and Maintenance Services	$495.00
			Vendor Total:	$495.00
JOSTENS_10600	10600			
		100.164.0000.100.1000.610.10604.32.00 **Check #: 6887**	General Supplies	$37.45
			Vendor Total:	$37.45
L/P INSURANCE SERVICES, LLC				
		100.102.0000.000.2570.340.10000.00.00 **Check #: 6888**	Other Professional Services	$6,500.00
			Vendor Total:	$6,500.00

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Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1077 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
MARENEM INC.					
		100.129.0000.100.1000.616.10209.10.00 **Check #: 6889**	Teacher Supplies		$166.49
				Vendor Total:	$166.49
MHS, INC	100972				
		280.639.0000.200.2140.610.10000.00.00 **Check #: 6890**	General Supplies		$150.00
				Vendor Total:	$150.00
NASSP/NHS	101272				
		100.135.0000.000.2410.810.10305.31.00 **Check #: 6891**	Dues and Fees		$270.00
				Vendor Total:	$270.00
NATIONAL FFA ORGANIZATION	13836				
		280.631.0000.310.2100.610.10000.27.00 **Check #: 6892**	General Supplies		$2,427.00
				Vendor Total:	$2,427.00
NEVADA DRUG & ALCOHOL TESTING INC	101753				
		100.170.0000.000.2710.340.10000.00.00 **Check #: 6893**	Other Professional Services		$484.00
				Vendor Total:	$484.00
PACIFIC SHREDDING/PACIFIC STORAGE CO.					
		100.164.0000.000.2410.421.10604.32.00 **Check #: 6894**	Garbage / Disposal		$67.41
				Vendor Total:	$67.41
PARTS TOWN LLC					
		100.108.0000.000.2620.610.10304.20.00 **Check #: 6895**	General Supplies		$334.73
				Vendor Total:	$334.73
PRIMO BRANDS	97540				
		230.231.0000.610.2200.610.10000.00.00 **Check #: 6896**	General Supplies		$5.00

Voucher Supplement Account Summary

Voucher Batch Number: 1077 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
				Vendor Total:	$5.00
PROGRESS PUBLICATIONS INC	16785				
		100.121.0000.100.1000.616.10201.10.00 **Check #: 6897**	Teacher Supplies		$1,500.00
				Vendor Total:	$1,500.00
PURCHASE POWER	16968				
		100.136.0000.000.2410.442.10208.31.00 **Check #: 6898**	Rental of Equipment and Vehicles		$163.20
				Vendor Total:	$163.20
RIVERSIDE ASSESSMENTS LLC					
		207.213.0000.450.1000.330.10000.00.00 **Check #: 6899**	Professional Employee Training & Development Serv		$750.00
				Vendor Total:	$750.00
SCHOLASTIC CLASSROOM MAGAZINES	102740				
		280.633.0000.100.1000.640.10202.27.00 **Check #: 6900**	Books and Periodicals		$3,263.43
				Vendor Total:	$3,263.43
SCHOOL DATEBOOKS	103098				
		100.133.0000.100.1000.640.10303.10.00 **Check #: 6901**	Books and Periodicals		$1,900.08
				Vendor Total:	$1,900.08
SMARTPASS INC					
		100.164.0000.000.2410.651.10604.32.00 **Check #: 6902**	Supplies - Technology - Software		$2,417.55
				Vendor Total:	$2,417.55
SMITHS CUSTOMER CHARGES	19520				
		100.164.0000.320.1000.610.10604.32.00 **Check #: 6903**	General Supplies		$120.90
				Vendor Total:	$120.90
SPORT SAFE TESTING SERVICE, INC.					

Voucher Supplement Account Summary

Voucher Batch Number: 1077 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description		Amount
		100.163.0000.920.1000.610.10603.32.00 **Check #: 6904**	General Supplies		$4,512.00
				Vendor Total:	$4,512.00
SUPER DUPER PUBLICATIONS	20334				
		100.123.0000.100.1000.610.10203.10.00 **Check #: 6905**	General Supplies		$164.90
				Vendor Total:	$164.90
Total Communication Solution					
		100.107.0000.000.2580.651.10000.00.00 **Check #: 6906**	Supplies - Technology - Software		$7,716.76
				Vendor Total:	$7,716.76
UNIVERSITY OF OREGON					
		280.709.0000.000.2200.653.10000.27.00 **Check #: 6907**	Web-based and similar programs		$500.00 300
				Vendor Total:	$500.00
VESTIS					
		100.127.0000.000.2620.422.10210.10.00 **Check #: 6908**	Janitorial / Custodial Services		$98.09
				Vendor Total:	$98.09
WARREN REED INSURANCE	22150				
		703.102.0000.000.2570.340.10000.00.00 **Check #: 6909**	Other Professional Services		$4,566.00
				Vendor Total:	$4,566.00
WESTERN STATES FIRE PROTECTION					
		100.108.0000.000.2620.430.10604.32.00 **Check #: 6910**	Repairs and Maintenance Services		$629.00
				Vendor Total:	$629.00
XEROX CORPORATION					
		100.161.0000.100.1000.430.10601.32.00 **Check #: 6911**	Repairs and Maintenance Services		$230.71
		100.161.0000.100.1000.442.10601.32.00 **Check #: 6911**	Rental of Equipment and Vehicles		$450.93

Voucher Supplement Account Summary

Voucher Batch Number: 1077 **09/24/2026**

Fiscal Year: 2026-2027

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.162.0000.000.2410.430.10602.50.00 **Check #: 6911**	Repairs and Maintenance Services	$53.61
		100.162.0000.000.2410.442.10602.50.00 **Check #: 6911**	Rental of Equipment and Vehicles	$135.00
		230.231.0000.610.2500.443.10000.00.00 **Check #: 6911**	Rentals of Computers and Related Equipment	$33.59
			Vendor Total:	$903.84
			Grand Total:	$55,759.49

End of Report

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: Tim Logan, Superintendent

Re: Donations

Recommendation:
That the Board of School Trustees accepts the generous donations from the following:

- A donation of valued over $1000 from Wild Island and Fly High Adventure Park for the Fernley Intermediate Attendance Incentive Program.
- A donation of $2500 from Mr. and Mrs. Gillespie to support equipment and supplies for the Fernley High School Football Program.
- A donation of $10,000 from the IBEW-NECA Northern Nevada Labor Management Fund to support equipment and supplies for the Fernley High School Wrestling Program.
- A donation of $2500 from Carson City Toyota to Lyon County Schools for school supplies.

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: Rachel Stewart, Executive Director of Special Services

Re: Special Services Contracts

Recommendation:
At the discretion of the Board.

Background Information:
Trustee Whistler requested a presentation regarding the contracted specialized services with Lyon County School District via email on September 28, 2026.

Description of Operations and Procedures:
The Lyon County School District (LCSD) is dedicated to ensuring that every student, including those with disabilities, receives a high-quality education tailored to their unique strengths and needs. The goal of District administration is to hire a qualified professional educator whenever there is justification for a full-time FTE. However, to fulfill our legal, educational, and ethical responsibilities, LCSD periodically contracts with external specialized companies to deliver key special education and related services. The district maintains a fundamental fiduciary responsibility to our taxpayers to deliver these required student services in a cost-efficient manner, and contracting specialized services meets that standard.

Here is how that process typically unfolds:

1. **Programmatic Student Need Review**: Before a new special services position is created, the Special Services Department conducts an in-depth review of actual student IEP requirements, enrollment counts, and instructional needs across the District. This process includes evaluating the direct and indirect service hours required. When an existing specialized certified staff vacancy occurs, this process may occur simultaneously with the initial vacancy posting in order to save time.
2. **Initial Vacancy Posting:** When a specialized certified staff position vacancy occurs (or a new one is required based on IEPs/student counts), the Human Resources Department routinely posts the full-time vacancy on the District website per policy and CBA requirements to attract qualified candidates.
3. **Professional Certified Positions:** Under District certified work agreements (LCEA CBA), a standard full-time teaching position requires 7.5 hours per day (37.5 hours per week) which equates to full-time or 1.0 FTE. The goal of District administration is to hire a qualified professional educator whenever there is justification for a full-time FTE. However, the programmatic student need review may determine that services are required on a less than full-time basis. Rarely, if ever, are the required needs exactly half-time or equate to a .5 FTE.
4. **Transition to Specialized Contracted Services:** To ensure students receive their required instructional services, it is sometimes necessary to secure contracted services through reputable special service providers. This must occur to meet the needs of IEPs whenever the District is unable to secure a qualified full-time employee, or when the required student services do not equate to a full-time FTE.

NRS, CBA, Board Policy Review and Compliance

Before proceeding with the posting of a position or securing specialized contracted services, District administration reviews and ensures compliance with established federal/state laws, board policies, and applicable CBAs. In the case of a specialized certified position or contracted services, the following apply:

1. **Board Policy GABE (Posting of Position Openings)**
   Policy GABE establishes how positions are advertised and filled across the District. It distinguishes between regular employee appointments and temporary or casual staffing:
   - Regular Employees: Full-time regular employee appointments are submitted to the Board of Trustees for official approval upon the Superintendent's recommendation.
   - Casual, Temporary, & Part-Time Staffing: Policy GABE explicitly authorizes the Superintendent or designee to employ substitutes, casual, temporary, and part-time personnel as needed to maintain operational continuity.

1. **Board Policy GCA (Casual/Temporary/Seasonal Employment)**
   Policy GCA establishes how casual, temporary, and seasonal positions are secured by the Superintendent or designee, and that these positions are hired at-will with no right or expectation of continued employment. Contracted specialized services are an example of casual employment.
2. **Board Policy IICE (Services Provided to Students by Outside Entities)**
   Policy IICE provides clear guidelines when contracted specialized service providers deliver educational or related services to District students. The policy specifically recognizes that specialized student needs may require external partnerships:

   "From time to time, certain instructional/educational... support, and/or related services needs may be identified for a particular student that requires the LCSD to hire or contract with additional staff or entities to meet that need. In such situations, the LCSD may... contract with an outside entity for the provision of those educational services."

   Contracted specialized service providers are properly vetted, licensed, insured, and background-checked under Nevada law and LCSD board policy.

3. **Lyon County Education Association Collective Bargaining Agreement**
   The LCEA CBA, specifically Article X, contains provisions outlining the certified positions and the manner in which District determined vacancies are to be filled.

4. **Managerial Efficiency Rights & Authority per NRS**
   Under Nevada Revised Statutes (NRS 288.150(3)) the local government employer (e.g. Lyon County School District) retains the exclusive right to determine appropriate staffing levels and the means and methods by which educational services are delivered. This includes, but is not limited to, determining when and if a position is warranted or when a vacancy exists and how the position or vacancy is to be classified (e.g. full-time, part-time, casual, temporary, seasonal, etc.).

Example Financial Analysis and Cost Comparison: Contract vs. LCSD Employee

Recent Professional Service Contracting Example:

Savings Under Contract	Employee	Contract	Savings	Percent
Full-Time Employee vs. 30-Hour Contract	$144,469.18	$93,480.00	**$50,989.18**	**35.3%**
25-Hour Employee vs. 25-Hour Contract	$101,103.85	$77,900.00	**$23,203.85**	**23.0%**
2025-26 Previous Employee vs. 30-Hour Contract	$137,666.31	$93,480.00	**$44,186.31**	**32.1%**

Current LCSD Specialized Service Contracted Staffing

LCSD has entered into a multitude of specialized service contracts with various service providers. Some of those service providers include but are not limited to: Advanced Child Behavior Solutions, Braille Abilities, Connections, Maxim HealthCare, Presence, ProCare Therapy, Silver State Sign Language, Soliant, Speaking with Smiles, and Wild Roots Occupational Therapy. The amount paid in each contract is negotiated and differs from provider to provider and can change based on the demand for services. Some are based on an hourly rate while others are based on a set amount for a period of time. All contracts are in compliance with LCSD Board Policy IICE.

As of 10/8/26, LCSD has secured 28 specialized contractors:

- 16 Speech-Language Pathologists (SLP)
- 4 Occupational Therapists (OT)
- 3 Board Certified Behavior Analysts (BCBA)
- 1 School Psychologist
- 1 Visually Impaired Teacher
- 1 Orientation / Mobility Specialist
- 1 Deaf and Hard of Hearing Teacher
- 1 Skilled Nurse
- 1 Sign Language Interpreter

Budget Considerations:

None

Discussed at Previous Meeting:

N/A

Attachment(s):

Current LCSD Certified Vacancies

Lyon County School District - Current Openings

Click here to apply!

Click here for full Job Descriptions

Refer a friend & earn $1000! Click here to learn more!

Classified Positions

	School	Position	Open Date	Close Date
	Dayton Intermediate	Paraprofessional (4 positions)	9/11/26	10/26/26
	Dayton Transportation	Bus Driver **(2026/27)**	5/4/26	until filled
	District Wide	Maintenance IV	10/6/26	10/23/26
	East Valley Elementary	Paraprofessional (3 positions)	9/15/26	10/11/26
	Fernley Transportation	Bus Driver **(2026/27)**	5/4/26	until filled
	Silver Stage High	Paraprofessional	9/23/26	10/13/26
	Silver Springs Transportation	Bus Driver **(2026/27)**	5/4/26	until filled
	Silverland Middle	Aide-APEP	8/19/26	10/20/26
	Yerington Elementary	Paraprofessional	10/6/26	10/13/26
New	Yerington Intermediate	Paraprofessional (EL)	10/9/26	10/16/26
	Yerington/Smith Valley Transportation	Bus Driver **(2026/27)**	5/4/26	until filled

Administrative Positions 2026/27

School	Position	Open Date	Close Date

Certified Positions 2026/27

School	Position	Internal Open Date	Internal Close Date
Cottonwood Elementary	SPED CLS Teacher	6/12/2026	6/19/2026
Cottonwood Elementary	Speech Language Pathologist (2 positions)	3/10/2026	3/17/2026
Dayton Elementary	4th Grade Teacher	9/15/2026	9/22/2026
Dayton High	CTE- Industrial Arts Teacher	3/10/2026	3/17/2026
Dayton High/Intermediate	Music Teacher	3/10/2026	3/17/2026
Dayton Intermediate	7/8th Art Teacher	3/10/2026	3/17/2026
District Wide	Occupational Therapist (2 positions)	3/10/2026	3/17/2026
District Wide	Psychologist	6/9/2026	6/16/2026
East Valley Elementary	SPED ECE Teacher	3/10/2026	3/17/2026
East Valley Elementary	Sped Resource Teacher	3/10/2026	3/17/2026
East Valley Elementary	SPED Strategies Teacher	3/10/2026	3/17/2026
East Valley Elementary	Speech Language Pathologist (2 Positions)	3/10/2026	3/17/2026
Fernley Area	LIFE Skills Afterschool Pilot Program	6/2/2026	UF
Fernley Elementary/Fernley Intermediate	Speech Language Pathologist	3/12/2026	3/19/2026
Fernley High	Speech Language Pathologist	3/10/2026	3/17/2026
Fernley High	English Teacher	3/10/2026	3/17/2026
Fernley High	Math Teacher (2 positions)	3/10/2026	3/17/2026
Fernley High	Health Teacher	3/10/2026	3/17/2026
Fernley High	Culinary Teacher	8/31/2026	9/8/2026
Fernley High	Sports Med/ Athletic Trainer Half Time	3/10/2026	3/17/2026
Fernley High	Sped Resource Teacher	9/23/2026	9/30/2026
Fernley Intermediate	5/6th Grade Teacher	3/10/2026	3/17/2026
Fernley Intermediate	Speech Language Pathologist	3/10/2026	3/17/2026
Silver Stage Elementary	SPED CLS Teacher	3/10/2026	3/17/2026
Silver Stage Elementary	Speech Language Pathologist	3/10/2026	3/17/2026
Silver Stage High	Computers Teacher	3/10/2026	3/17/2026
Silver Stage Middle/ Silver Stage High	Speech Language Pathologist	3/11/2026	3/18/2026
Silver Stage Middle	5th Grade Teacher	7/28/2026	8/4/2026

Lyon County School District - Current Openings

	Silver Stage Middle	8th Grade Social Studies Teacher	9/3/2026	9/10/2026
	Silver Stage Middle	7th Math Teacher	9/24/2026	10/1/2026
New	Silver Stage Middle	SPED Resource Teacher	10/9/2026	10/16/2026
	Silverland Middle	Speech Language Pathologist	3/10/2026	3/17/2026
	Silverland Middle	8th Grade Social Studies	8/12/2026	8/19/2026
	Silverland Middle	Computers Teacher	8/12/2026	8/19/2026
	Smith Valley Schools	Science Teacher	6/30/2026	7/7/2026
	Sutro Elementary/Dayton Elementary	Speech Language Pathologist	3/10/2026	3/17/2026
	Yerington Elementary	K-4th Grade Teacher	3/10/2026	3/17/2026
	Yerington Elementary	ELL Teacher	3/10/2026	3/17/2026
	Yerington High	SPED CLS Teacher	4/2/2026	4/9/2026
	Yerington High	ELL Teacher	7/21/2026	7/28/2026
	Yerington Intermediate	Computers Teacher	3/11/2026	3/18/2026

Substitutes needed	
Substitute Teachers	$145.00-215.00/day, must have sub license+STEDI/LCSD certification
Substitute Bus Drivers	$12.75/hour training, $20.18/hour as sub driver
Substitute Paraprofessionals	$18.31/hour
Substitute Custodians	$17.45/hour
Lunchroom/Playground supervision aides	$12.75/hour
Substitute Nurses-LPN	$21.18/hour
Substitute Nurses-2 YR RN	$28.04/hour
Temporary Maintenance Helper	$20.86/hour

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: Stacey Griffin-Cooper, Deputy Superintendent

Re: Policy IO: Student Leadership/Government

Recommendation:
That the LCSD Board of Trustees approve Policy IO: Student Leadership/Government as a first reading.

Background Information:
As requested by Trustee Darin Farr, this proposed policy establishes a standardized framework for student leadership across the Lyon County School District (LCSD) to foster civic responsibility, democratic values, and a positive school culture. It formally structures a districtwide set of guardrails that protects the equity & integrity of our elected student representative process. Additionally, the policy outlines clear expectations for transparency to students and parents on the application process, selection process, and maintaining clear communication between the student body, faculty, and administration.

This proposed policy preserves school autonomy while establishing foundational guidelines for application transparency, and maintaining equitable access to student government participation.

Essentially, the three largest fundamentals to be considered of the LCSD Board are:

1. Does not eliminate professional judgment but rather make professional judgment more defensible.
2. Transparency of the process needs to be clearly defined. Information available on request is not the same thing as a transparent process.
3. The process does not require prerequisites of historical membership in the leadership class prior to student participation.

Budget Considerations:
N/A

Discussed at Previous Meeting:
N/A

Attachment(s):
Policy IO – Student Leadership/Government
School Feedback
High School Summary Chart

PURPOSE & INTENT

The purpose of student leadership programs within the Lyon County School District (LCSD) is to provide students with meaningful opportunities to develop civic responsibility, communication skills, democratic values, and a positive school culture. Student leaders serve as a vital liaison and official voice, representing student perspectives to school staff, building administration, the Superintendent, and the Board of Education.

LEADERSHIP STRUCTURE & ROLES

LCSD supports organized student leadership across multiple levels to ensure robust student involvement in decision-making:

Elected Officers: While positions typically include President, Vice President, Secretary, and Treasurer, autonomy will remain with the school for all elected officer positions.

General Student-Body Representation: Representatives gather peer feedback, share updates, and represent the student body within whole-school matters.

Student Representative to the LCSD Board (Reference Policy BCBA: Student Representation to the Board**).**

GENERAL ELIGIBILITY STANDARDS

To ensure democratic, fair, and accessible student elections across the LCSD, eligibility standards shall be transparently shared with the students, staff and families. Eligibility for participation must align to Policy IGDC: Extra Co-Curricular Activities & Expectations and Policy ID: Student Activities. The school prerequisites shall be clearly articulated in the candidate packet.

Prohibition of Elective Prerequisites: If a school utilizes a leadership class to facilitate student council operations, enrollment may only be required *after* election. Alternative independent study or scheduling accommodation must be provided for students with unavoidable academic conflicts (e.g., AP courses, Dual Credit or CTE tracks).

Nomination & Campaigning: Candidates must submit a candidate packet. Candidate packets should be reviewed to ensure its alignment with district policies, eligibility and regulations.

Staff Neutrality & Election Integrity: District employees must maintain strict impartiality, refraining from endorsing, opposing, or influencing candidate selection. To guarantee full transparency, auditability, and defensibility, all school processes must be clearly detailed in their respective school bylaws.

Policy IO
Approved 11/17/2026

DRAFT

Fernley High School

I appreciate the opportunity to share my thoughts regarding a possible district policy for selecting students for Leadership. I understand the importance of making sure students feel that opportunities are available to them and that selection processes are fair and transparent. At the same time, I believe it is important to recognize what goes into building and maintaining a successful Leadership program at each individual school.

At Fernley High School, Leadership is not a traditional elective. My students are responsible for helping create the culture of our school. Throughout the year, they plan activities, organize Homecoming, run lunchtime events, recognize students and staff, participate in community service, work with other schools, support schoolwide initiatives, promote events, and help create opportunities for students to feel connected to FHS. Much of this work happens behind the scenes. Students have deadlines. They have committees and individual responsibilities. They have to communicate with teachers, administrators, community members, businesses, and other students. They set up events, clean up afterward, solve problems when plans change, and sometimes give up their lunch, evenings, or time outside of class to make an activity successful. Because of that, I have to look at more than whether a student wants to be in Leadership.

I need students who will come to school consistently, follow through when they are given a responsibility, work with people outside of their friend groups, behave appropriately, communicate, accept feedback, and be willing to do the work that isn't always fun or visible. I also want students who are willing to grow. A student does not have to walk into Leadership already knowing how to be a great leader, but they do need to be willing to learn, participate, and take responsibility.

Our constitution gives our program structure and helps guide how our Student Council operates. I believe that constitution, along with input from the advisor and school administration, should continue to guide how students are selected for our program.

Our program also operates within expectations that extend beyond Fernley High School. We participate in the Nevada Association of Student Councils (NASC), which provides another layer of standards, expectations, and accountability for student leadership programs. Our students attend regional and state conferences, participate in leadership development, and are expected to meet guidelines associated with those opportunities.

Student Leadership also functions in many ways similarly to other competitive and extracurricular programs recognized within Nevada's school activity structure. Just as students participating in athletics and other school activities have expectations for eligibility, conduct, attendance, participation, and representation of their school, our Leadership students are also representing Fernley High School when they attend regional and state events. They are expected to meet not only our school's standards but also the guidelines established for participation at those events.

This is important because Leadership does not operate without structure or accountability. We already have multiple layers guiding our program-our school expectations, our constitution, our

administration, NASC expectations, and the requirements associated with regional and state participation. Before adding another district-wide layer that determines how students must be selected, I believe we should recognize and respect the systems that are already in place.

One of my concerns with creating one district policy is that Leadership looks different at every school. Fernley High School has its own enrollment, traditions, activities, student needs, campus culture, and expectations. What works for our program may not be what works at Dayton, Yerington, Silver Stage, Smith Valley, or another school in our district. I believe that difference is okay. In fact, I think it is one of the strengths of student leadership.

I also think we need to separate student voice from enrollment in a Leadership class. Every student should have opportunities to be heard, participate, volunteer, suggest ideas, attend activities, serve their school, and contribute to school culture. I strongly support creating more of those opportunities. However, being able to participate in your school community is different from being selected for a class that has limited space and significant responsibilities.

There are many programs throughout our schools where there are expectations for participation or where space is limited. Different programs use different criteria because they serve different purposes. I would be concerned about taking away the ability of advisors, teachers, counselors, and administrators to determine what their particular program needs in order to be successful.

I also want to protect something that is extremely important in Leadership: student ownership. Our students should have a voice in the direction of their program. They should learn how constitutions work, how decisions are made, how officers are selected, how expectations are established, and how an organization holds its members accountable. Those experiences are part of teaching leadership. If too many decisions about how a student council must operate are made outside of the individual school, we risk taking some of that ownership away from the students we are trying to teach to lead.

My goal is not to create a Leadership program made up of "perfect" students. Leadership should include different personalities, strengths, backgrounds, and leadership styles. I want students who have the potential and desire to grow. At the same time, students need to understand that being part of Leadership comes with expectations and responsibilities.

I would support district guidance that encourages schools to have a clearly written selection process, communicate expectations to students, regularly review their constitutions, and provide meaningful opportunities for student involvement. I would prefer, however, that the specific selection process remain a school-level decision so each Leadership program can respond to the needs of its students and campus.

Leadership is ultimately about teaching students to take ownership of their school and understand that their actions can make a difference. I want to continue building a program at Fernley High School where students aren't just members of Leadership-they are actively learning how to lead.

Thank you for allowing advisors to be part of this conversation and for considering the needs of each individual school's Leadership program.

Sincerely, Jackie Kingston Leadership Advisor Fernley High School

1. The number of Leadership/Student Government sections currently offered. 1

2. Current enrollment in each section and the maximum enrollment/capacity of each section. 45-50 are enrolled and that is our Maximum enrollment. We also add spots for our special needs students who are recommended.

3. The number of students who applied for or requested enrollment for the current school year and, if available, the number who were not admitted. 15 students applied 4 were not admitted.

4. A description of the process used to select students for admission when the number of interested students exceeds available seats. Discussion between administrators, our counselor, and both advisors and teachers from FIS and SMS. We may also take other teacher perspectives into consideration if necessary.

5. The specific criteria used to evaluate applicants, including any scoring rubric, application, interview questions, teacher recommendations, prior participation requirements, or other factors considered. Students can pick up an application in the office and return to the office by the due date. We have a constitution that has by-laws that we may refer to.

6. Who participates in evaluating applicants and who makes the final admission decision. It is a team effort amongst administrators, counselor, and advisors. Our by laws also state that executive council members may also provide their perspectives as well if necessary.

7. Whether the selection criteria and process are provided to students and families in advance of application or registration. If a student or their families ask, it will be answered. We can be more transparent about the selection process in the future though.

8. Copies of any written application materials, selection rubrics, procedures, guidelines, or other documents currently used in the selection process. We have an application that students can pick up in the office when available. We have a constitution that may be used in the selection process.

9. Whether students who are not selected are provided a reason, feedback, or any opportunity for review or reconsideration. Students are told why they did not earn a spot in our course if they choose to ask. They do have an opportunity to fix behaviors, fix attendance, etc and try again in the future.

10. Whether enrollment in Leadership/Student Government is required before a student may become a candidate for any elected student-government office. If so, please identify

which offices and when that requirement must be satisfied. Leadership is a mandatory requirement for ALL executive board member positions, however, there are positions within class council that do not require previous leadership experience.

11. Whether students elected to office are required to enroll in or participate in Leadership/Student Government during their term of office. It is a requirement.

12. What other formal student leadership opportunities are available to students who are not enrolled in the Leadership/Student Government class. Students may consider National Honor Society, join the yearbook club, they may volunteer their time with their classmates at any school sponsored event to earn leadership experience, We encourage students who wish to volunteer or participate with us to join in on any opportunities that we offer.

Dayton High School

1. The number of Leadership/Student Government sections currently offered. DHS currently has 1 section of leadership. Some years we have had two sections, depending upon enrollment. When this has occurred, Leadership 1 is one class and Leadership 2-4 are a second class.

2. Current enrollment in each section and the maximum enrollment/capacity of each section. We currently have 46 students enrolled in one section. We base the capacity off of what the teacher feels is manageable. Our teacher has a larger room with space for students to spread out and this load is currently manageable for her. If this was a traditional classroom space, we would look at adding a second section.

3. The number of students who applied for or requested enrollment for the current school year and, if available, the number who were not admitted. I believe that all students who signed up were admitted as long as it worked within their schedule.

4. A description of the process used to select students for admission when the number of interested students exceeds available seats. In some years we have looked at previous performance in leadership classes (attendance at required events, participation in classes and activities, previous leadership grades). My first reaction is not to cut kids. I would rather add a second section first. If we exceeded two sections then we would utilize an application process that includes teacher references and academic progress measures like GPA.

5. The specific criteria used to evaluate applicants, including any scoring rubric, application, interview questions, teacher recommendations, prior participation requirements, or other factors considered. We currently have an open enrollment in the class.

6. Who participates in evaluating applicants and who makes the final admission decision. The only experience I have had with that is the removal of students once they are in the class. That is done in collaboration with the leadership teacher, the student, parents, and principal.

7. Whether the selection criteria and process are provided to students and families in advance of application or registration. For students running for a class office position or students council position, yes, those are available. We do not currently utilize anything for leadership class because we have open enrollment.

8. Copies of any written application materials, selection rubrics, procedures, guidelines, or other documents currently used in the selection process. We don't currently use anything for the leadership class, however, we do have our student council/class officer intent to run for office form that I can share if needed.

9. Whether students who are not selected are provided a reason, feedback, or any opportunity for review or reconsideration. If we are in the position where we need to remove someone, yes there is a meeting held with parents, teacher, and principal to discuss the need for removal and why.

10. Whether enrollment in Leadership/Student Government is required before a student may become a candidate for any elected student-government office. If so, please identify which offices and when that requirement must be satisfied. No, this is not a requirement at DHS.

11. Whether students elected to office are required to enroll in or participate in Leadership/Student Government during their term of office. We encourage it, however, it is not required to be in leadership to hold a position. Many students have class conflicts with other electives, CTE pathways, jump start, etc. that we can't mandate it.

12. What other formal student leadership opportunities are available to students who are not enrolled in the Leadership/Student Government class. We currently have FBLA, NHS, JAG, Hope Squad and Key Club that have a formal leadership structure. Students also have opportunities to demonstrate leadership through athletics, theater, music, and our Big Brothers/Sisters program with DES. If a student wants to start a new club and be a leader, we work with them to develop that as well. If a student wants to be involved in developing their leadership capacity, we work with them to find opportunities for this.

Smith Valley High School

1. The number of Leadership/Student Government sections currently offered. Zero

2. Current enrollment in each section and the maximum enrollment/capacity of each section. Zero

3. The number of students who applied for or requested enrollment for the current school year and, if available, the number who were not admitted. Zero

4. A description of the process used to select students for admission when the number of interested students exceeds available seats. Class not offered, therefore no rubric has been created.

5. The specific criteria used to evaluate applicants, including any scoring rubric, application, interview questions, teacher recommendations, prior participation requirements, or other factors considered. As above.

6. Who participates in evaluating applicants and who makes the final admission decision. N/A

7. Whether the selection criteria and process are provided to students and families in advance of application or registration. N/A

8. Copies of any written application materials, selection rubrics, procedures, guidelines, or other documents currently used in the selection process. N/A

9. Whether students who are not selected are provided a reason, feedback, or any opportunity for review or reconsideration. N/A

10. Whether enrollment in Leadership/Student Government is required before a student may become a candidate for any elected student-government office. If so, please identify which offices and when that requirement must be satisfied. Student council is made up of all of the presidents of all other school clubs/organizations and classes. President, VP, treasurer, secretary, spirit coordinator, and historian are elected offices in that group. Elections happen at the end of the year for the following year. 2.5 GPA, petition signed by 10 student body members, approval of counselor and advisor (verify GPA and behavior logs)

11. Whether students elected to office are required to enroll in or participate in Leadership/Student Government during their term of office. No

12. What other formal student leadership opportunities are available to students who are not enrolled in the Leadership/Student Government class. Student Council, NHS, FFA, CTE student led businesses

Silver Stage High School

Dear Trustee Farr,

Thank you for your email providing context and for asking for advisor feedback before moving a policy forward. We do also appreciate the intent behind wanting clear and equitable processes for students. However, we do have concerns about creating a district-wide policy that dictates how schools must select students for limited-enrollment courses and programs such as leadership.

At SSHS we have already adopted a constitution and we do have a selection process for our leadership classes. That selection process is implemented in collaboration with our administration, counselors, and both leadership advisors. This joint process allows us to consider the students who are best suited for the responsibilities and expectations of the program. We also wholeheartedly believe that decisions about who is appropriate for a particular course are best

made at the school level by the educators and administrators who actually know the students and have established relationships with these students.

A larger concern is the precedent this policy could establish within Lyon County School District. Leadership is not the only course with more interested students than available seats. For example, all weightlifting classes are full every semester. Yearbook class is full. Guitar class is full. Our CTE classes are bursting at their seams. If the district establishes requirements for how leadership must select students, it raises the question of whether those same requirements will apply to every limited-enrollment class.

There are already processes in place at SSHS to determine appropriate candidates for each of our programs. These processes may look different because the expectations and responsibilities of each program are different. Our processes may be different than Yerington's, Smith Valley's, Dayton's or Fernley's but we all do what we need to do at our own school sites to run a successful program. A one-size-fits-all district policy would intentionally remove the professional judgment and decision-making of our already highly effective staff that work tirelessly for these programs to function effectively.

We also think there is an important distinction between ensuring that students have opportunities to participate in school leadership and determining who is admitted to a particular class. While all students can be involved with our school community, student council members are direct representatives of each school for the student body, the staff, and the community. They understand that they must not only present themselves as individuals in ways that best represent the school, but they must also be active leaders, planners, and organizers.

At SSHS, every discussion we hold about events, initiatives, and ideas are held and voted on during the leadership class period. Because of this, it is absolutely imperative that our student council members are enrolled and present in leadership. This process was designed through trial and error, as students who are enrolled in other classes during the leadership class period cannot be involved in the discussion and voting process.

Furthermore, Silver Stage High School (and many if not all other LCSD schools) report to NASC, the statewide organization that facilitates goal making, developing leadership, and connecting student councils in Nevada. This organization requires us to submit charitable financial contributions, community service initiatives, activities with middle School and/elementary school students, connections with a sister school, tracks school involvement such as spirit activities, staff recognition/appreciation, student recognition/appreciation, school service/beautification, leadership lessons/trainings, campus wide educational programs, and requires a constitution and written evidence that our Council's constitution has been reviewed within that academic school year. In addition to this, we also are required to participate in state and regional conferences. This is a lot of work. We need the students who are willing to put in that work, who do not let their behaviors get in the way of our goals, who do not let their attendance get in the way of their own journey as leaders, and students who have the courage to step up and run for office to ensure that we can show NASC and all schools in Nevada that we are a great school with great leaders.

Lastly, in the letter to principals it mentions that some sort of governance is requested because "access to a limited educational opportunity is at stake." Before we focus on who gains access to a limited opportunity, we should be asking a more fundamental question of why are so many educational opportunities unavailable to our students in the first place? When we talk about equal access to educational opportunities, we must first look at whether all Lyon County students are actually being given access to a broad range of educational opportunities. Educational opportunities are limited on a daily basis at SSHS by the courses that simply are not available to us due to having a smaller enrollment, limited degrees of teachers, and fewer resources. We do not have Culinary Arts. We do not have Welding. We do not have EMT courses. We do not have Business & Marketing, Accounting & Finance, or Agriculture & Animal Science. We do not even have Art. Outside of the classroom, we do not have the opportunity to host night football games because we have no lights on our field. We are receiving donations of hand-me-down weights equipment and a second-hand machine that we got for free off Facebook Marketplace while other schools are getting all new equipment.

Before we spend our energy governing who gets access to limited opportunities, we should first make sure we are not limiting the opportunities available to students simply because of the school they attend. Equity should not be about deciding who gets access to the few opportunities we offer; it should be about making sure we offer meaningful opportunities to every student, at every school.

Thank you for your time,

Ashlee Cross, Advisor Georgia Ward, Advisor Amber Cross, Principal

To address the questions posed at the end of the email:

1. The number of Leadership/Student Government sections currently offered. 1

2. Current enrollment in each section and the maximum enrollment/capacity of each section. 30 are enrolled and that is our Maximum enrollment.

3. The number of students who applied for or requested enrollment for the current school year and, if available, the number who were not admitted. As new advisors we can only speak on this year and last year. We do not have previous data. However, this has been a non-issue at SSHS.

4. A description of the process used to select students for admission when the number of interested students exceeds available seats. Discussion between administrators, our counselor, and both advisors. We may also take other teacher perspectives into consideration if necessary.

5. The specific criteria used to evaluate applicants, including any scoring rubric, application, interview questions, teacher recommendations, prior participation requirements, or other factors considered. We have a constitution that has by-laws that we may refer to.

6. Who participates in evaluating applicants and who makes the final admission decision. It is a team effort amongst administrators, our counselor, and both advisors. Our bylaws also state that executive council members may also provide their perspectives as well if necessary.

7. Whether the selection criteria and process are provided to students and families in advance of application or registration. If a student or their families ask, it will be answered. We can be more transparent about the selection process in the future though.

8. Copies of any written application materials, selection rubrics, procedures, guidelines, or other documents currently used in the selection process. We have a constitution that may be used in the selection process.

9. Whether students who are not selected are provided a reason, feedback, or any opportunity for review or reconsideration. Students are told why they did not earn a spot in our course. They do have an opportunity to fix behaviors, fix attendance, etc and try again in the future.

10. Whether enrollment in Leadership/Student Government is required before a student may become a candidate for any elected student-government office. If so, please identify which offices and when that requirement must be satisfied. Leadership is a mandatory requirement for ALL executive board member positions, however, there are positions within class council that do not require previous leadership experience.

11. Whether students elected to office are required to enroll in or participate in Leadership/Student Government during their term of office. It is a requirement.

12. What other formal student leadership opportunities are available to students who are not enrolled in the Leadership/Student Government class. Students may consider National Honor Society, join the yearbook club, they may volunteer their time with their classmates at any school sponsored event to earn leadership experience, they may volunteer their time peer-tutoring at our daily tutoring sessions, and more. We would love to have more kids help set up dances, decorate our hallways, prepare homecoming floats, participate in after school activities and events, they may volunteer ANYWHERE around town and log it as experience in SchooLinks such as the animal shelter, senior center, their church, local businesses, etc. Leadership does not just happen during class time. It is every single day and most times outside of school hours.

Yerington High School

We don't have a leadership class, so some of these questions I can't answer. Any of our students can be in Student Senate and run for an office. We require passing grades. The students are elected by our student body. We do have information to share with the students and parents so everyone is aware of the required grades and additional time students will devote to Student Senate. We have other student leadership opportunities like President of National Honor Society and Officers in FFA. I hope this helps.

LCSD High School Summary Chart

Criteria / Question	Fernley High School	Dayton High School	Smith Valley High School	Silver Stage High School	Yerington High School
1. Sections Offered	1	1 (sometimes 2)	0	1	0
2. Enrollment & Capacity	45-50 (Max capacity)	46 (Room/teacher capacity)	0	30 (Max capacity)	N/A
3. Applicants vs. Denied	15 applied, 4 denied	All admitted if schedule allowed	0	Non-issue (all admitted recently)	N/A
4. Capacity Selection Process	Admin, counselor, advisor, and teacher discussion	Prefer adding section; else application process	N/A	Admin, counselor, advisor, and teacher discussion	N/A
5. Evaluation Criteria	Written application & constitution by-laws	Open enrollment currently (GPA/references if full)	N/A	Constitution by-laws	N/A
6. Evaluators	Admin, counselor, advisors, executive council	N/A (Principal, teacher, and parents for removals)	N/A	Admin, counselor, advisors, executive council	N/A
7. Criteria Provided in Advance?	If asked; aim to increase future transparency	No for class; yes for officers	N/A	If asked; aim to increase future transparency	Yes (grades and time commitment shared)
8. Written Materials Used	Application, constitution	Intent to run form (for officers only)	N/A	Constitution	N/A
9. Feedback for Denied Students	Told why if asked; opportunity to try again later	Meeting held for student removals	N/A	Explicitly told why; opportunity to try again	N/A
10. Prerequisite for Elected Office?	Yes for executive board; no for class council	No	Council made of club presidents; 2.5 GPA, signatures	Yes for executive board; no for class council	No (Passing grades required)
11. Must Enroll During Term?	Yes	Encouraged, but not required	No	Yes	N/A
12. Other Leadership Opportunities	NHS, yearbook, volunteering at events	FBLA, NHS, JAG, Hope Squad, Key Club, sports, etc.	Student Council, NHS, FFA, CTE student businesses	NHS, yearbook, peer-tutoring, SchooLinks, volunteering	Student Senate, NHS President, FFA Officers

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: Tim Logan, Superintendent

Re: Lyon CSD Extended Superintendent Employment Contract

Recommendation:
That the Board of Trustees approve the proposed employment contract extension for the superintendent (Tim Logan) effective from July 1, 2027 through June 30, 2029.

Background Information:

The Superintendent's current three-year contract ends on June 30, 2027. The proposed extension is for two years, beginning July 1, 2027, and ending June 30, 2029, with all terms remaining unchanged except for the contract dates and duration. No salary increase is requested, despite the cost-of-living adjustments granted to all district employees during the biennium, the Superintendent's positive evaluations, and the three years of experience gained during the initial term. The Superintendent's current annual salary of $235,000 would remain in place throughout the two-year renewal. This extension is proposed following career and forward-looking conversations with district leadership and the Executive Cabinet.

The value of this continuity is best understood against the statewide picture. Since October 2023, twelve of Nevada's seventeen county school districts have appointed a new superintendent, fourteen permanent appointments in all, with Washoe and Storey each turning over twice in that period. As of this fall, nine of the seventeen districts are led by a superintendent with less than eighteen months in the role, and only five have had the same leader for the full three years. By the end of the current contract, Superintendent Logan will have completed a full three-year term, preceded by six years as Deputy Superintendent and three as Human Resources Director, placing Lyon County among the most stable districts in the state at a time when national research ties repeated leadership changes to measurable losses in student achievement. Retaining an experienced superintendent at the current salary avoids the cost, disruption, and uncertainty of a search and preserves institutional knowledge the district has built over decades.

The attached AASA 2025–2026 Superintendent Salary & Benefit Study reports a national median salary of $227,000 and a 75th-percentile salary of $260,000 for districts serving 5,000 to 9,999 students. With Lyon County School District's enrollment near the upper end of that category, the current salary falls well within the national range reported for similarly sized districts. This renewal proposal is presented with the understanding that the Board and Superintendent will proceed without contract negotiations. Should negotiations occur, salary and other contract terms would be open for discussion and potential revision.

Budget Considerations:
No changes in the current budget compared to the 2026-2027 school year.

Discussed at Previous Meeting:
N/A

Attachment(s):
T. Logan LCSD Superintendent Employment Contract 2027-2029
AASA 2025-2026 Superintendent Salary & Benefits Study

EMPLOYMENT CONTRACT BETWEEN
THE BOARD OF TRUSTEES OF LYON COUNTY SCHOOL DISTRICT
AND SUPERINTENDENT TIMOTHY S. LOGAN

This employment contract is made and entered into on the 1st day of July, ~~2024~~ 2027 by and between the Board of Trustees of the Lyon County School District (hereinafter referred to as "District") and Timothy S. Logan (hereinafter referred to as "Superintendent") subject to the terms set forth herein:

WHEREAS District desires to provide the Superintendent with a written employment contract in order to enhance administrative stability and continuity within the schools, which District believes improves the quality of its overall educational program; and,

WHEREAS District and Superintendent believe that a written employment contract is necessary to describe specifically their relationship and to serve as the basis of effective communication between them as they fulfill their governance and administrative functions in the operation of the educational programs of the schools;

NOW, THEREFORE, District and Superintendent for the consideration herein specified, agree as follows:

1. TERM

The District, in consideration of the promises herein contained of Superintendent, hereby employs and Superintendent hereby accepts employment as Superintendent of Schools for a term beginning on July 1, ~~2024~~ 2027 and ending on June 30, ~~2027~~ 2029, unless terminated earlier pursuant to Section 10 of this Agreement.

The Board may, by action in an open, properly agendized meeting and with the agreement of the Superintendent, extend the termination date of the existing contract as permitted by state law.

The District shall provide the Superintendent with at least ninety (90) days written notice prior to the expiration of the Term and any extensions thereof if the District intends not to renew this Agreement.

2. PROFESSIONAL CERTIFICATION AND RESPONSIBILITIES

A. **Certification.** Superintendent shall hold a valid Nevada Administrator's License, issued by the State of Nevada.

B. **Duties.** Superintendent shall have charge of the administration of the schools under the direction of the Board of Trustees. Superintendent shall be the Chief Executive Officer of the Board of Trustees; shall hire, demote, terminate, direct and assign principals, teachers and other employees of the schools under his supervision; shall organize, reorganize, and arrange the administrative and supervisory staff, including instruction, human resources, community relations, operations, facilities and business affairs, as best serves the District; shall arrange for the health, safety, and security of students and employees; shall carry out other duties as set forth in the Nevada Revised Statutes; shall select all personnel subject to the approval of the Board as required by regulation or statute; shall from time to time suggest regulations, rules and procedures deemed necessary for the well ordering of the school district; and in general perform all duties incident to the office of the Superintendent, and such other duties as may be prescribed by the Board of Trustees from time to

time. Superintendent shall be responsible, and shall account for his actions and decisions, to the entire Board and not to any individual member(s) of the board.

The Board shall have exclusive jurisdiction in determining and developing policies for the direction and operation of the school system.

The Board, individually and collectively, shall promptly refer all criticisms, complaints, and suggestions called to its attention to the Superintendent for study and recommendation. The Superintendent shall keep the Board of Trustees fully informed of all pertinent activities in the District.

The Superintendent shall attend Board meetings and Board and committee meetings, serve as an ex officio member of all Board committees, and provide administrative recommendations on each item of business considered by each of these groups.

The Superintendent shall devote his time, attention, knowledge and skills to the business and interests of the Board of Trustees and the Lyon County School District. The Superintendent, may, however, undertake consulting work, speaking engagements, writing, lecturing or other activities, which do not interfere with the discharge of Superintendent's duties and responsibilities set forth herein. Superintendent shall inform the Board of Trustees and shall not use District resources when engaging in these activities.

3. PROFESSIONAL DEVELOPMENT OF SUPERINTENDENT

The District encourages the continuing professional development of the Superintendent as the Superintendent might deem appropriate in light of the Superintendent's responsibilities set forth herein. Such professional development could include:

A. The operations, programs, and other activities, conducted by local, state, and national school administrator and school board associations;
B. Seminars and courses offered by public or private educational institutions;
C. Informational meetings with other persons whose particular skills or background will serve to improve the capacity of the Superintendent to perform his professional responsibilities for the District; and
D. Visits to other institutions. In order to accomplish the terms of the Section, the district shall permit a reasonable amount of release time for the Superintendent, as it deems appropriate, to attend such matters, and the District shall pay for the necessary fees for travel and subsistence expenses as approved by the District in its annual budget. The Superintendent shall provide the Board of Trustees with a report of his professional development and conferences attended annually by June 30th of each school year.

4. COMPENSATION

Beginning July 1, ~~2024~~ 2027, the District shall pay Superintendent the annual rate of ~~two hundred and twenty five thousand dollars ($225,000.00) the first year, two hundred and thirty thousand dollars ($230,000.00) the second year, and~~ two hundred and thirty-five thousand dollars ($235,000.00) each year for the extent of this contract ~~the third year~~. This annual salary rate shall be paid to Superintendent in accordance with the schedule of salary payments in effect for other administrative employees.

5. BENEFITS

In addition to the monetary salary, Superintendent shall be entitled to the following benefits:

A. Health Insurance. District shall pay the full health premiums of the Superintendent.
B. Death and Dismemberment. LCSD shall maintain an insurance policy in the amount of $250,000 for Superintendent to provide for the death or dismemberment of Superintendent while acting in the performance of Superintendent's duties under this Contract.
C. Annual Physical. LCSD shall pay the cost of providing Superintendent with comprehensive annual physical examination with LCSD's contracted provider. Any report of the medical examination shall be given directly and exclusively by the examining physician to the Superintendent.
D. LCSD will pay the standard employer contribution for Superintendent to the Public Employment Retirement Systems (PERS) under an 'employer-pay' contribution plan pursuant to NRS 286.421.
E. Flexible Benefit Plan. Superintendent may participate in an Internal Revenue Code Section 125 Flexible Benefits Plan offered by LCSD.
F. Annual Leave. Superintendent will receive twenty-two (22) days of annual leave annually. A maximum of thirty (30) unused annual leave days shall be allowed to accrue from one year to the next. Accrued annual leave in excess of thirty (30) days shall be paid by LCSD to Superintendent at the daily rate at the end of the fiscal year based on the Superintendent's salary that year. At termination of service, Superintendent shall be compensated for all accrued annual leave (30 days maximum) at his current daily rate of pay. Board of Trustees may grant Superintendent additional days of leave with or without pay in extraordinary circumstances.
G. Personal Days. Superintendent shall be credited with three (3) personal days at the beginning of each contract year. Superintendent shall not carry over unused personal days from one contract year to another.
H. Paid Holidays. Superintendent shall be paid for those holidays designated as paid holidays for twelve (12) month employees as set forth in the District's regular annual work calendar.
I. Sick Leave. Superintendent shall be credited with fifteen (15) days of sick leave at the beginning of the contracted year. Unused sick leave shall accrue from year to year without limitation. At the end of employment with the District, Superintendent shall be paid fifty dollars ($50.00) for each day of unused sick leave. Full payment shall be made within one month of ending employment.
J. Retirement Contribution. Superintendent shall receive a yearly fifteen thousand dollar ($15,000.00) compensable contribution to a §403B retirement plan in compliance with NRS 286.025. The contribution shall be made in a lump sum during the last month of the fiscal year, upon satisfactory completion of the annual contract terms.
K. District shall pay Superintendent's membership charges to the Nevada Association of School Superintendents, The American Association of School Administrators, Association for Supervision of Curriculum Development, and/or other professional groups in which the Superintendent feels are necessary to maintain and improve his professional skills, as permitted by state law and as approved by the District in its annual budget.
L. Cell Phone. Superintendent shall receive one hundred dollars ($100.00) per month as reimbursement for his monthly cell phone service charge, to be paid in one lump sum annually in June.

6. EXPENSES

District shall pay or reimburse Superintendent for reasonable expenses approved by District and incurred by Superintendent in the performance of his duties under the employment agreement.

7. TRANSPORTATION

The District shall provide a District owned vehicle for the Superintendent's use while doing district business. The District shall be responsible for all fuel, maintenance and insurance costs.

8. PROFESSIONAL LIABILITY

A. District agrees that it shall defend, hold harmless, and indemnify Superintendent from any and all demands, claims suits, actions and legal proceedings brought against Superintendent in his individual capacity, or in his official capacity as an agent and employee of the District, provided the incident arose while the Superintendent was acting within the scope and course of his employment, and excluding criminal litigation except as permitted by NRS 391.271; and, as such liability coverage is in the authority of the District to provide under state law. Except that, in no case, will individual Board members be considered personally liable for indemnifying Superintendent against such demand, claims, suits, actions and legal proceedings.
B. If, in the opinion of the District Counsel, a conflict exists as to the defense of such claim between a legal position of the Superintendent and a legal position of the District, the Superintendent may engage counsel, in which event District shall pay Superintendent for the costs of legal defense as permitted by state law.
C. District shall not, however, be required to pay any costs of any legal proceedings in the event District and Superintendent have adverse interests in such litigation, except as stated above.

9. EVALUATION

The Board of Trustees shall evaluate the performance of the Superintendent at least once a year for the duration of this contract. Such evaluation and assessment shall be reasonably related to the position description of the Superintendent as described herein.

The format of the evaluation shall be designed in consultation with Superintendent and adopted by the Board.

If at the time of the evaluation, the Board determines that the performance of the Superintendent is unsatisfactory in any respect, the Board shall describe in writing, in reasonable detail, specific instances of unsatisfactory performance and examples of the behavior expected. The evaluation shall include recommendations as to areas of improvement and all instances where the Board deemed performance to be unsatisfactory. A copy of the evaluation shall be delivered to the Superintendent. The Superintendent shall have the right to make a written response to the evaluation. The Superintendent's response shall become a permanent attachment to the Superintendent's personnel file.

10. TERMINATION OF EMPLOYMENT CONTRACT

The employment contract may be terminated by:

A. Mutual agreement of the parties;
B. Retirement of the Superintendent;
C. Disability of the Superintendent. In the event of disability or incapacity, after Superintendent's sick leave has been exhausted, compensation shall be reinstated upon the Superintendent's return to employment and full assumption and discharge of his duties. The District may terminate his contract by written notice to the Superintendent at any time after the Superintendent has exhausted any cumulative sick leave and such other leave as may be available, and has been absent from his

employment for whatever cause for an additional period of six (6) months and is unable to perform his duties as outlined in this contract. All obligations of the district shall cease upon such termination;

D. Discharge for Cause. Discharge for cause shall constitute conduct which is seriously prejudicial to the District; including but not limited to, neglect of duty or breach of contract. Reasons for a proposed discharge for cause shall be given in writing and the Superintendent shall be entitled to appear before the Board to discuss such causes. If the Superintendent chooses to be accompanied by legal counsel at such meeting, he shall bear any cost therein involved;
E. In the event that the Board offers to terminate the contract by paying the amount specified in paragraph "F," below, the requirement of the hearing before the Board shall be waived by the Superintendent;
F. Discharge without Cause. The Board may, at its option, by a minimum of ninety (90) days written notice to the Superintendent, terminate the contract by majority vote. In the event of such termination, the District shall pay to the Superintendent, as severance pay, all of the aggregate salary, allowances and compensation he would have earned under the employment contract for the remainder of the contract.
G. Death of the Superintendent.

11. KEY EMPLOYEE CLAUSE

The Superintendent must provide the District with at least ninety (90) days working transitional notice of intention to terminate from the District. Failure to provide such notice may result in a 3% annual salary penalty.

12. GOVERNING LAW

If any disputes arise around the interpretation of implementation of this employment agreement, said dispute shall be resolved in accordance with the laws of the State of Nevada, and jurisdiction of any dispute shall be in the courts in Lyon County.

IN WITNESS HERETO, the District and the Superintendent agree to the terms set forth herein on the date specified in paragraph 1 above.

LYON COUNTY SCHOOL DISTRICT
"DISTRICT"

By _____
~~Phil Cowee~~ Tom Hendrix, Board of School Trustees President

Timothy S. Logan
"SUPERINTENDENT"

By _____
Timothy S. Logan

This Employment Contract was approved by vote of the Board of Trustees at a public meeting duly held on ~~December 19, 2023~~ October 27, 2026 and has been made a part of the minutes of that meeting.

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

2025–2026

SUPERINTENDENT SALARY & BENEFITS STUDY

MEMBER VERSION

Christopher H. Tienken, Ed.D.
Jennifer Timmer, Ph.D.
Li Kang, Ph.D.
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David R. Schuler, Ph.D.,
AASA Executive Director

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March 2026

2025–2026 AASA SUPERINTENDENT SALARY & BENEFITS STUDY

EXECUTIVE SUMMARY

The 2025–2026 AASA Superintendent Salary & Benefits Study marks the fourteenth consecutive edition of this report. The national survey tracked the demographics, salary, benefits, and other elements of the employment agreements of school superintendents throughout the country.

This year's study results are based on 1,951 complete responses. The survey was distributed online and relied on superintendents responding to 66 items with the understanding that the report of findings would contain no personally identifiable information. Therefore, readers must consider the data descriptive and not necessarily representative of all superintendents. The study is intended to provide superintendents with actionable information needed to negotiate and manage their compensation and benefits.

Prior to the AASA efforts to study this topic, most school superintendents relied on the annual salary study sponsored by the Education Research Service (ERS) to benchmark their compensation and benefits. The closure of ERS in 2011 created a void in data about superintendent salary and benefits.

AASA responded to the need for data by developing a comprehensive study of the salary and benefits of school superintendents that far exceeded previous studies undertaken on this topic. AASA is particularly well suited for this task because it represents the vast majority of school superintendents in the country and has been the most active in collecting and disseminating to its members critical data needed to inform superintendent decision making about a host of topics.

AASA is committed to refining this work over time, thus maximizing the benefit to superintendents. The earlier editions of this study are available on the AASA website and provide valuable retrospective data (http://www.aasa.org/research.aspx).

METHODOLOGY

The research team was comprised of Tara Thomas, AASA Government Affairs Manager; Dr. Christopher H. Tienken, AASA Research Professor in Residence, Professor of Education Leadership, Management, and Policy, Seton Hall University, NJ, and External Member of the Faculty in the Department of Education Sciences at the University of Catania, Italy; Dr. Jennifer Timmer, Assistant Professor of Education Leadership, Management, and Policy, Seton Hall University, NJ; Dr. Li Kang, University of Alabama, AL; Dr. Sean Cronin, Matawan School District, NJ; and Seton Hall University Education Leadership doctoral students Jennifer Pasuit, Brianna Rizzi, and Timothy Yang. The research was conducted under the supervision of Noelle Ellerson Ng, AASA Associate Executive Director, Advocacy and Governance.

An extensive survey instrument was originally developed in 2012 with the assistance of Professors Theodore J. Kowalski (University of Dayton), I. Phillip Young (University of South Carolina), Terry Orr (Bank Street College), and Christopher C. Stream (University of Nevada, Las Vegas). The survey instrument was revised over the years to reflect changes in the compensation landscape. The latest revision occurred between July 2024 – August 2025 under the direction of Dr. Christopher Tienken for the current edition of the study. Peer review feedback of the survey was received by nine superintendents:

- Dr. Daniel Hile, Noblesville School District, Noblesville, IN.
- Dr. Bryan Luizzi, New Canaan Public Schools, New Canaan, CT.
- Dr. Jennifer Kelsall, Ridgewood Community High School, Norridge, IL.
- Dr. Lance Evans, Superintendent, New Albany City School District, New Albany, MS.
- Heidi Sipe, Superintendent, Umatilla School District 6R, Umatilla, OR.
- Randall W. Squier, Coxsackie-Athens Central School District, NY.
- Dr. Rupak Gandhi, Fargo School District 1, Fargo, ND.
- Dr. Dan J. Schnoes, Educational Services Unit #3, LaVista, NE.
- Dr. Eric Conti, Burlington Public Schools, Burlington, MA.

Using a commercially prepared mailing list of public school superintendents in the United States, email invitations to participate in the survey were distributed during the months of September and October 2025. State association executive directors were contacted to encourage their members to respond to the online survey.

No official exact count of the number of public school superintendents exists. The National Center for Education Statistics reported that there were 19,071 school districts as of the last count in 2021, but that number includes non-operating districts, counties that have multiple districts but only one superintendent, and districts that share a superintendent. The population for the study was approximately 13,000 active superintendents. The population excluded state superintendents and superintendents of state or regional education service centers.

REPORT OF FINDINGS

This 81-page report of findings is divided into 11 sections with 95 tables and relies on measures of central tendency for the analysis of the data collected. In some cases, the data are disaggregated by gender, district enrollment, and racial/cultural group.

As noted in previous reports, there are limitations on the proper use of the data:
When the responses for certain items are disaggregated by racial/cultural group and enrollment, the number of responses may be insufficient to support decision making.
Care should be exercised in generalizing results to all superintendents in the country.
In addition, some survey fatigue is commonly reported by superintendents and could have impacted the return rate.

After each data display in the report, authors offer general statements of findings. It is the intent of the authors to allow the readers the opportunity to disaggregate the data in a manner they find useful in working with their boards of education.

There were 1,951 total valid responses to the survey. Readers will note that respondents omitted responses to some questions. Therefore, the n-value fluctuates among the questions and can be less than 1,951 in some cases. In addition, some percentages in the tables presented may total

between 99% and 101% due to rounding. Note that some percentage totals have been rounded to the nearest full percentage point to aid in readability.

*** Care should be exercised in drawing conclusions or inferences from the very small numbers of respondents in some of the racial/cultural groups, other than the fact that superintendents who identified as White (not Hispanic) constitute the largest racial group represented in the study. Other racial/cultural groups appear to be underrepresented in the superintendent ranks, especially when compared to the racial/cultural profile of American public school student enrollment.

Having clearly identified the limitations inherent in a study of this magnitude, the report that follows is replete with important information that can prove very useful to superintendents for the purpose of contract negotiations.

END NOTES:

Many additional data elements were collected beyond those reported in this document. AASA members interested in investigating an element of this study in greater depth beyond those reported herein or are interested in offering suggestions for improvement of this research undertaking are invited to contact Tara Thomas directly at AASA, The School Superintendents Association.

Those citing the data presented herein and/or findings are asked to include acclamation of AASA and use appropriate APA citation style. Requests to use the data from this study or those that preceded it should contact Tara Thomas at AASA for details and requirements. Finally, AASA reserves all rights to the ownership and use of these data.

Special thanks are extended to Noelle Ellerson Ng, AASA Associate Executive Director, Advocacy and Governance, for her support and guidance and to AASA Government Affairs Manager Tara Thomas for her expertise and efforts to manage the nearly 133,000-cell spreadsheet containing the data collected for this study. The authors acknowledge Maree Sneed of Hogan and Lovells for her ongoing advice and input.

Citation: Tienken, C. H., Timmer, J., Kang, L., Cronin, S., Thomas, T., Pasuit, J., Rizzi, B., & Yang, T. (2026, February). *2025–2026 AASA superintendent salary and benefit study.* American Association of School Administrators.

Christopher H. Tienken, Ed.D.
March 2026

The 2025-2026 AASA Superintendent Salary & Benefits Study is powered by:



We turn your insights into actions. That's the Sogolytics difference.

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KEY FINDINGS

- The survey received 1,951 valid responses from 49 states and the sample was generally representative of the larger population of superintendents.
- Respondents reported having an average of 7.3 years of experience as a superintendent. Contrary to the often-cited statistic of average tenure of a superintendent being less than 3 years, respondents reported an average time in the current position as 5.4 years.
- A significantly higher percentage of superintendents reported declining economic conditions this year (38%) compared to last year (30%).
- Higher percentages of superintendents in districts with enrollments of 1,000 or more students reported stable or growing economic conditions, whereas higher percentages of superintendents leading districts with fewer than 1,000 students reported declining economic conditions.
- A noticeably higher percentage of females held a doctorate (50.63%) compared to males (40.52%).
- Higher percentages of superintendents who identified as Black or African American (80.41%) held a doctorate compared to those who identified as White (41%) and Hispanic or Latino (57.7%).
- Similar to findings over the last three years, almost 9/10 (88.88%) of respondents intend to remain as superintendent in their current district for the upcoming 2026–2027 school year.
- Female superintendents earned approximately 98% of what males earned in 2025–2026.
- Base salary correlated strongly with enrollment. Salaries increased as district enrollment increased.
- Pay ratios are more equitable in public education than in the corporate world. The average ratio of superintendent salary to starting teacher salary was 3.53:1 compared to approximately 285:1 in the S&P 500 group of for-profit corporations.
- The majority of superintendents (59.59%) received 11–15 days of sick leave per year and 56% of superintendents received between 16–25 vacation days.
- Only 14% of superintendents have an incentive/performance clause or a defined provision providing a reward for accomplishing a predetermined task or objective.
- Almost 61% of school districts used legal counsel in contract negotiations compared to only 37% of superintendents who utilized legal counsel to negotiate their contracts. A higher percentage of female respondents (43%) used legal counsel compared to male superintendents (35%).

SECTION #1:
DEMOGRAPHICS OF RESPONDENTS

Table 1.1. Respondent count by state (Q7)

State	Frequency	Percent
Alabama	24	1.23%
Alaska	23	1.18%
Arizona	53	2.72%
Arkansas	45	2.31%
California	92	4.72%
Colorado	31	1.59%
Connecticut	21	1.08%
Delaware	1	0.05%
Florida	4	0.20%
Georgia	23	1.18%
Idaho	16	0.82%
Illinois	174	8.92%
Indiana	53	2.72%
Iowa	33	1.69%
Kansas	44	2.25%
Kentucky	19	0.97%
Louisiana	7	0.36%
Maine	19	0.97%
Maryland	9	0.46%
Massachusetts	52	2.67%
Michigan	82	4.20%
Minnesota	102	5.23%
Mississippi	7	0.36%
Missouri	95	4.87%
Montana	37	1.90%
Nebraska	31	1.59%
Nevada	8	0.41%
New Hampshire	10	0.51%
New Jersey	75	3.84%
New Mexico	7	0.36%
New York	175	8.97%
North Carolina	17	0.87%
North Dakota	52	2.67%
Ohio	57	2.92%
Oklahoma	37	1.89%
Oregon	23	1.18%
Pennsylvania	107	5.48%
Rhode Island	13	0.66%
South Carolina	15	0.76%
South Dakota	40	2.05%
Tennessee	22	1.12%
Texas	41	2.10%
Utah	1	0.05%
Vermont	8	0.41%
Virginia	23	1.18%
Washington	42	2.15%
West Virginia	4	0.20%
Wisconsin	45	2.20%
Wyoming	3	0.15%
Missing	37	1.89%
Total	1951	100%

Findings: A total of 1,951 valid responses were received. The total return is one of the largest since the inception of the project in 1999 and compares favorably with recent editions of the study:

2024–2025 N=2,077 2023–2024 N=2,706 2022–2023 N=2,444
2021–2020 N=1,785 2020–2021 N=1,509 2019–2020 N=1,259
2018–2019 N=1,433 2017–2018 N=1,172

A total of 49 states were represented. No responses were received from the District of Columbia or Hawaii.

Table 1.2A. Age (Q4)

Age	Frequency	2025	2023
≤30	4	0.20%	0%
31-40	67	3.42%	3.23%
41-50	656	33.57%	31.48%
51-60	1,012	51.89%	53.09%
61-70	176	9.03%	10.03%
70+	14	0.71%	0.74%
Missing	22	1.17%	1.43%
Total	1,951	100%	100%

Findings: The mean age of the superintendent was 52.33, about the same as 2022–2023. The median age was 54.5. The modal response was 51-60 years of age (52%) and 34% of respondents were 50 years old or younger in 2025–2026 compared to 38% in 2024–2025.

Approximately 89% of respondents were ages 41-60 years old. The percentage of superintendents ages 60+ decreased from 19.48% in 2012 to just 9.74% in 2025–2026.

Table 1.2B. Race/cultural group (Q6)

Race / Ethnicity	Frequency	Percent
White (Not Hispanic or Latino)	1,709	87.69%
Black or African American	87	4.46%
Hispanic or Latino	75	3.85%
Asian	8	0.41%
Native Hawaiian or Other Pacific Islander	0	0%
American Indian or Alaska Native	16	0.82%
Two or more races	25	1.28%
Prefer not to answer	24	1.23%
Other	5	0.26%
Total	1,949	100%

Findings: Approximately 87% of respondents identified as White followed by almost 4.5% Black or African American and 4% Hispanic or Latino.

Table 1.2C. Gender (Q5)

Gender	Frequency	Percent
Male	1,369	70.21%
Female	581	29.79%
Prefer Not to Answer	0	0%
Other	0	0%
Total	1,950	100%

Findings: There was a three-percentage point increase in female superintendents. This finding is congruent with findings from the *2025 American Superintendent Study: Mid-Decade Update.*

Table 1.2D. Gender (Q5) and age (Q4)

Age	Male	Female	Missing	Total
≤30	4	0	0	4
	0.29%	0%	0%	0.20%
31-40	47	20	0	67
	3.43%	3.44%	0%	3.42%
41-50	476	176	1	653
	35.06%	30.46%	10%	33.57%
51-60	701	313	0	1,014
	51.35%	54.04%	0%	51.89%
61-70	119	57	0	176
	8.77%	9.81%	0%	9.03%
70+	9	5	0	14
	0.66%	0.86%	0%	0.71%
Missing	6	8	9	23
	0.44%	1.38%	90%	1.17%
Total	1,364	579	10	1,951
	100%	100%	100%	100%

Findings: Similar to the previous year, slightly higher percentage of females fell within the 51-60 age range compared to males (54% versus 51%).

Table 1.3A. Enrollment (Q8)

	Frequency	Percent
Fewer than 300	235	12.04%
300 to 999	559	28.62%
1,000 to 2,999	609	31.17%
3,000 to 4,999	219	11.22%
5,000 to 9,999	176	9.03%
10,000 to 24,999	108	5.56%
25,000 to 49,999	29	1.48%
50,000 to 99,999	5	0.26%
100,000 or more	4	0.20%
Missing	7	0.41%
Total	1,951	100%

Findings: Consistent with national trends, approximately 70% of district enrollment for the sample ranges from 300 to 2,999 students.

Table 1.3B. Gender (Q5) and district enrollment (Q8)

	Men	Women	Total
Fewer than 300	141	95	236
	10.30%	16.35%	12.10%
300 to 999	403	158	561
	29.44%	27.19%	28.77%
1,000 to 2,999	445	165	610
	32.51%	28.40%	31.28%
3,000 to 4,999	149	71	220
	10.88%	12.22%	11.28%
5,000 to 9,999	120	57	177
	8.77%	9.81%	9.08%
10,000 to 24,999	85	24	109
	6.21%	4.13%	5.59%
25,000 to 49,999	21	7	28
	1.53%	1.20%	1.44%
50,000 to 99,999	4	1	5
	0.29%	0.17%	0.26%
100,000 or more	1	3	4
	0.07%	0.52%	0.21%
Total	1,369	581	1,950

Findings: There was little difference where numbers were sufficient. Overall, approximately 70% of females and males in the sample worked in a district with fewer than 3,000 students.

Table 1.3C. Enrollment (Q8) and race/cultural group (Q6)

	White (Not Hispanic or Latino)	Black or African American	Hispanic or Latino	Asian	Native Hawaiian or other Pacific Islander	American Indian or Alaska Native	Two or more races	Prefer not to answer	Other	Total
Fewer than 300	210	4	6	0	0	2	7	7	0	236
%	88.98%	1.69%	2.54%	0.00%	0.00%	0.85%	2.97%	2.97%	0.00%	100%
300 to 999	511	11	15	0	0	9	6	5	2	559
%	91.41%	1.97%	2.68%	0.00%	0.00%	1.61%	1.07%	0.89%	0.36%	100%
1,000 to 2,999	548	19	19	3	0	3	9	7	3	611
%	89.69%	3.11%	3.11%	0.49%	0.00%	0.49%	1.47%	1.15%	0.49%	100%
3,000 to 4,999	194	12	11	2	0	0	0	1	0	220
%	88.18%	5.45%	5.00%	0.91%	0.00%	0.00%	0.00%	0.45%	0.00%	100%
5,000 to 9,999	153	14	6	0	0	0	1	3	0	177
%	86.44%	7.91%	3.39%	0.00%	0.00%	0.00%	0.56%	1.69%	0.00%	100%
10,000 to 24,999	72	18	11	3	0	2	2	1	0	109
%	66.06%	16.51%	10.09%	2.75%	0.00%	1.83%	1.83%	0.92%	0.00%	100%
25,000 to 49,999	15	6	7	0	0	0	0	0	0	28
%	53.57%	21.43%	25.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
50,000 to 99,999	3	2	0	0	0	0	0	0	0	5
%	60.00%	40.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
100,000 or more	3	1	0	0	0	0	0	0	0	4
%	75.00%	25.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Total	1,709	87	75	8	0	16	25	24	5	1,949
% Race/Cultural Group	87.69%	4.46%	3.85%	0.41%	0.00%	0.82%	1.28%	1.23%	0.26%	100%

Findings: Where sufficient numbers existed, there were differences by race/cultural group and enrollment. Approximately 74% of superintendents who identified as White worked in districts with enrollments of fewer than 3,000 students compared to 53% of superintendents who identified as Black or African American and as Hispanic or Latino.

Table 1.4A. District description (Q9)

	Frequency	Percent
Rural	1,248	63.93%
Suburban	542	27.93%
Urban	152	7.81%
No Response	9	0.46%
Total	1,951	100%

Findings: As is the case nationally, over 60% of the superintendents in this sample worked in rural districts.

Table 1.4B. District description (Q9) and enrollment (Q8)

	Rural	Suburban	Urban	Missing	Total
Fewer than 300	220	9	4	1	234
	94.07%	3.81%	1.69%	0.42%	100%
300 to 999	493	51	13	0	557
	88.41%	9.27%	2.32%	0.00%	100%
1,000 to 2,999	396	179	33	0	608
	64.98%	29.62%	5.40%	0.00%	100%
3,000 to 4,999	73	125	22	0	220
	33.18%	56.82%	10.00%	0.00%	100%
5,000 to 9,999	40	98	39	0	177
	22.60%	55.37%	22.03%	0.00%	100%
10,000 to 24,999	24	53	32	0	109
	22.02%	48.62%	29.36%	0.00%	100%
25,000 to 49,999	0	22	7	0	29
	0.00%	75.86%	24.14%	0.00%	100%
50,000 to 99,999	0	4	1	0	5
	0.00%	80.00%	20.00%	0.00%	100%
100,000 or more	1	1	2	0	4
	25.00%	25.00%	50.00%	0.00%	100%
Missing	0	0	0	8	8
	0.00%	0.00%	0.00%	100%	100%
Total	1,247	542	153	9	1,951
	63.93%	27.81%	7.81%	0.46%	100%

Findings: Not surprisingly, there was a relationship between enrollment and urbanicity. As enrollment increased, the percentage of districts categorized as urban and suburban increased and those categorized as rural decreased.

Table 1.4C. District description (Q9) and race/cultural group (Q6)

	Rural	Suburban	Urban	No Response	Total
White (Not Hispanic or Latino)	1,143	467	90	1	1,707
	67.12%	27.50%	5.32%	0.06%	100%
Black or African American	23	31	33	0	87
	26.44%	35.63%	37.93%	0.00%	100%
Hispanic or Latino	31	24	20	0	75
	41.33%	32.00%	26.67%	0.00%	100%
Asian	0	5	3	0	8
	0.00%	62.50%	37.50%	0.00%	100%
Native Hawaiian or other Pacific Islander	0	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%
American Indian or Alaska Native	14	1	1	0	16
	87.50%	6.25%	6.25%	0.00%	100%
Two or more races	17	7	1	0	25
	68.00%	28.00%	4.00%	0.00%	100%
Other	2	3	0	0	5
	40.00%	60.00%	0.00%	0.00%	100%
Prefer not to say	17	4	3	0	24
	70.83%	16.67%	12.50%	0.00%	100%
Total	1,249	542	151	9	1,947
	63.93%	27.81%	7.81%	0.46%	100%

Findings: Where sufficient numbers existed, higher percentages of superintendents who identified as White (67%) worked in rural districts compared to superintendents who identified as Black or African American (26%) and Hispanic or Latino (41%).

Conversely, higher percentages of superintendents who identified as Black or African American (38%) and Hispanic or Latino (27%) worked in urban districts compared to superintendents who identified as White (5%).

Table 1.4D. District description (Q9) and gender (Q5)

Type	Male	Female	Other	Prefer not to say	Missing	Total
Rural	887	360	0	0	1	1,248
	65.01%	62.31%	0.00%	0.00%	10.00%	63.93%
Suburban	379	162	0	0	0	541
	27.83%	28.23%	0.00%	0.00%	0.00%	27.81%
Urban	97	55	0	0	1	153
	7.09%	9.47%	0.00%	0.00%	10.00%	7.81%
Missing	1	0	0	0	8	9
	0.07%	0.00%	0.00%	0.00%	80.00%	1.46%
Total	1,364	577	0	0	10	1,951
	100%	100%	0.00%	0.00%	100%	100%

Findings: There were slight differences by gender and district description. A slightly higher percentage of males (65%) worked in rural districts compared to females (62%). Conversely, a slightly higher percentage of females (9.5%) worked in urban districts compared to males (7%).

Table 1.5A. Years as superintendent (Q11)

Years	Frequency	Percent
Less than 1 year	41	2.09%
1-5 years	909	46.53%
6-10 years	508	26.02%
11-15 years	301	15.46%
16-20 years	116	6.02%
21-25 years	50	2.55%
26-30 years	13	0.66%
31-35 years	2	0.10%
36-40 years	1	0.05%
40+ years	0	0.00%
No Response	10	0.51%
Total	1,951	100%

Findings: Respondents reported an average of 7.3 years of experience as a superintendent. Similar to the results from 2022 and 2023, almost half — 47.95% — of respondents had five years or less experience as a superintendent.

Table 1.5B. Years as superintendent (Q11) and enrollment (Q8)

	Fewer than 300	300 to 999	1,000 to 2,999	3,000 to 4,999	5,000 to 9,999	10,000 to 24,999	25,000 to 49,999	50,000 to 99,999	100,000 or more	Total
Less than 1 year	7	15	11	2	5	1	0	0	0	41
	17.07%	36.59%	26.83%	4.88%	12.20%	2.44%	0.00%	0.00%	0.00%	100%
1-5 years	128	250	285	108	85	39	13	1	2	911
	14.04%	27.41%	31.36%	11.84%	9.32%	4.28%	1.43%	0.11%	0.22%	100%
6-10 years	60	162	154	56	39	28	7	2	2	510
	11.76%	31.76%	30.20%	10.98%	7.65%	5.49%	1.37%	0.39%	0.39%	100%
11-15 years	27	85	93	35	27	29	5	2	0	303
	8.91%	28.05%	30.69%	11.55%	8.91%	9.57%	1.65%	0.66%	0.00%	100%
16-20 years	5	28	41	14	20	8	2	0	0	118
	4.24%	23.73%	34.75%	11.86%	16.95%	6.78%	1.69%	0.00%	0.00%	100%
21-25 years	7	15	20	3	1	4	0	0	0	50
	14.00%	30.00%	40.00%	6.00%	2.00%	8.00%	0.00%	0.00%	0.00%	100%
26-30 years	1	5	3	2	0	0	2	0	0	13
	7.69%	38.46%	23.08%	15.38%	0.00%	0.00%	15.38%	0.00%	0.00%	100%
31-35 years	1	0	1	0	0	0	0	0	0	2
	50.00%	0.00%	50.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
36-40 years	0	0	1	0	0	0	0	0	0	1
	0.00%	0.00%	100%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
40+ years	0	0	0	0	0	0	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0%
No Response	0	1	1	0	0	0	0	0	0	2
	0.00%	10.00%	10.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Total	236	561	610	220	177	109	29	5	4	1,951
	12.04%	28.62%	31.17%	11.22%	9.03%	5.56%	1.48%	0.26%	0.20%	100%

Findings: There did not appear to be a strong relationship between years of experience as a superintendent and enrollment.

Table 1.5C. Years as superintendent (Q11) and gender (Q5)

Years	Male	Female	Total
Less than 1 year	23	18	41
	1.68%	3.10%	2.095
1-5 years	576	336	912
	42.07%	57.83%	46.53%
6-10 years	372	136	508
	27.17%	23.41%	26.02%
11-15 years	236	67	303
	17.24%	11.53%	15.46%
16-20 years	105	13	118
	7.67%	2.24%	6.02%
21-25 years	43	7	50
	3.14%	1.20%	2.55%
26-30 years	10	3	13
	0.73%	0.52%	0.66%
31-35 years	2	0	2
	0.15%	0	0.10%
36-40 years	1	0	1
	0.07%	0	0.05%
40+ years	0	0	0
	0.00%	0.00%	0.00%
Missing	1	1	8
	0.07%	0.17%	0.51%
Total	1,369	581	1,950
	100%	100%	100%

Findings: Approximately 60% of female superintendents had five years or less of experience as a superintendent compared to a little more than 43% of male superintendents.

Tables 1.5D. Years as superintendent (Q11) and race/cultural group (Q6)

	Less than 1 year	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	31-35 years	36-40 years	40+ years	Total
White (Not Hispanic or Latino)	36	778	454	267	108	48	13	2	1	0	1,707
	2.11%	45.52%	26.57%	15.62%	6.32%	2.81%	0.76%	0.12%	0.06%	0.00%	100%
Black or African American	2	54	18	11	2	0	0	0	0	0	87
	2.30%	62.07%	20.69%	12.64%	2.30%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Hispanic or Latino	0	41	19	14	1	0	0	0	0	0	75
	0.00%	54.67%	25.33%	18.67%	1.33%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Asian	1	5	1	1	0	0	0	0	0	0	8
	12.50%	62.50%	12.50%	12.50%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Native Hawaiian or other	0	0	0	0	0	0	0	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
American Indian or Alaska Native	0	5	3	3	5	0	0	0	0	0	16
	0.00%	31.25%	18.75%	18.75%	31.25%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Two or more races	1	12	7	4	1	0	0	0	0	0	25
	4.00%	48.00%	28.00%	16.00%	4.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Prefer not to answer	1	11	6	3	1	2	0	0	0	0	24
	4.17%	45.83%	25.00%	12.50%	4.17%	8.33%	0.00%	0.00%	0.00%	0.00%	100%
Other	0	4	1	0	0	0	0	0	0	0	5
	0.00%	80.00%	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Missing	0	2	1	0	0	0	0	0	0	0	3
	0.00%	18.18%	9.09%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Total	41	912	510	303	118	50	13	2	1	0	1,950
	2.09%	46.53%	26.02%	15.46%	6.02%	2.55%	0.66%	0.10%	0.05%	0.00%	100%

Findings: Where numbers were sufficient, there were differences by race/cultural group and years of experience as a superintendent. Approximately 54% of superintendents who identified as White had more than five years of experience compared to superintendents who identified as Black or African American (36%) and Hispanic or Latino (45%).

Table 1.6A. Years in present position (Q10)

Years	Frequency	Percent
Less than 1 year	37	1.89%
1-5 years	1,221	62.30%
6-10 years	430	21.94%
11-15 years	201	10.26%
16-20 years	43	2.19%
21-25 years	13	0.66%
26-30 years	3	0.15%
31-35 years	2	0.10%
36-40 years	0	0.00%
40+ years	0	0.00%
Total	1,950	100%

Findings: Contrary to the often-cited statistic of average tenure of a superintendent being less than three years, the respondents reported the average years in the current position was 5.4. As a group, almost 62% of superintendents had been in their current position fewer than six years. There was not a relationship between time in current position and enrollment.

Table 1.6B. Years in present position (Q10) and gender (Q5)

Years	Male	Female	Total
Less than 1 year	21	16	37
	1.53%	2.75%	1.90%
1-5 years	832	388	1,220
	60.77%	66.78%	62.56%
6-10 years	309	120	429
	22.57%	20.65%	22.00%
11-15 years	150	51	201
	10.96%	8.78%	10.30%
16-20 years	38	5	43
	2.78%	0.86%	2.20%
21-25 years	13	0	13
	0.95%	0.00%	0.66%
26-30 years	3	0	3
	0.22%	0.00%	0.15%
31-35 years	1	1	2
	0.07%	0.17%	0.10%
36-40 years	0	0	0
	0.00%	0.00%	0.00%
40+ years	0	0	0
	0.00%	0.00%	0.00%
Missing	2	0	2
	0.15%	0.00%	0.03%
Total	1,369	581	1,950
	100%	100%	100%

Findings: Overall, males had slightly more time in their current present positions than females. A larger percentage of females (69%) had fewer than six years of experience in their current positions compared to males (62%).

Table 1.6C. Years in present position (Q10) and race/cultural group (Q6)

	Less than 1 year	1-5 years	6-10 years	11-15 years	16-20 years	21-25 years	26-30 years	31-35 years	36-40 years	40+ years	Total
White (Not Hispanic or Latino)	32	1,046	394	179	39	12	3	2	0	0	1,707
	1.87%	61.21%	23.05%	10.47%	2.28%	0.70%	0.18%	0.12%	0.00%	0.00%	100%
Black or African American	3	67	12	3	1	1	0	0	0	0	87
	3.45%	77.01%	13.79%	3.45%	1.15%	1.15%	0.00%	0.00%	0.00%	0.00%	100%
Hispanic or Latino	2	48	14	11	0	0	0	0	0	0	75
	2.67%	64.00%	18.67%	14.67%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Asian	0	6	1	1	0	0	0	0	0	0	8
	0.00%	75.00%	12.50%	12.50%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Native Hawaiian or other	0	0	0	0	0	0	0	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00 %
American Indian or Alaska Native	0	8	4	2	2	0	0	0	0	0	16
	0.00%	50.00%	25.00%	12.50%	12.50 %	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Two or more races	0	21	1	3	0	0	0	0	0	0	25
	0.00%	84.00%	4.00%	12.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Prefer not to answer	0	18	3	2	1	0	0	0	0	0	24
	0.00%	75.00%	12.50%	8.33%	4.17%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Other	0	4	1	0	0	0	0	0	0	0	5
	0.00%	80.00%	20.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Missing	0	3	0	0	0	0	0	0	0	0	3
	0.00%	27.27%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	100%
Total	37	1,221	430	201	43	13	3	2	0	0	1,950
	1.89	62.30%	21.94%	10.26%	2.19%	0.66%	0.15%	0.10%	0.00%	0.00%	100%

Findings: Where numbers were sufficient, there were some differences based on race/cultural group and years in present position. A higher percentage of superintendents who identified as Black or African American (80%) indicated they were in their present positions fewer than six years compared to superintendents who identified as White (63%) or Hispanic or Latino (67%).

Table 1.7A. Economic condition of district (Q21)

Economic condition of the district	Frequency	Percent
Declining economic condition	747	38.11%
Growing economic condition	208	10.61%
Stable economic condition	991	50.56%
Missing	5	0.7%
Total	1951	100%

Findings: A significantly higher percentage of superintendents reported declining economic conditions this year (38%) compared to last year (30%).

Table 1.7B. Economic condition of district (Q21) and enrollment (Q8)

District Enrollment	Declining economic condition		Stable economic condition		Growing economic condition		Total	
	N	%	N	%	N	%	N	%
Fewer than 300	115	15.39 %	107	10.80 %	13	6.25%	235	12.04 %
300 to 999	263	35.21 %	262	26.44 %	35	16.83 %	560	28.62 %
1,000 to 2,999	226	30.25 %	319	32.19 %	62	29.81 %	610	31.17 %
3,000 to 4,999	67	8.97%	131	13.22 %	22	10.58 %	220	11.22 %
5,000 to 9,999	40	5.35%	98	9.89%	39	18.75 %	177	9.03%
10,000 to 24,999	24	3.21%	58	5.85%	27	12.98 %	109	5.56%
25,000 to 49,999	10	1.34%	12	1.21%	7	3.37%	29	1.48%
50,000 to 99,999	0	0.00%	4	0.40%	1	0.48%	5	0.26%
100,000 or more	2	0.27%	0	0.00%	2	0.96%	4	0.20%
Missing							2	0.41%
Total	747	100%	991	100%	208	100%	1951	100%

Findings: Higher percentages of superintendents leading districts with enrollments of 1,000 or more students reported experiencing stable or growing economic conditions, whereas higher percentages of superintendents leading districts with fewer than 1,000 students reported experiencing declining economic conditions.

Table 1.8A. Terminal degree (Q12)

Terminal Degree	Frequency	Percent
Masters	739	37.81%
MBA	12	0.61%
CPA	3	0.15%
JD	10	0.51%
EdS	282	14.44%
EdD	723	37.04%
PhD	122	6.33%
Other	59	3.11%
No Response	0	0.00%
Total	1,951	100%

Findings: More than four of ten (44%) of respondents held some form of a doctorate (EdD, PhD, or JD), a slight increase from last year.

Table 1.8B. Terminal degree (Q12) and gender (Q5)

	Male		Female		Prefer Not to Answer		Other		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%	Frequency	%
CPA	2	0.13%	0	0.00%	0	0.00%	0	0.00%	2	0.10%
EdD	517	34.06%	219	39.89%	2	33.33%	1	100%	739	35.58%
EdS	246	16.21%	53	9.65%	0	0.00%	0	0.00%	300	14.44%
JD	5	0.33%	2	0.36%	0	0.00%	0	0.00%	7	0.34%
Masters	603	39.72%	194	35.34%	3	50.00%	0	0.00%	801	38.57%
MBA	9	0.59%	4	0.73%	0	0.00%	0	0.00%	13	0.63%
PhD	93	6.13%	57	10.38%	0	0.00%	0	0.00%	151	7.27%
Other	43	2.83%	20	3.64%	1	16.67%	0	0.00%	64	3.08%
Missing	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	1,518	100%	549	100%	6	100%	1	100%	2,077	100%

Findings: Where numbers were sufficient, a noticeably higher percentage of females held a doctorate (50.63%) compared to males (40.52%).

Table 1.8C. Terminal degree (Q12) and race/cultural group (Q6)

	CPA	EdD	EdS	JD	Masters	MBA	PhD	Other	Total
White (Not Hispanic or Latino)	2	602	270	10	663	9	103	50	1,709
	0.12%	35.23%	15.80%	0.59%	38.79%	0.53%	6.03%	2.93%	100%
Black or African American	0	55	2	0	16	1	12	1	87
	0.00%	63.22%	2.30%	0.00%	18.39%	1.15%	13.79%	1.15%	100%
Hispanic or Latino	1	40	2	0	26	1	3	2	75
	1.33%	53.33%	2.67%	0.00%	34.67%	1.33%	4.00%	2.67%	100%
Asian	0	4	0	0	4	0	0	0	8
	0.00%	50.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%	100%
Native Hawaiian or other Pacific Islander	0	0	0	0	0	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
American Indian or Alaska Native	0	5	2	0	9	0	0	0	16
	0.00%	31.25%	12.50%	0.00%	56.25%	0.00%	0.00%	0.00%	100%
Two or more races	0	8	5	0	7	1	4	0	25
	0.00%	32.00%	20.00%	0.00%	28.00%	4.00%	16.00%	0.00%	100%
Prefer not to answer	0	7	2	0	15	0	0	0	24
	0.00%	29.17%	8.33%	0.00%	62.50%	0.00%	0.00%	0.00%	100%
Other	0	4	0	0	0	0	1	0	5
	0.00%	80.00%	0.00%	0.00%	0.00%	0.00%	20.00%	0.00%	100%
Total	3	725	283	10	740	12	123	53	1,951
	0.15%	37.04%	14.44%	0.51%	37.81%	0.61%	6.33%	3.11%	100%

Findings: Where numbers were sufficient, differences existed by race/cultural group. Higher percentages of superintendents who identified as Black or African American (80.41%) held a doctorate compared to those who identified as White (41%) and those who identified as Hispanic or Latino (57.7%).

Note: As indicated in the introduction, care should be exercised in drawing conclusions or inferences from the small numbers of respondents in some of the racial/cultural groups, other than the fact that White (not Hispanic) superintendents were the largest group represented in the study. Other racial/cultural groups appeared to be underrepresented in the superintendent ranks, especially when compared to the racial/cultural profile of American public school enrollment.

Table 1.9A. Professional plans at the conclusion of this school year (Q19)

Professional Plans	Count	%
Continue serving as superintendent at my current district	1,741	88.88%
Continue working in education, but pursue a different (non-superintendent) position	12	0.61%
Leave education for other reason (Specify Reason):	41	2.09%
Leave education to retire	7	0.36%
Leave education to work in a non-education field	17	0.87%
Retire and work as an interim superintendent	9	0.46%
Retire, and then be re-hired to continue working in a different district within the same state	7	0.36%
Retire, and then be re-hired to continue working in education in another state	14	0.71%
Retire, and then be re-hired to continue working in my current district	33	1.68%
Retire, and then pursue an education-related position outside of K-12 public schools	51	2.60%
Serve as superintendent at a different district within the same state	3	0.15%
Serve as superintendent in another state	9	0.46%
Omitted	7	0.77%
Total	1,951	100.%

Findings: Similar to findings over the last three years, almost 9/10 (88.88%) of respondents intend to remain as superintendent in their current district for the upcoming 2026–2027 school year. Overall, approximately 90% reported they would continue to serve in the position of superintendent. There were no significant differences by gender.

Care should be taken when interpreting these numbers as sampling bias may influence the results.

Table 1.10A. Per pupil spending (Q20)

Projected 2025-26 per pupil expenditure	Frequency	Percent
Less than $5,000	48	2.46%
$5,000-7,499	218	11.16%
$7,500-9,999	327	16.74%
$10,000-12,499	461	23.59%
$12,500-14,999	346	17.69%
$15,000+	514	26.30%
Missing	37	2.05%
Total	1951	100%

Findings: Approximately 40% of districts spend $7,500-$12,499 per pupil, down from 44% in 2024–2025.

Table 1.10B. Per pupil spending (Q20) and enrollment (Q8)

Enrollment	Fewer than 300		300 to 999		1,000 to 2,999		3,000 to 4,999		5,000 to 9,999		10,000 to 24,999		25,000 to 49,999		50,000 to 99,999		100,000 +	
Per Pupil Spending	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Less than $5,000	17	7.33%	8	1.45%	15	2.53%	2	0.91%	3	1.70%	3	2.80%	0	0.00%	0	0.00%	0	0.00%
$5,000-$7,499	28	12.07%	69	12.52%	63	10.64%	21	9.59%	27	15.34%	7	6.54%	3	10.71%	0	0.00%	0	0.00%
$7,500 - $9,999	29	12.50%	101	18.33%	119	20.10%	33	15.07%	21	11.93%	17	15.89%	5	17.86%	0	0.00%	2	50.00%
$10,000 - $12,499	45	19.40%	151	27.40%	121	20.44%	51	23.29%	44	25.00%	39	36.45%	8	28.57%	1	20.00%	1	25.00%
$12,500 - $14,999	40	17.24%	106	19.24%	105	17.74%	34	15.53%	33	18.75%	21	19.63%	7	25.00%	0	0.00%	0	0.00%
$15,000+	73	31.74%	116	21.05%	169	28.55%	78	35.62%	48	27.27%	20	18.69%	5	17.86%	4	80.00%	1	25.00%
Total*	232	100%	551	100%	592	100%	219	100%	176	100%	107	100%	28	100%	5	100%	4	100%

Findings: Approximately 60% of districts with enrollments 10,000–24,999 students spend more than $10,000 per student compared to 68% of districts with enrollments below 10,000.

*N count was 1770.

SECTION #2: SALARY

Table 2.1. Superintendent base salary 2025–2026 (Q13) and enrollment (Q8)

	Min	25%	**Median**	75%	Max	N
Fewer than 300	50,000	100,000	**117,850**	140,000	220,000	236
300 to 999	60,000	125,535	**144,342**	166,229	268,000	561
1,000 to 2,999	80,000	150,000	**173,163**	200,000	435,000	610
3,000 to 4,999	108,000	184,625	**214,100**	239,250	388,052	220
5,000 to 9,999	113,000	203,000	**227,000**	260,000	374,000	177
10,000 to 24,999	150,000	215,941	**248,000**	290,350	412,002	109
25,000 to 49,999	200,000	245,000	**295,000**	324,000	452,000	29
50,000 to 99,999	320,000	326,568	**363,982**	375,950	426,000	5
100,000 or more	125,000	173,750	**254,000**	319,750	325,000	4
Total						1,951
Mean Salary			**178,111**			

Findings: Consistent with results since the inception of the study, median salaries generally demonstrate an increase as district enrollments increase. However, caution should be taken with interpretations for enrollments above 24,999 due to smaller sample sizes.

Table 2.2. Superintendent base salary (Q13) and gender (Q5)

	Min	25%	**Median**	75%	Max	N
Female	60,000	134,475	**165,000**	214,000	382,000	581
Male	50,000	136,980	**168,677**	212,090	452,000	1,369
Total						1,950

Findings: Keeping mind that males are overrepresented in the superintendency (73%) compared to females (26%), the median salary of male superintendents was slightly higher than that of females for only the 7th time in the last 14 years.

Female superintendents earned approximately 98% of what males earned in 2025–2026.

Table 2.3. Superintendent base salary (Q13) and racial/cultural group (Q6)

Race/Cultural Group	Min	25%	**Median**	75%	Max	N
American Indian or Alaska Native	83,000	115,750	**139,276**	165,002	266,610	16
Asian	221,162	239,028	**262,000**	272,500	412,002	7
Black or African American	83,480	178,725	**225,000**	266,443	375,950	87
Hispanic or Latino	80,000	170,750	**224,350**	266,250	452,000	74
Two or more races	86,957	122,000	**150,993**	190,962	309,000	25
White (not Hispanic or Latino)	50,000	135,000	**165,000**	205,000	435,000	1,706
Other	130,000	165,000	**192,000**	195,000	239,000	5
Prefer not to answer	80,000	128,750	**157,756**	206,250	374,000	24
Total						1,944

Findings: As in previous editions of the study, where sufficient numbers of respondents existed, some variation was noted in median salaries. Superintendents who identified as Black or African American and Hispanic or Latino had higher median salaries than superintendents who identified as White.

Care should be taken in interpreting the data because of the small number of respondents in some groups and the overrepresentation of superintendents who identified as White, making definitive analysis difficult, if not inappropriate. Some of the variation in median salaries may be due to the fact that higher percentages of superintendents who identified as Black or African American and Hispanic or Latino worked in larger and more urbanized districts and those contexts associate with higher median salaries.

Table 2.4. Superintendent base salary (Q13) and terminal degree (Q12)

Degree Type	Min	25%	**Median**	75%	Max	Count
CPA	175,000	183,146	**191,292**	208,146	225,000	3
Ed.D	80,000	160,000	**196,000**	236,750	452,000	723
Ed.S	60,000	120,000	**140,000**	166,567	291,700	283
J.D	124,000	208,496	**223,125**	263,500	298,500	10
M.A./M.S./M.Ed (Master's degree)	50,000	130,000	**153,235**	185,000	394,000	740
MBA	96,000	164,625	**189,500**	231,708	290,700	12
Ph.D	79,000	153,625	**196,875**	229,250	360,000	124
Other	83,835	157,500	**182,000**	211,626	340,000	47
Total						1,942

Findings: Where sufficient numbers of responses existed, superintendents with either an EdD or PhD had higher median salaries.

Table 2.5. Superintendent base salary (Q13) and district description (Q9)

Type	Min	25%	**Median**	75%	Max	N
Rural	50,000	125,206	**147,000**	174,000	311,488	1,253
Suburban	92,700	188,643	**220,000**	257,282	435,000	545
Urban	79,000	185,761	**217,500**	264,250	452,000	153
Total						1,951

Findings: The median salary in rural districts was lower than that of suburban and urban. Some of the difference is likely related to rural districts having smaller enrollments on average than suburban and urban districts.

Table 2.6. Associate superintendent base salary (Q14) and district enrollment (Q8)

Enrollment	Min	25%	**Median**	75%	Max	Omitted	N
Fewer than 300	81,000	86,580	**112,000**	132,000	154,000	217	236
300 to 999	56,000	105,000	**125,000**	141,250	241,322	445	561
1,000 to 2,999	76,150	120,000	**138,911**	160,000	275,000	189	610
3,000 to 4,999	89,000	135,000	**165,000**	190,000	285,000	13	220
5,000 to 9,999	85,000	142,046	**174,500**	195,000	310,000	3	177
10,000 to 24,999	92,000	151,146	**175,000**	200,000	301,200	1	109
25,000 to 49,999	120,000	180,000	**200,000**	220,000	270,000	1	29
50,000 to 99,999	179,000	205,544	**221,352**	239,985	275,000	1	5
100,000 or more	165,000	191,666	**218,331**	239,166	260,000	1	4
Total						873	1,951

Findings: Consistent with findings in previous editions of the study, base salary for assistant/associate superintendents increased as enrollment increased. It is noted that in districts with lower enrollments, these positions often do not exist.

Table 2.7. High school principal base salary (Q15) and district enrollment (Q8)

Enrollment	Min	25%	**Median**	75%	Max	Omitted	N
Fewer than 300	50,000	74,000	**85,000**	95,000	143,000	91	236
300 to 999	52,424	90,000	**100,000**	115,000	228,913	74	561
1,000 to 2,999	65,000	103,000	**120,000**	133,500	275,000	55	610
3,000 to 4,999	70,000	115,000	**135,000**	161,798	265,000	21	220
5,000 to 9,999	82,000	124,675	**144,000**	170,469	240,000	9	177
10,000 to 24,999	89,000	120,000	**140,000**	165,000	215,000	8	109
25,000 to 49,999	100,000	130,000	**157,000**	170,000	209,000	0	29
50,000 to 99,999	135,000	146,250	**152,012**	154,334	155,267	1	5
100,000 or more	85,000	118,750	**152,500**	178,250	188,000	0	4
Total						261	1,951

Findings: Consistent with findings in previous editions of the study, in almost all cases, the larger the student enrollment of the district, the higher the mean base salary for the high school principal when sample sizes exceeded 28 responses. Omitted responses are due mostly to some districts not having high schools or the position of high school principal.

Table 2.8. Middle school principal base salary (Q16) and district enrollment (Q8)

Enrollment	Min	25%	**Median**	75%	Max	Omitted	Count
Fewer than 300	50,000	74,750	**84,500**	95,000	155,000	160	236
300 to 999	52,424	85,000	**98,385**	115,000	185,000	251	561
1,000 to 2,999	60,000	98,000	**114,090**	130,000	255,000	63	610
3,000 to 4,999	69,000	108,990	**129,359**	152,949	225,000	16	220
5,000 to 9,999	80,000	112,614	**130,000**	154,552	230,000	13	177
10,000 to 24,999	86,000	105,000	**125,000**	155,000	207,000	5	109
25,000 to 49,999	80,000	125,000	**148,000**	157,500	195,000	2	29
50,000 to 99,999	120,000	135,000	**142,140**	145,679	149,876	1	5
100,000 or more	120,000	127,500	**135,000**	156,500	178,000	1	4
Total						514	1,951

Findings: Similar to their high school counterparts, middle school principal base median salaries were related to district enrollment and generally increased as district enrollment increased.

Table 2.9. Elementary school principal base salary (Q17) and district enrollment (Q8)

Enrollment	Min	25%	**Median**	75%	Max	Omitted	N
Fewer than 300	50,000	75,000	**82,000**	93,000	166,500	106	236
300 to 999	58,000	85,000	**95,000**	110,000	256,000	43	561
1,000 to 2,999	50,000	94,375	**107,535**	125,000	250,000	25	610
3,000 to 4,999	60,000	100,000	**120,000**	145,000	205,000	12	220
5,000 to 9,999	75,000	104,486	**124,780**	150,000	220,000	11	177
10,000 to 24,999	82,864	100,000	**120,000**	142,500	196,000	6	109
25,000 to 49,999	70,000	112,500	**129,818**	145,000	195,000	2	29
50,000 to 99,999	105,000	123,750	**132,785**	138,947	149,079	1	5
100,000 or more	85,000	111,250	**121,500**	134,250	168,000	0	4
Total						208	1,951

Findings: Elementary school principals generally followed the same trend as their high school and middle school counterparts: median salary increased as enrollment increased. Since the study's inception, median base salaries in districts with enrollments of fewer than 1,000 students have yet to exceed $100,000.

Table 2.10. Beginning teacher base salary (Q18) and district enrollment (Q8)

Enrollment	Min	25%	**Median**	75%	Max	Omitted	N
Fewer than 300	34,000	41,408	**43,000**	48,005	74,500	9	236
300 to 999	33,000	42,661	**46,056**	50,252	132,000	6	561
1,000 to 2,999	35,000	45,000	**50,000**	54,400	140,000	10	610
3,000 to 4,999	36,000	48,000	**53,441**	60,000	130,000	6	220
5,000 to 9,999	40,000	48,195	**52,143**	60,000	115,000	7	177
10,000 to 24,999	35,000	48,760	**52,750**	60,000	80,000	1	109
25,000 to 49,999	40,000	50,150	**55,000**	60,000	80,000	0	29
50,000 to 99,999	53,610	55,403	**58,000**	60,426	61,703	1	5
100,000 or more	48,943	51,039	**53,369**	56,250	60,000	0	4
Total						42	1,951

Findings: As in previous years, where numbers were sufficient, there appeared to be a relationship between district enrollment and beginning teacher salary in this year's results.

Table 2.11. Ratio of median superintendent salary (Q13), beginning teacher salary (Q18), and district enrollment (Q8) 2025–2026

Enrollment	Superintendent Median Salary	Beginning Teacher Median Base Salary	4–year Comparison
Fewer than 300	**117,850**	**43,000**	**2.74:1 (25–26)** 2.73:1 (24–25) 2.74:1 (23–24) 2.65:1 (22–23) 2.60:1 (21–22)
300 to 999	**144,342**	**46,056**	**3.13:1 (25–26)** 3.02:1 (24–25) 3.10:1 (23–24) 3.00:1 (22–23) 3.10:1 (21–22)
1,000 to 2,999	**173,163**	**50,000**	**3.46:1 (25–26)** 3.38:1 (24–25) 3.50:1 (23–24) 3.45:1 (22–23) 3.45:1 (21–22)
3,000 to 4,999	**214,100**	**53,441**	**4.00:1 (25–26)** 3.84:1 (24–25) 4.00:1 (23–24) 3.92:1 (22–23) 3.80:1 (21–22)
5,000 to 9,999	**227,000**	**52,143**	**4.35:1 (25-26)** 4.07:1 (24-25) 4.21:1 (23-24) 4.25:1 (22–23) 4.20:1 (21–22)
10,000 to 24,999	**248,000**	**52,750**	**4.70:1 (25–26)** 4.54:1 (24–25) 4.53:1 (23–24) 4.70:1 (22–23) 5.00:1 (21–22)

Note: Samples sizes were not sufficiently robust for meaning analysis for enrollments above 24,999 students.

Findings: A metric of importance in the private sector is the ratio of the entry level worker compensation to the base salary (without incentives) of the CEO. The four-year calculations for median entry-level base salary of teachers were presented compared with the median base salary of superintendents arrayed by district size. **The average ratio of superintendent salary to starting teacher salary was 3.53:1.** This year's data suggest that the ratios between median superintendent salary and median salary for a starting teacher are consistent with those reported over last five years across enrollment groups and much lower than those found in the for-profit business environment.

For comparison, the AFL-CIO (2025) reported in their *Executive Pay Watch* study that the 2024 ratio of CEO base salary to entry level employee base salary for the 500 largest publicly traded corporations in the United States was 285:1. Source: https://aflcio.org/paywatch

SECTION #3: EVALUATION

Table 3.1. Frequency of performance evaluations (Q49)

Frequency of Evaluation	Frequency	Percent
Annually	1,730	88.40%
Biennially (every 2 years)	27	1.38%
More than once a year	130	6.73%
Never	29	1.49%
Other	25	1.28%
Missing	14	0.72%
Total	1,951	100%

Findings: Approximately 88% of superintendents were evaluated annually, whereas only 2% were evaluated every two years. There were no differences in frequency of evaluation based on gender.

Table 3.2. Does your employment agreement specify the process, measures, and indicators to be used for your formal performance evaluation? (Q45)

	Count	Percent
Yes	877	44.95%
No	1,055	54.05%
Missing	19	1.00%
Total	1,951	100%

Findings: Similar to the previous three years, approximately 45% of superintendents have the process, measures, and indicators used for their formal evaluation specified in their employment agreement. There was no significant difference by gender.

Table 3.3. Is your formal performance evaluation linked to goals, objectives or directions specified in the previous year's performance? (Q46)

	Frequency	Percent
Yes	1,283	65.77%
No	646	33.06%
Missing	22	1.17%
Total	1,951	100%

Findings: There was a significant increase in the percentage of superintendents who have their performance linked to objectives/directions from previous evaluations. Approximately 66% of respondents reported having the provision, compared to 50% last year.

Table 3.4. Formal performance evaluation linked to student outcomes/performance? (Q47)

	Frequency	Percent
Yes	739	37.83%
No	1,190	60.94%
Missing	22	1.23%
Total	1,951	100%

Findings: Similar to last year, approximately 38% of superintendents had their formal performance evaluations linked to student outcomes/performance. Since 2015–2016, percentages have fluctuated between 34.1% in 2015–2016 to almost 43% in 2020–2021. There were no differences noted by gender.

Table 3.5A. Formal performance evaluation linked to student outcomes/performance (Q47) and race/cultural group (Q6)

Race / Cultural Group	Yes	No	Missing	Total
White (Not Hispanic or Latino)	625	1,065	14	1,705
	36.69%	62.49%	0.82%	100%
Black or African American	49	38	0	87
	56.32%	43.68%	0.00%	100%
Hispanic or Latino	42	31	2	75
	56.00%	41.33%	2.67%	100%
Asian	3	5	0	8
	37.50%	62.50%	0.00%	100%
American Indian or Native Alaska	3	13	0	16
	18.75%	81.25%	0.00%	100%
Native Hawaiian or Other Pacific Islander	0	0	0	0
	0.00%	0.00%	0.00%	0.00%
Two or more races	9	16	0	25
	36.00%	64.00%	0.00%	100%
Other	1	4	0	5
	20.00%	80.00%	0.00%	100%
Prefer not to answer	7	17	7	35
	22.86%	54.29%	22.86%	100%
Total	742	1,194	24	1,951
	37.86%	60.92%	1.22%	100%

Findings: Similar to previous years, where numbers were sufficient, there appeared to be a relationship between race/ethnicity and the performance evaluation being linked to student outcomes. However, this should be interpreted carefully, as evidence suggests that the relationship may be related to enrollment rather than race and the fact that more superintendents of color worked in larger districts compared to superintendents who identified as White (See Table 1.3 and 3.5B).

Table 3.5B. Formal performance evaluation linked to student outcomes (Q47) and enrollment (Q8)

Enrollment	Yes	No	Missing	Total
Fewer than 300	66	169	1	236
	27.97%	71.61%	0.42%	100%
300 to 999	178	377	4	559
	31.91%	67.38%	0.71%	100%
1,000 to 2,999	223	379	7	609
	36.66%	62.19%	1.15%	100%
3,000 to 4,999	101	118	1	220
	45.91%	53.64%	0.45%	100%
5,000 to 9,999	90	87	0	177
	50.85%	49.15	0.00%	100%
10,000 to 24,999	58	49	2	109
	53.21%	44.95%	1.83%	100%
25,000 to 49,999	17	11	1	29
	58.62%	37.93%	3.45%	100%
50,000 to 99,999	5	0	0	5
	100%	0.00%	0.00%	100%
100,000 or more	2	2	0	4
	50.00%	50.00%	0.00%	100%
Missing	0	0	3	3
	0.00%	0.00%	100%	100%
Total	742	1,194	19	1,951
	37.86%	60.92%	1.22%	100%

Findings: There was a positive relationship between enrollment and this provision. As enrollment increased, the frequency of having the formal performance evaluation linked to student outcomes increased.

Table 3.6A. Is the outcome of your formal performance evaluation released to the public? (Q48)

	Frequency	Percent
Yes, by State Law	563	28.83%
Yes, by Employment Agreement	223	11.43%
No	1,132	57.96%
Missing	33	1.79%
Total	1,951	100%

Findings: Almost 40% of superintendents had the outcomes of their formal evaluation released to the public — an increase from 34% the previous year. Most of those superintendents who had their outcomes released were compelled to do so by state law. When considered by gender, there were no notable differences.

Table 3.6B. Enrollment (Q8) and is the outcome of your formal performance evaluation released to the public? (Q48)

Enrollment	Yes, by State Law	Yes, by Employment Agreement	No	Missing	Total
Fewer than 300	63	23	146	4	236
	26.69%	9.75%	61.86%	1.69%	100%
300 to 999	141	55	355	7	558
	25.31%	9.80%	63.64%	1.25%	100%
1,000 to 2,999	191	68	338	12	609
	31.42%	11.13%	55.48%	1.96%	100%
3,000 to 4,999	72	25	122	1	220
	32.73%	11.36%	55.45%	0.45%	100%
5,000 to 9,999	59	26	91	1	177
	33.33%	14.69%	51.41%	0.56%	100%
10,000 to 24,999	29	18	61	1	109
	26.61%	16.51%	55.96%	0.92%	100%
25,000 to 49,999	6	6	16	1	29
	20.69%	20.69%	55.17%	3.45%	100%
50,000 to 99,999	1	1	3	0	5
	20.00%	20.00%	60.00%	0.00%	100%
100,000 or more	1	2	1	0	4
	25.00%	50.00%	25.00%	0.00%	100%
Missing	0	0	0	3	3
	0.00%	0.00%	0.00%	100%	100%
Total	565	224	1,136	35	1,951
	28.83%	11.43%	57.96%	1.79%	100%

Findings: Where responses were sufficient, where was a relationship between enrollment and this provision. As enrollment increased the prevalence of this provision increased.

Table 3.7. Does your employment agreement include a specific and detailed listing of your duties and responsibilities? (Q43)

	Frequency	Percent
Yes	971	49.74%
No	960	49.13%
Missing	20	1.12%
Total	1,951	100%

Findings: Approximately 50% of all superintendents had a detailed agreement regarding duties and responsibilities in their employment contract.

Table 3.8. Does your employment agreement include a specific and detailed process for handling complaints/criticisms? (Q44)

	Frequency	Percent
Yes	530	27.17%
No	1,410	72.27%
Missing	11	0.56%
Total	1,951	100%

Findings: Only about one in four superintendents had a process in their contract for handling complaints /criticisms.

Table 3.9. Does your employment agreement include a provision detailing how communications between the board and superintendent are to occur? (Q42)

	Frequency	Percent
Yes	337	17.27%
No	1,583	81.13%
Missing	31	1.60%
Total	1,951	100%

Finding: Less than 18% of superintendents did not have this provision in their employment agreement.

SECTION #4: RETIREMENT BENEFITS

Table 4.1. Is your retirement plan/system contribution based on your salary? (Q52)

	Frequency	Percent
Yes	1606	82.27%
No	146	7.48%
District does not contribute on my behalf to a retirement plan/system	86	4.41%
Unsure how the contribution is calculated	101	5.17%
Missing	12	0.67%
Total	1,951	100%

Findings: Approximately 82% of superintendents indicated that their retirement contribution was based on annual salary, down from a high of 93% in 2022–2023.

Table 4.2. Does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q54)

	Frequency	Percent
Yes (Less than $1,000)	29	1.49%
Yes ($1,000–$3,000)	134	6.86%
Yes ($3,001–5,000)	132	6.76%
Yes ($5,001–7,000)	88	4.51%
Yes ($7,001–10,000)	106	5.43%
Yes (More than $10,000)	277	14.19%
Amount varies because it is recalculated annually	61	3.13%
No	1,110	56.92%
Missing	14	0.72%
Total	1,951	100%

Findings: Approximately 42% of superintendents had a provision in their contract that included a contribution to an annuity by the district, an increase of a little more than 4% from 2022–2023. The most common contribution amounts were more than $10,000 (14.19%) and $1,000–$5,000 (13.44%). There was no significant difference by gender.

Table 4.3. Enrollment (Q8) and does the school district contribute to a tax-deferred annuity or private retirement account on your behalf? (Q54)

	Yes (Less than $1,000)	Yes ($1,000-$3,000)	Yes ($3,001-5,000)	Yes ($5,001-7,000)	Yes ($7,001-10,000)	Yes (More than $10,000)	Amount varies: Recalculated annually	No	Missing	Total
Fewer than 300	7	9	5	4	1	9	7	193	1	259
	2.97%	3.81%	2.12%	1.69%	0.42%	3.81%	2.97%	81.78%	0.42%	100%
300 to 999	9	54	61	26	19	30	7	349	6	602
	1.60%	9.63%	10.87%	4.63%	3.39%	5.35%	1.25%	62.21%	1.07%	100%
1,000 to 2,999	9	50	41	29	46	80	17	335	3	633
	1.47%	8.18%	6.71%	4.75%	7.53%	13.26%	2.78%	54.83%	0.49%	100%
3,000 to 4,999	2	10	19	14	19	42	10	103	1	239
	0.91%	4.55%	8.64%	6.36%	8.64%	19.09%	4.55%	46.82%	0.45%	100%
5,000 to 9,999	1	7	4	9	13	49	16	78		195
	0.56%	3.95%	2.26%	5.08%	7.34%	27.68%	9.04%	44.07%	0.00%	100%
10,000 to 24,999	0	4	2	3	4	49	4	41	2	98
	0.00%	3.67%	1.83%	2.75%	3.67%	44.95%	3.67%	37.61%	1.83%	100%
25,000 to 49,999	0	0	0	2	3	14	0	9	1	34
	0.00%	0.00%	0.00%	6.90%	10.34%	48.28%	0.00%	31.03%	3.45%	100%
50,000 to 99,999	1	0	0	0	1	2	0	1	0	9
	20.00%	0.00%	0.00%	0.00%	20.00%	40.00%	0.00%	20.00%	0.00%	100%
100,000 or more	0	0	0	1	0	1	0	2	0	3
	0.00%	0.00%	0.00%	25.00%	0.00%	25.00%	0.00%	50.00%	0.00%	100%
Total	29	134	132	88	106	277	61	1111	14	1,951
	1.49%	6.86%	6.76%	4.51%	5.43%	14.19%	3.13%	56.92%	0.72%	100%

Findings: Where the numbers were sufficient, there was a positive relationship with receiving an annuity above $10,000 and enrollment.

SECTION #5: INSURANCE BENEFITS

Table 5.1 What health insurance coverage, paid by the district, do you receive in your employment agreement? (Q56)

	Frequency	Percent
All EXCEPT Disability and/or Vision	291	14.91%
Medical/Hospital/Dental & Vision & Disability	1,090	55.89%
Something less than Medical/Hospital/Dental & Vision & Disability	290	14.86%
I waive/ do not accept/ do not need insurance coverage	261	13.37%
Medical/Hospital	19	0.97%
Total	1951	100%

Findings: Almost 56% of superintendents had Medical/Hospital/Dental & Vision & Disability insurance coverage as part of their compensation package, an increase over the previous year (41%).

Table 5.2. Does the school district contribute to the premiums on a life insurance policy apart from the insurance benefits provided for all employees? (Q55)

	Frequency	Percent
Yes	871	44.62%
No	1,057	54.20%
Missing	23	1.18%
Total	1,951	100%

Findings: There was a decrease in the percentage of superintendents who received contributions toward premiums on a life insurance policy apart from the insurance benefits provided for all employees compared to last year: 45% versus 49%.

Table 5.3A. District contributes to post-retirement health insurance coverage (Q58)

	Frequency	Percent
Yes	433	22.18%
No	1498	76.74%
Missing	20	1.08%
Total	1,951	100%

Findings: Approximately 22% of superintendents had a provision in which the district contributed to post-retirement health insurance, compared to 2020–2021 when 35% of superintendents indicated they had such a provision.

Table 5.3B. District contributes to post-retirement health insurance coverage (Q58) and enrollment (Q8)

	Yes	No	Missing	Total
Fewer than 300	21	214	1	236
	8.90%	90.68%	0.42%	100%
300 to 999	108	446	6	561
	19.25%	79.50%	1.25%	100%
1,000 to 2,999	149	455	7	611
	24.39%	74.47%	1.15%	100%
3,000 to 4,999	68	150	2	220
	30.91%	68.18%	0.91%	100%
5,000 to 9,999	54	123	0	177
	30.51%	69.49%	0.00%	100%
10,000 to 24,999	26	81	2	109
	23.85%	74.31%	1.83%	100%
25,000 to 49,999	6	22	1	29
	20.69%	75.86%	3.45%	100%
50,000 to 99,999	0	4	1	5
	0.00%	80%	20%	100%
100,000 or more	1	3	0	4
	25%	75%	0.00%	100%
Total	433	1,498	20	1,951
	22.18%	76.74%	1.08%	100%

Findings: Where a sufficient number of respondents existed, there was a partial relationship between enrollment and having a provision for post-retirement contributions to health insurance from the district. The percentage of superintendents with the provision increased as enrollment increased up through 9,999 students.

Table 5.3C. District contributes to post-retirement health insurance coverage (Q58) and gender (Q5)

	Male	Female	Missing	Total
Yes	317	116	0	433
	23.16%	19.97%	0.00%	22.18%
No	1039	457	2	1,497
	75.89%	78.66%	100%	76.74%
Missing	13	8	0	21
	0.95%	1.38%	0.00%	1.08%
Total	1,369	581	2	1,951
	100%	100%	100%	100%

Findings: Approximately 22% of superintendents had this provision, an increase of 5% compared to last year. There was a difference, by gender, in the percentage of superintendents who had their districts contribute to post-retirement health insurance (Male = 23.16%; Female = 19.97%)

Table 5.4 Percentage of retirement contribution paid by your district (Q53)

	Frequency	25–26 Percent	24–25 Percent
0–24%	815	41.75%	47.28%
25–49%	148	7.58%	8.62%
50–74%	298	15.27%	12.08%
75–100%	538	27.56%	25.90%
No state funded pension	72	4.15%	2.99%
Missing	80	3.69%	3.13%
Total	1,951	100%	100%

Findings: Some changes occurred in the percentage of retirement contribution paid by the district. Overall, about 57% of superintendents receive some type of paid contribution.

SECTION #6:
RETIREMENT SYSTEM PARTICIPATION

Table 6.1. Is there a maximum salary cap on the calculation of your state retirement benefits? (Q51)

	Frequency	Percent
Yes	309	15.83%
No	1214	62.24%
Not sure	407	20.85%
Missing	21	1.08%
Total	1,951	100%

Findings: Approximately 62% of superintendents did not have a cap on the calculation of their state retirement benefits, representing an increase of approximately 9 percentage points from 2022–2023 and similar to last year. Almost 21% were not sure whether a salary cap existed.

Table 6.2. Is your retirement calculation based on your salary? (Q52)

	Frequency	Percent
Yes	1,605	82.27%
No	146	7.48%
District does not contribute on my behalf to a retirement plan/system	86	4.41%
Unsure how the contribution is calculated	101	5.17%
Missing	13	0.67%
Total	1,951	100%

Findings: Most superintendents (82.27%) had their retirement calculations based on salary.

Table 6.3. Enrollment (Q8) and what portion of your state funded pension contribution is paid by the school district? (Q53)

Enrollment	0–24%	25–49%	50–74%	75–100%	No state funded pension	Missing	Total
Fewer than 300	102	4	37	68	17	8	236
	43.22%	1.69%	15.68%	28.81%	7.20%	3.39%	100%
300 to 999	234	43	84	154	24	22	561
	41.71%	7.66%	14.97%	27.45%	4.28%	3.92%	100%
1,000 to 2,999	248	50	98	172	16	27	610
	40.59%	8.18%	16.04%	28.15%	2.62%	4.42%	100%
3,000 to 4,999	94	19	35	59	5	8	220
	42.73%	8.64%	15.91%	26.82%	2.27%	3.64%	100%
5,000 to 9,999	79	18	20	46	5	9	177
	44.63%	10.17%	11.30%	25.99%	2.82%	5.08%	100%
10,000 to 24,999	48	12	13	28	3	5	109
	44.04%	11.01%	11.93%	25.69%	2.75%	4.59%	100%
25,000 to 49,999	5	1	8	11	2	2	29
	17.24%	3.45%	27.59%	37.93%	6.90%	6.90%	100%
50,000 to 99,999	3	0	2	0	0	0	5
	60.00%	0.00%	40.00%	0.00%	0.00%	0.00%	100%
100,000 or more	2	1	1	0	0	0	4
	50.00%	25.00%	25.00%	0.00%	0.00%	0.00%	100%
Total	815	148	298	538	72	81	1,951
	41.75%	7.58%	15.27%	27.56%	3.69%	4.15%	100%

Findings: Enrollment did not have a strong relationship to the percentage of retirement contribution paid by the district.

SECTION #7: MISCELLANEOUS BENEFITS

Table 7.1. Master list of miscellaneous benefits (Q50)

Benefits	Number	Frequency	Percent
Deferred compensation (e.g., tax sheltered annuity)	b1	823	42.16%
Option at end of year or at the end of contract to convert unused sick, personal, and/or vacation days to payment into a deferred compensation plan	b2	373	19.11%
Life insurance (accumulates value for you)	b3	1,004	51.43%
Conference attendance with fees paid	b4	1,645	84.27%
Support for a coach or mentor for the superintendent	b5	341	17.47%
District pays all or a portion of the state retirement contribution	b6	1,121	57.43%
Professional liability coverage in excess of any amount specified in state or local law	b7	411	21.06%
Tuition reimbursement (e.g., doctorate, additional degree, etc.)	b8	497	25.46%
College savings plan	b9	12	0.61%
Provision allowing you to engage in outside consulting	b10	591	30.28%
Provision allowing you to engage in outside teaching	b11	468	23.98%
Smart phone or similar communications device	b12	1,069	54.76%
Computer (e.g., laptop, iPad, etc.)	b13	1,213	62.14%
District credit card	b14	726	37.19%
Auto/vehicle stipend	b15	391	20.03%
Mileage stipend	b16	728	37.30%
District vehicle	b17	180	9.22%
Home internet stipend	b18	71	3.64%
Membership dues paid for professional organization(s)	b19	1,723	88.27%
Other		83	4.25%

Findings: Top eight most common miscellaneous benefits included in contracts:

b19 – Membership dues paid for professional organizations (88.27%)
b4 – Conference attendance with fees paid (84.27%)
b13 – Computer/laptop/tablet (62.14%)
b12 – Smart phone or similar device (57.46%)
b2 – District pays for all or a portion of state retirement contribution (57.43%)
b3 – Life insurance that accumulates value for you (51.43%)
b1 – Deferred compensation/annuity (42.16%)
b16 – Mileage stipend (37.30%)

Table 7.2A. Annual days of sick leave (Q28)

Number of Sick Days	Count	Percent
0–3 Days	43	2.23%
4–6 Days	34	1.73%
7–10 Days	321	16.40%
11–15 Days	1165	59.59%
16–20 Days	265	13.60%
21–25 Days	71	3.69%
26+	44	2.29%
Missing	8	0.47%
Total	1951	100%

Findings: The majority of superintendents (59.59%) received 11–15 days of sick leave per year. As was the case in previous surveys, the findings for days of sick leave demonstrated little difference by gender. In addition, sick leave across various district types (i.e., rural, urban, suburban), was generally distributed evenly except for 15+days of leave. Superintendents in urban districts were somewhat more likely to receive more than 15 days of sick leave annually than superintendents in rural and suburban districts.

Table 7.2B. Cap on sick leave carryover (Q37)

	Count	%
Yes	548	28.26%
No	1380	70.76%
Missing	21	1.07%
Total	1,951	100%

Findings: Approximately 70% of superintendents did not have a cap on sick leave carryover — a decrease of 2% from last year and the same as 2022–2023. There was not a significant difference when gender was considered.

Table 7.3A. Annual vacation days (Q30)

Annual vacation days	Count	Percent
0–3 Days	66	3.37%
4–6 Days	23	1.17%
7–10 Days	134	6.89%
11–15 Days	266	13.62%
16–20 Days	557	28.62%
21–25 Days	566	29.03%
26+	317	16.17%
Missing	22	1.12%
Total	1951	100%

Findings: Approximately 29% of superintendents received 21–25 days of vacation leave, followed by 27% of superintendents who received 16–20 days. No significant differences were found by gender or race/cultural group.

Table 7.3B. Enrollment (Q8) and cap on vacation leave carryover (Q38)

District Student Enrollment	Yes		No		Missing		Total	
	N	%	N	%	N	%	N	%
Fewer than 300	174	74.15%	59	25.00%	2	0.85%	235	100%
300 to 999	451	80.75%	102	18.18%	6	1.07%	560	100%
1,000 to 2,999	492	81.01%	104	17.18%	11	1.80%	610	100%
3,000 to 4,999	181	82.73%	37	16.82%	1	0.45%	219	100%
5,000 to 9,999	146	82.49%	30	16.95%	1	0.56%	177	100%
10,000 to 24,999	86	78.90%	22	20.18%	1	0.92%	109	100%
25,000 to 49,999	18	62.07%	10	34.48%	1	3.45%	29	100%
50,000 to 99,999	2	40.00%	3	60.00%	0	0.00%	5	100%
100,000 or more	4	100.00%	0	0.00%	0	0.00%	4	100%
No Response	0	00.00%	0	00.00%	3	100.00 %	3	100%
Total	1,557	79.64%	367	18.78%	26	1.58%	1,951	100%

Findings: Similar to years past, almost 80% of superintendents had a cap on vacation leave carryover. Where numbers were above n=30, some differences existed by enrollment. Superintendents in districts with fewer than 300 students were the most likely not to have a cap (25%), whereas those in districts with enrollments of 3,000 to 4,999 were the most likely to have a cap (83%), followed by those in districts with enrollments of 5,000 to 9,999 (82%).

Table 7.4A. Cap on personal leave carryover (Q39)

	Count	Percent
Yes	1,362	69.81%
No	549	28.13%
Missing	40	2.06%
Total	1,951	100%

Findings: Approximately 70% of superintendents had a cap on personal leave carryover, compared to 68% last year. There were no discernable differences when gender or race/cultural background were considered.

Table 7.4B. Enrollment (Q8) and cap on personal leave carryover (Q39)

District Student Enrollment	Yes		No		Missing		Total	
	N	%	N	%	N	%	N	%
Fewer than 300	163	69.49%	67	28.39%	5	2.12%	235	100%
300 to 999	403	71.66%	152	27.09%	7	1.25%	562	100%
1,000 to 2,999	428	70.05%	171	27.99%	12	1.96%	611	100%
3,000 to 4,999	149	68.18%	66	30.00%	4	1.82%	219	100%
5,000 to 9,999	124	70.06%	49	27.68%	4	2.26%	177	100%
10,000 to 24,999	73	66.97%	34	31.19%	2	1.83%	109	100%
25,000 to 49,999	17	58.62%	10	34.48%	2	6.90%	29	100%
50,000 to 99,999	5	100.00 %	0	0.00%	0	0.00%	5	100%
100,000 or more	3	75.00%	1	25.00%	0	0.00%	4	100%
Total	1,360	69.69%	548	28.06%	36	2.24%	1,951	100%

Findings: Where numbers were sufficient, superintendents in districts with 300–999 students were the most likely to have a cap (72%).

Table 7.5. Upon departure from the district, how is sick leave accrual handled? (Q34)

Method	Count	Percent
Credited to retirement	505	25.92%
No payment for accrued sick leave upon departure	492	25.26%
Payment made to superintendent calculated at a daily rate	520	26.58%
Payment made to superintendent calculated at a negotiated rate below daily rate	413	21.12%
Missing	21	1.12%
Total	1,951	100%

Findings: Similar to last year, approximately 27% of superintendents received payment at a daily rate for accrued sick leave upon departure, whereas 21% received a payment calculated below a daily rate. There were no meaningful differences in this provision based on gender.

Table 7.6. Upon departure from the district, how is vacation leave accrual handled? (Q35)

Method	Count	Percent
Credited to retirement	83	4.90%
No payment for accrued vacation leave upon departure	552	28.27%
Payment made to superintendent calculated at a daily rate	1,157	59.23%
Payment made to superintendent calculated at a negotiated rate below daily rate	135	6.94%
Missing	24	1.28%
Total	1,951	100%

Findings: The majority of superintendents (59%) received a payment calculated at a daily rate. This percentage was similar to last year (58%). However, the percentage was lower than in 2021–2022 (62.33%). Gender did not impact how vacation leave accrual upon departure was handled.

Table 7.7. Upon departure from the district, how is personal leave accrual handled? (Q36)

Method	Count	Percent
Credited to retirement	261	13.42%
No payment for accrued personal leave upon departure	1008	51.63%
Payment made to superintendent calculated at a daily rate	426	21.84%
Payment made to superintendent calculated at a negotiated rate below daily rate	219	11.22%
Missing	36	1.89%
Total	1,951	100%

Findings: More than half (approximately 52 %) of superintendents were in a "use it or lose it" situation and did not receive payment for accrued personal leave upon departure. There were not meaningful differences when gender was considered.

Table 7.8. If there is a cap on vacation/personal leave days that can be carried over and that cap is exceeded, how are days exceeding the cap handled? (Q40)

Method	N	Percent
Credited toward retirement	66	3.37%
Forfeited with no additional compensation	864	44.18%
Paid out as additional compensation	613	31.33%
There is no cap	245	12.55%
Other	116	6.07%
Missing	47	2.50%
Total	1,951	100%

Findings: The most common provision was that days exceeding the cap were forfeited (44%). Approximately 31% of superintendents had unused days paid out as additional compensation. Superintendents in districts with 3,000+ students were somewhat more likely to have their days paid as additional compensation.

Table 7.9A. Term of current employment contract (Q22)

Term of current employment contract	Frequency	Percent
Less than 1 year	49	2.50%
1 year	166	8.47%
2 years	297	15.20%
3 years	837	42.86%
4 years	244	12.45%
5+ years	354	18.11%
Missing	4	0.41%
Total	1951	100%

Findings: Similar to the last three years, approximately 43% of superintendents had a three-year contract, followed by 18% with contracts of five years or more. There were no significant differences noted when race/cultural group were considered.

Table7.9B. Term of current employment contract (Q22) and gender (Q5)

Term of employment contract	Female		Male		Total	
	N	%	N	%	N	%
Less than 1 year	10	1.72%	39	2.85%	49	2.50%
1 year	62	10.67%	104	7.60%	166	8.47%
2 years	92	15.83%	206	15.05 %	298	15.20%
3 years	231	39.76%	609	44.49 %	840	42.86%
4 years	80	13.77%	163	11.91 %	244	12.45%
5+ years	106	18.24%	248	18.12 %	355	18.11%
Missing					8	0.41%
Total	581	100%	1369	100%	1950	100%

Findings: Slight differences were noted by gender. A higher percentage of females (11%) reported having a 1-year contract compared to males (8%) and a lower percentage of females reported having a 3-year contract (40%) compared to males (44%).

Table 7.10. Does your present employment agreement have an incentive/performance clause (i.e., a defined provision providing a reward for accomplishing a predetermined task or objective)? (Q23)

Incentive/ performance clause	Count	Percent
Yes	263	13.52%
No	1666	85.31%
Missing	22	1.17%
Total	1951	100%

Findings: Similar to last year, almost 14% of superintendents had a performance clause in their contracts compared to 10% in 2019–2020.

Table 7.11. Does your contract have a severance (buyout) clause? (Q25)

	Count	Percent
Yes	695	35.56%
No	1231	63.11%
Missing	25	1.33%
Total	1951	100.00%

Findings: Similar to the last several years, a little more than one-third (almost 36%) of superintendents had a severance/buyout provision.

Table 7.12. Does your contract have a longevity clause (i.e., a lump sum payment you will receive for the number of years you remain in the position)? (Q27)

Longevity Clause	Count	Percent
Yes	274	14.04%
No	1657	84.93%
Missing	20	1.13%
Total	1951	100%

Findings: Approximately 14% of superintendents had this provision, up from 12% last year. There were no differences found by gender or racial/cultural group.

Table 7.13. Is your employment agreement base salary subject to a cap? (Q41)

	Frequency	Percent
Yes, based on district policy regulation or practice	99	5.10%
Yes, based on state law	97	4.95%
No	1,709	87.45%
Other	19	1.02%
Missing	27	1.48%
Total	1951	100%

Findings: Similar to last year, approximately 87% of all superintendents did not have a salary cap on their base salary. There was not a meaningful difference based on gender.

Table 7.14. Evergreen (rollover) provision (Q24)

Evergreen (rollover) provision	Count	Percent
Yes	580	29.74%
No	1354	69.39%
Missing	17	0.87%
Total	1951	100%

Findings: Approximately 30% of superintendents had a rollover provision. The data are similar to the findings from 2021-2022. There was no significant difference based on gender.

Table 7.15. Indemnification/hold harmless (Q26)

Indemnification/hold harmless Clause	Count	Percent
Yes	984	50.24%
No	559	28.75%
Not necessary as it is already provided by law	373	19.22%
Missing	35	1.79%
Total	1951	100.00%

Findings: Approximately 50% of superintendents had an indemnification/hold harmless provision in their contracts; a slight increase since 2021–2022 (46%). There was little difference based on gender.

SECTION #8: USE OF LEGAL COUNSEL

Table 8.1A. Did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q60)

	Frequency	Percent
Yes	725	37.14%
No	1216	62.35%
Missing	10	0.51%
Total	1,951	100%

Findings: As was the case in 2024–2025, approximately 37% of superintendents used legal counsel or other outside agents to assist in the development/negotiations of the employment contract. There has been an increase of almost 13 percentage points since 2015 when 24.6% of respondents indicated they used legal counsel or other outside agents. However, the percentage of superintendents using legal counsel or other outside agents to assist with their contracts continues to lag behind the percentage of boards of education that use such services.

Table 8.1B. Gender (Q5) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q60)

Gender	Yes	No	Missing	Total
Male	474	887	7	1,368
	34.62%	64.86%	0.51%	100%
Women	250	328	3	581
	43.03%	56.45%	0.52%	100%
Other	1	1	0	2
	50%	50%	0%	100%
Total	725	1,217	10	1,951
	37.14%	62.35%	0.51%	100%

Findings: A significantly higher percentage of female respondents (43%) used legal counsel or other outside agents to assist in the development and/or negotiations of their employment agreement compared to male superintendents (35%).

Table 8.1C. Enrollment (Q8) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q60)

	Yes	No	Missing	Total
Fewer than 300	58	178	0	236
	24.58%	75.42%	0.00%	100%
300 to 999	174	383	3	560
	31.02%	68.45%	0.53%	100%
1,000 to 2,999	244	363	4	611
	39.93%	59.41%	0.65%	100%
3,000 to 4,999	110	109	1	220
	50.00%	49.55%	0.45%	100%
5,000 to 9,999	66	111	0	177
	37.29%	62.71%	1.03%	100%
10,000 to 24,999	46	62	1	109
	42.20%	56.88%	0.92%	100%
25,000 to 49,999	20	8	1	29
	68.97%	27.59%	3.45%	100%
50,000 to 99,999	4	1	0	5
	80.00%	20.00%	0.00%	100%
100,000 or more	3	1	0	4
	75.00%	25.00%	0.00%	100%
Total	725	1,217	10	1,951
	37.14%	62.35%	0.51%	100%

Findings: Where a sufficient number of respondents existed, there was somewhat of a relationship between enrollment and superintendent use of legal counsel or other outside agents. In general, as enrollment increased, so, too, did the use of legal counsel or outside agents.

Table 8.1D. Race/cultural group (Q6) and did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement? (Q60)

	Yes	No	Missing	Total
White (Not Hispanic or Latino)	600	1100	8	1,708
	35.11%	64.42%	0.47%	100%
Black or African American	53	34	0	87
	60.92%	39.08%	0.00%	100%
Hispanic or Latino	36	37	2	75
	48%	49.33%	2.67%	100%
Asian	7	1	0	8
	87.50%	12.50%	0.00%	100%
American Indian or Alaska Native	3	13	0	16
	18.75%	81.25%	0.00%	100%
Two or more races	11	14	0	25
	44%	56%	0.00%	100%
Other	3	2	0	5
	60%	40%	0.00%	100%
Prefer not to say	11	13	0	24
	45.83%	54.17%	0.00%	100%
Missing	1	2	0	3
	33.33%	66.67%	0%	100%
Total	725	1,217	10	1,951
	37.14%	62.35%	.51%	100%

Findings: Where responses were sufficient, there was evidence of variance in the percentages of superintendents who employed legal counsel or other outside agents. Approximately 61% of superintendents who identified as Black or African American and 48% of superintendents who identified as Hispanic or Latino employed legal counsel or other outside agents compared to 35% of superintendents who identified as White. As noted earlier in the report, care should be taken in

interpreting these findings. The data suggest that enrollment might be a contributing factor to the differences between race/cultural group results.

Table 8.2A. Did the school district use legal counsel to assist in the development and/or negotiations of your employment agreement? (Q61)

	Frequency	Percent
Yes	1182	60.60%
No	757	38.78%
Missing	12	0.61%
Total	1,951	100%

Findings: Almost 61% of school districts used legal counsel to assist in the development and/or negotiations of the superintendents' employment contract, slightly lower than 2020–2021 (65%). There were no differences based on gender of the superintendent.

Table 8.2B. Enrollment (Q8) and did the school district use legal counsel in negotiating the employment agreement? (Q61)

	Yes	No	Missing	Total
Fewer than 300	89	145	2	236
	37.71%	61.44%	0.85%	100%
300 to 999	261	297	3	561
	46.52%	52.94%	0.53%	100%
1,000 to 2,999	396	209	5	610
	64.98%	34.21%	0.82%	100%
3,000 to 4,999	174	46	0	220
	79.09%	20.91%	0.00%	100%
5,000 to 9,999	139	38	0	177
	78.53%	21.47%	0.00%	100%
10,000 to 24,999	91	17	1	109
	83.49%	15.60%	0.92%	100%
25,000 to 49,999	24	4	1	29
	82.76%	13.79%	3.45%	100%
50,000 to 99,999	5	0	0	5
	100%	0.00%	0.00%	100%
100,000 or more	3	1	0	4
	75%	25%	0.00%	100%
Total	1,183	757	12	1,951
	60.60%	38.78%	0.61%	100%

Findings: Where a sufficient number of respondents existed, there was a relationship between enrollment and district use of legal counsel or other outside agents in superintendent contract negotiations. The district use of counsel increased as enrollment increased.

Table 8.2C. Race/cultural group (Q6) and did the school district use legal counsel in negotiating the employment agreement? (Q61)

Race / Cultural Group	Yes	No	Missing	Total
White (Not Hispanic or Latino)	1004	694	10	1,708
	58.81%	40.61%	0.59%	100%
Black or African American	71	16	0	87
	81.61%	18.39%	0.00%	100%
Hispanic or Latino	60	13	2	75
	80%	17.33%	2.67%	100%
Asian	7	1	0	8
	87.50%	12.50%	0.00%	100%
American Indian or Native Alaska	5	11	0	16
	31.25%	68.75%	0.00%	100%
Two or more races	19	6	0	25
	76%	24%	0.00%	100%
Other	5	0	0	5
	100%	0.00%	0.00%	100%
Prefer not to answer	10	14	0	24
	41.67%	58.33%	0.00%	100%
Missing	1	2	0	3
	33.33%	66.67%	0.00%	100%
Total	1,1839	757	12	1,951
	60.60%	38.78%	0.61%	100%

Findings: Superintendents of color were significantly more likely to have their employing districts use legal counsel or other outside agency in negotiating the employment agreement compared to superintendents who identified as White.

Note, as with other results related to race/ethnicity, this finding can be influenced by enrollment, as superintendents of color tend to work in larger districts, and larger districts tend to employ legal counsel at a higher percentage than districts with lower levels of enrollment.

Table 8.3. Are you drawing retirement from one state and working as a superintendent in another state? (Q62)

	Frequency	Percent
Yes	80	4.10%
No	1859	95.29%
Missing	12	0.61%
Total	1951	100%

Finding: Less than 5% of superintendents are drawing a pension or retirement from one state and working in another.

SECTION #9: MEMBERSHIPS

Table 9.1. AASA membership (Q63)

	Frequency	Percent
Yes	1,541	79%
No	395	20.24%
Missing	15	0.77%
Total	1,951	100%

Findings: Exactly 79% of respondents were AASA members, a slight increase from last year and similar to the results from 2020 (80%).

Table 9.2. AASA membership (Q63) and gender (Q5)

	Yes	No	Missing	Total
Men	1071	285	12	1,368
	78.31%	20.82%	0.88%	100%
Women	468	110	3	581
	80.55%	18.93%	0.52%	100%
Missing	2	0	0	2
	100.00%	0.00%	0.00%	100%
Total	1,556	517	4	1,951
	74.92%	24.89%	0.19%	100%

Findings: No significant differences by gender existed.

Table 9.3. AASA membership (Q63) and race/cultural group (Q6)

	Yes	No	Missing	Total
White (Not Hispanic or Latino)	1,346	351	11	1,708
	78.82%	20.54%	0.64%	100%
Black or African American	84	2	1	87
	96.55%	2.30%	1.15%	100%
Hispanic or Latino	48	24	3	75
	64%	32%	4%	100%
Asian	5	3	0	8
	62.50%	37.50%	0.00%	100%
American Indian or Alaska Native	12	4	0	16
	75%	25%	0.00%	100%
Two or more races	19	6	0	25
	76%	24%	0.00%	100%
Other	5	0	0	5
	100%	0.00%	0.00%	100%
Prefer not to say	20	4	0	24
	83.33%	16.67%	0.00%	100%
Missing	2	1	0	3
	66.67%	33.33%	0.00%	100%
Total	1,542	395	15	1,951
	79.00%	20.24%	0.77%	100%

Findings: Where numbers were sufficient, there were some differences in membership by race/cultural background. A slightly higher percentage of superintendents who identified as Black or African American were AASA members compared to superintendents who identified as White or Hispanic and Latino.

Table 9.4. AASA membership (Q63) and district type (Q9)

Type	Yes	No	Missing	Total
Rural	928	315	9	1,252
	74.14%	25.14%	0.72%	100%
Suburban	479	60	6	545
	87.89%	11.01%	1.10%	100%
Urban	134	19	0	153
	87.58%	12.42%	0.00%	100%
Missing	0	1	0	1
	0.00%	100.00%	0.00%	100%
Total	1,542	395	15	1,951
	79.00%	20.24%	0.77%	100%

Findings: Superintendents in rural districts were 13 percentage points less likely to be AASA members compared to those in urban and suburban districts.

Table 9.5. Professional association membership dues paid by the school district (Q59)

	Frequency	Percent
Community Organizations (e.g., Rotary, Chamber of Commerce)	895	45.85%
Regional Professional Organizations (e.g., state association)	1,808	92.62%
National Professional Organizations (e.g., AASA)	1,560	79.92%
None of these	50	2.56%

Findings: Almost 93% of superintendents had regional organizations paid for in their contract. There was a relationship between enrollment and membership dues paid by the district. As enrollment increased, the percentage of superintendents who have various members' dues paid by the district increased.

Table 9.6. Do you presently belong to a state superintendent association? (Q64)

	Frequency	Percent
Yes	1851	94.88%
No	90	4.61%
Missing	10	0.51%
Total	1,951	100%

Finding: Approximately 95% of superintendents belong to a state superintendent association. There was no difference by gender. However, superintendents who identified as White (96%) or Black or African American (93%) were more likely to be members than superintendents who identified as Hispanic or Latino (80%).

Table 9.7. Other national education organizations to which you belong (Q65)

A. American Federation of School Administrators
B. Association of Educational Service Agencies
C. Association of Latino Superintendents and Administrators
D. Association of School Business Officials, International
E. ASCD
F. Chiefs for Change
G. Council of Administrators of Special Education
H. Council of the Great City Schools
I. International Society for Technology in Education
J. National Alliance of Black School Educators
K. National Association of Elementary School Principals
L. National Association of Secondary School Principals
M. National Indian Education Association
N. National Rural Education Association
O. National Superintendents Roundtable
P. The Consortium for School Networking (CoSN)
Q. Urban Superintendents Association of America
R. District Administrators Leadership Institute
S. National Association of School Superintendents
T. California Catholic Conference
U. Association of Career Technical Educators, National Career and Technical Leadership Association
V. Forum for Western Pennsylvania Superintendents
W. National Association of Federally Impacted Schools

SECTION #10: CREATIVE CONTRACT PROVISIONS

*Note: This section is reserved for members.

The following are 50 contract inclusions, separated by theme, provided by members who participated in the 2025-2026 AASA Salary and Benefits Study

Compensation, Salary & Bonuses

1. **The "Compounding" Performance Bonus** Structure an annual performance bonus (e.g., 5% of salary) where 50% is paid as a lump sum and the other 50% is added to the ensuing year's base salary. This allows the bonus to compound over time, significantly raising the base salary for retirement calculations.
2. **Automatic Salary Formula (The "Peace of Mind" Clause)** Tie the superintendent's salary to the teacher salary schedule plus a responsibility factor (e.g., "Step 20 MA+90 multiplied by a 1.15 responsibility factor"). This ensures the administrator automatically receives the same percentage increase as staff without needing to negotiate annually.
3. **"Me-Too" Salary Indexing** Ensure salary adjustments are, at a minimum, equal to the percentage increase given to other certificated employees through state salary funding allocations. This guarantees the superintendent's raises track with the broader staff.
4. **"Me-Too" Plus Multiplier** Negotiate a clause where the superintendent receives the same raise percentage as teachers, multiplied by a factor (e.g., 1.4x) to account for the difference in work days (260 days vs. 185 days), applied either to the base or as a stipend.
5. **Performance-Based Escalators** Tie salary increases to objective district ratings: for example, a 2% increase for an "A" rating from the State Department of Education, and a 1% increase for a "B" rating.
6. **Inflation & Construction Floor** Ensure the annual salary increase is never less than the Consumer Price Index (CPI) plus the percentage of new construction revenue applicable to the district tax base.
7. **Enrollment Growth Incentive** Receive a specific percentage (e.g., 2%) of the state's per-pupil allocation funding for every enrollment increase within the district, directly rewarding the superintendent for district growth.
8. **Longevity Base Salary Increase** Include a provision for a 3% addition to the base salary for every five years of service as the superintendent, rewarding retention and long-term commitment.
9. **Annual Retention Bonus** Structure a fixed retention payment (e.g., $10,000) to be paid annually upon contract renewal.
10. **Legislative "Pick-Up" Indemnification** Include a clause stating that if state laws change to prohibit the district from "picking up" retirement contributions, the superintendent will automatically receive a corresponding increase in base salary to offset the loss.
11. **Negotiator Stipend** Include a separate stipend for serving as the district's chief negotiator during collective bargaining, recognizing this as a distinct and demanding duty.

Retirement & Financial Planning

12. **10% 457(b) Contribution** Require the district to contribute an amount equal to 10% of the base monthly salary into a 457(b) deferred compensation plan on behalf of the superintendent.
13. **17% Employer Contribution to 403(b)** Negotiate a high-percentage employer contribution (e.g., 17% of base salary) to a 403(b) plan, paid monthly, independent of the employee's contribution.

14. **Total Retirement "Pick-Up"** The district pays 100% of the superintendent's required contribution to the State Retirement System (e.g., TRS), either by direct payment or reimbursement.
15. **Retirement Contribution Reimbursement** If the state requires a percentage of the salary to be deducted for the State Retirement System, negotiate a clause where the district reimburses that amount. This effectively covers the employee's required contribution, acting as additional salary while growing the retirement account.
16. **Pension Maximization (Salary-Loading)** Negotiate to have benefits such as car allowances, technology stipends, and health insurance costs added directly to the base salary (and then deducted via Section 125 or paid out). This increases the "creditable earnings" used to calculate the superintendent's permanent pension.
17. **Retirement Health Savings Conversion** Negotiate a sum equivalent to the family insurance rate to be deposited into a 403(b) or similar account for a set period (e.g., three years) in exchange for waiving post-retirement health insurance.
18. **Student Loan "Swap"** Upon the completion of a doctoral program, convert existing tuition reimbursement funds into a student loan repayment benefit (e.g., not to exceed 10% of base salary).
19. **Health Insurance Cash-Out** If the superintendent can opt out of district health insurance (e.g., coverage via a spouse), negotiate a cash payout equal to 50% of the average yearly cost the district saves on premiums.
20. **Post-Employment Consulting Per Diem** Establish a defined per diem rate for the outgoing superintendent to be available for consulting, transition assistance, or calls after the contract term ends.

Leave, Schedule & Work-Life Balance

21. **Flexible "Professional Schedule" Leave** Replace traditional pre-determined leave accrual with a structure allowing the superintendent to take leave at their professional discretion, determined by the "ebb and flow" of the workload. This acknowledges the 24/7 nature of the role and focuses on deliverables rather than hours logged.
22. **The 220-Day "Professional" Contract** Define the contract as 220 days of service (vs. the standard 260), with an additional bank of vacation days. This effectively raises the per diem rate and allows the superintendent to take non-work days at their professional discretion without depleting leave banks.
23. **Seasonal Remote Work (The "July Clause")** Stipulate that during specific low-traffic months (e.g., July) or school breaks, the superintendent may work remotely or be on an "on-call" status while maintaining full salary.
24. **Paid Sabbatical (Short-Term)** Negotiate the ability to take a one-month paid sabbatical after a specific tenure (e.g., three years) to encourage longevity and prevent burnout.
25. **Sabbatical Provision (Long-Term)** After a set tenure (e.g., 10 years), the superintendent earns a fully paid sabbatical year or semester.
26. **Upfront Sick Day "Banking"** Upon hiring, negotiate a grant of additional sick days (e.g., 30 days) to be immediately "banked." This compensates for leave used earlier in a career (such as for family or medical leave) and contributes toward years of service for retirement systems.
27. **Leave Buy-Back** Include the ability to cash out unused vacation and/or sick days annually (e.g., up to 20 days) at the daily per diem rate, rather than losing them.
28. **Unrestricted Leave Buy-Back** Include the ability to cash out unused vacation or sick days at the daily per diem rate at any time during the fiscal year, rather than only upon retirement.
29. **Religious Observance Leave** Negotiate specific paid leave days for religious holidays that do not count against personal or vacation leave.

Job Security, Governance & Protection

30. **Evaluation Metric Protection (Anti-Flip Provision)** Include a provision stating that the Board cannot alter the Policy Governance Model, Board-Superintendent Policies, or evaluation metrics without mutual consent. This protects the administrator from a "Board majority flip" where new members immediately change success markers without a transition period.
31. **Governance & Chain of Command Protection** A clause stating individual Board members cannot give direction to the superintendent or staff; the Board must act only as a collective body. It should also require Board members to refer all complaints promptly to the superintendent.
32. **Board Interference Clause** Add specific language defining what constitutes Board interference in day-to-day operations, the process for addressing it, and the consequences (including the right to resign "for cause" with payout) if the Board fails to rectify the behavior.
33. **Supermajority Vote for Termination** Negotiate a clause requiring a supermajority vote (rather than a simple majority) for the Board to terminate the contract without cause. This provides stability against minor political shifts on the Board.
34. **"Just Cause" vs. "Cause"** Negotiate for termination only for "Just Cause" rather than "Cause." In many legal jurisdictions, "Just Cause" requires a significantly higher burden of proof and due process from the Board.
35. **Moral Turpitude Shield** A provision that the Board may not place the superintendent on unpaid leave except in proven cases of moral turpitude, protecting income during investigations or disputes.
36. **Comprehensive Indemnification** A robust clause requiring the Board to defend, hold harmless, and indemnify the superintendent from all civil claims and legal judgments arising within the scope of employment (excluding criminal litigation).
37. **Evaluation-Triggered Extension** Include a clause where a "Satisfactory" or "Favorable" annual evaluation automatically extends the contract by an additional year (or three) and triggers a pre-set raise (e.g., 5%).
38. **Evergreen "Silence" Clause** If the Board takes no action to notify the superintendent of non-renewal by a specific date (e.g., December 31), the contract automatically renews for the following year.
39. **Reciprocal One-Year Notice** Establish a requirement for a one-year written notice for non-renewal. This applies to both the Board and the superintendent, providing ample time for the administrator to secure new employment and for the district to plan a transition.
40. **The "Fall-Back" Right (for Interims)** If serving as an Interim Superintendent, include a clause ensuring the right to return to the previous administrative role (e.g., Assistant Superintendent) if not selected for the permanent position.

Benefits, Health & Wellness

41. **Vesting Health Insurance in Retirement** Create an "elevator" clause for retirement health coverage: 55% coverage after Year 1, rising to 95–100% district-paid family premiums if retiring with 9+ years of service in the district.
42. **Cash-in-Lieu for Whole Life Policy** If opting out of district health insurance, use the "cash-in-lieu" payment to fund a portable Whole Life Insurance policy rather than taking it as taxable income.
43. **Annual Executive Physical** The district covers the full cost of a comprehensive annual executive physical exam.

44. **Wellness Honorarium** A discretionary “Health and Wellness” annual stipend (e.g., $2,000) for the superintendent to use on gym memberships, physicals, or mental health support, separate from standard insurance.

Allowances, Lifestyle & Professional Support

45. **Percentage-Based Stipends** Set stipends for travel, technology, or mobile devices as a percentage of salary (e.g., 0.4% per month) rather than a flat dollar amount. This ensures the stipend grows automatically alongside salary increases.
46. **Technology Ownership** A technology allowance (e.g., $2,200) where devices purchased (laptops, tablets) become the personal property of the superintendent upon purchase or after a set vesting period.
47. **Housing Allowance** Negotiate a separate monthly stipend designated for housing costs, independent of the base salary.
48. **District Housing Rights** If district housing is provided, explicitly negotiate tenant rights within the contract, including the right to keep pets, have overnight guests, and possess alcohol in the home, to ensure a normal private life on district property.
49. **Philanthropic Fund Allowance** Secure a specific annual budget (e.g., $3,000) for the superintendent to use for philanthropic giving to community organizations or boards that benefit the school division's relationships.
50. **Executive Coaching and Networking Support** Explicitly include funding for an executive coach and membership in specific leadership networks (including diversity or affinity-based leadership groups) to support professional growth.

SECTION #11: SURVEY INSTRUMENT

REVISED: 7-2025

General Demographics

In an effort to better understand trends and patterns in superintendent turnover, attrition, and retention, as well as to explore trends in your AASA Salary & Benefits Survey responses across district types, we are offering respondents the opportunity to identify themselves and share their district name.

Your participation in this section of the AASA Annual Superintendent Salary & Benefits Survey is completely voluntary. If you choose to provide your own and/or your district's name, these responses will remain confidential, and no personally identifiable information will ever be publicized or shared. Responses to these questions will only be used for statistical purposes to connect district data to superintendent survey response data.

To maintain the integrity of the data, please only complete this survey if you are a full-time superintendent with a contract.

1. Name (optional)
2. District Name (optional)
3. Zip code of District (optional)

Demographic Information: Superintendent and District

4. Your age:

   _____ [*Note: Actual age asked for; not dropdown*]

5. Your gender:

   A. Male
   B. Female
   C. Other
   D. Prefer not to answer

6. Your race/cultural group:

   A. American Indian or Alaska native
   B. Asian
   C. Black or African American
   D. Hispanic or Latino
   E. Native Hawaiian or other Pacific Islander
   F. White (not Hispanic or Latino)
   G. Two or more races
   H. Other
   I. Prefer not to answer

7. State where your school district is located

[*Note: Dropdown of all states*]

8. 2023–24 District student enrollment

   A. Fewer than 300
   B. 300 to 999
   C. 1,000 to 2,999
   D. 3,000 to 4,999
   E. 5,000 to 9,999
   F. 10,000 to 24,999
   G. 25,000 to 49,999
   H. 50,000 to 99,999
   I. 100,000 or more

9. My school district is best described as: (Select one option)

   A. Rural
   B. Suburban
   C. Urban

Professional Profile – Superintendent

---

10. How many years have you been employed in your present position?

    A. Less than 1
    B. 1–5 years
    C. 6–10 years
    D. 11–15 years
    E. 16–20 years
    F. 21–25 years
    G. 26–30 years
    H. 31–35 years
    I. 36–40 years
    J. 40+ years

11. How many years of experience do you have as a superintendent?

    A. Less than 1 year
    B. 1–5 years
    C. 6–10 years
    D. 11–15 years
    E. 16–20 years
    F. 21–25 years
    G. 26–30 years
    H. 31–35 years
    I. 36–40 years
    J. 40+ years

12. Terminal degree (Please select the last degree completed, not certification)

    A. MA/MS/MED (Masters)
    B. EdD

C. PhD
D. JD
E. MBA
F. EdS
G. CPA
H. Other (Textbox)

13. What is your present (2025–26) annual base salary? (**Please use whole numbers <u>without</u> commas**.)

$_____

Workforce Profile

14. What is the estimated average annual base salary for an associate/assistant/deputy superintendent position in your district?
15. What is the estimated average annual base salary for a high school principal position in your district?
16. What is the estimated average annual base salary for a middle school principal position in your district?
17. What is the estimated average annual base salary for an elementary school principal position in your district?
18. What is the estimated average beginning base salary, Step 1, for a 10-month teacher with a bachelor's degree, no advanced degree, and no experience?
19. Which of the following best describes your professional plans at the conclusion of this current school year? *Mark one*.

- Continue serving as superintendent at my current district
- Serve as superintendent at a different district within the same state
- Serve as superintendent in another state
- Serve as superintendent at a non-public school
- Continue working in education, but pursue a different (non-superintendent) position
- Retire, and then be re-hired to continue working in my current district
- Retire, and then be re-hired to continue working in a different district within the same state
- Retire, and then be re-hired to continue working in education in another state
- Retire, and then pursue an education-related position outside of K–12 public schools
- Retire and work as an interim superintendent
- Leave education to retire
- Leave education to work in a non-education field
- Leave education for other reasons (insert reason)

Fiscal Profile

20. What is your projected 2025–2026 per pupil expenditure from the general fund?
    A. Less than $5,000
    B. $5,000–7,499

C. $7,500–9,999
D. $10,000–12,499
E. $12,500–14,999
F. $15,000 +

21. What is your perception of the general economic condition in the area in which the district is located?

A. Growing economic condition
B. Stable economic condition
C. Declining economic condition

Contract Terms

22. What is the complete duration of your latest employment agreement?

A. Less than 1 year
B. 1 year
C. 2 years
D. 3 years
E. 4 years
F. 5+ years

23. Does your present employment agreement have an incentive/performance clause (i.e., a defined provision providing for a reward for accomplishing a predetermined task or objective)?

A. Yes
B. No

24. Does your present employment contact have a rollover (evergreen) provision (meaning the contract automatically renews on a periodic basis)?

A. Yes
B. No

25. Does your employment agreement have a severance (buyout) clause?

A. Yes
B. No

26. Does your employment agreement contain an indemnification/hold harmless provision?

A. Yes
B. No
C. Not necessary as it is already provided by state law

27. Does your employment agreement have a longevity clause (i.e., a lump sum payment you will receive for the number of years you remain in the position)?

A. Yes
B. No

28. How many days of sick leave are you provided annually?

A. 0–3 Days

B. 4–6 Days
C. 7–10 Days
D. 11–15 Days
E. 16–20 Days
F. 21–25 Days
G. 26+ Days

29. What is the maximum accrual of sick leave for all years of employment?
    A. 0–25 Days
    B. 26–50 Days
    C. 51–75 Days
    D. 76–100 Days
    E. 101–150 Days
    F. 151–200 Days
    G. 200+ Days

30. How many days of vacation leave are you provided annually?
    A. 0–3 Days
    B. 4–6 Days
    C. 7–10 Days
    D. 11–15 Days
    E. 16–20 Days
    F. 21–25 Days
    G. 26+ Days

31. What is the maximum accrual of vacation leave for all years of employment?
    A. 0–25 Days
    B. 26–50 Days
    C. 51–75 Days
    D. 76–100 Days
    E. 101–150 Days
    F. 151–200 Days
    G. 200+ Days

32. How many days of personal leave are you provided annually?
    A. 0–3 Days
    B. 4–6 Days
    C. 7–10 Days
    D. 11–15 Days
    E. 16–20 Days
    F. 21–25 Days
    G. 26+ Days

33. What is the maximum accrual of personal leave for all years of employment?
    A. 0–25 Days
    B. 26–50 Days
    C. 51–75 Days
    D. 76–100 Days
    E. 101–150 Days
    F. 151–200 Days

G. 200+ Days

34. Upon your departure from the school district, how is sick leave accrual handled?
    A. Credited to retirement
    B. Payment made to superintendent calculated at daily rate
    C. Payment made to superintendent calculated at a negotiated rate below daily rate
    D. No payment for accrued sick leave upon departure
35. Upon your departure from the school district, how is vacation leave accrual handled?
    A. Credited to retirement
    B. Payment made to superintendent calculated at daily rate
    C. Payment made to superintendent calculated at a negotiated rate below daily rate
    D. No payment for accrued vacation leave upon departure
36. Upon your departure from the school district, how is personal leave accrual handled?
    A. Credited to retirement
    B. Payment made to superintendent calculated at daily rate
    C. Payment made to superintendent calculated at a negotiated rate below daily rate
    D. No payment for accrued personal leave upon departure
37. Is there a cap on the number of sick leave days that can be carried over from one year to the next year?
    A. Yes
    B. No
38. Is there a cap on the number of vacation leave days that can be carried over from one year to the next year?
    A. Yes
    B. No
39. Is there a cap on the number of personal leave days that can be carried over from one year to the next year?
    A. Yes
    B. No
40. If there is a cap on vacation/personal leave days that can be carried over and that cap is exceeded, the days exceeding the cap are: (e.g., cap is 10 days but superintendent does not use 15 days)
    A. Paid out as additional compensation
    B. Forfeited with no additional compensation
    C. Credited toward retirement
    D. Other, please explain (Need a text box here)
    E. There is no cap
41. Is your employment agreement base salary subject to a “cap” imposed by any of the following? (Select one option)
    A. Yes, based on state law
    B. Yes, based on district policy, regulation, or practice
    C. No
    D. Other

42. Does your employment agreement include a provision detailing how communications between the Board and superintendent are to occur? (e.g., from individual board members to the chair of the Board to the superintendent)
    A. Yes
    B. No
43. Does your employment agreement include a specific and detailed listing of your duties and responsibilities?
    A. Yes
    B. No
44. Does your employment agreement include a specific and detailed process for handling complaints/criticisms?
    A. Yes
    B. No

Performance Evaluation

45. Does your employment agreement specify the process, measures, and indicators to be used for your formal performance evaluation?
    A. Yes
    B. No
46. Is your formal performance evaluation linked to goals, objectives, or directions specified in the previous year's performance?
    A. Yes
    B. No
47. Is your formal performance evaluation linked to student outcomes/performance?
    A. Yes
    B. No
48. Is the outcome of your formal performance evaluation made public?
    A. Yes, by employment agreement
    B. Yes, by state law
    C. No
49. How frequently are you evaluated according to your employment agreement?
    A. Annually
    B. More than once a year
    C. Biennially (every 2 years)
    D. Never
    E. Other

Miscellaneous Benefits

50. Which of the following benefits are provided in your employment agreement? Mark all that apply.
    A. Deferred compensation (e.g., tax sheltered annuity)

B. Guaranteed vesting in a retirement plan
C. Life insurance (accumulates value for you)
D. Conference attendance with fees paid
E. Support for a coach or mentor for the superintendent
F. Physical exam
G. Professional liability coverage in excess of any amount specified in state or local law
H. Tuition reimbursement (e.g. doctorate, additional degree, etc.)
I. College savings plan
J. Provision allowing you to engage in outside consulting
K. Provision allowing you to engage in outside teaching
L. Smart phone or similar communications device
M. Computer (e.g., laptop, iPad, etc.)
N. District credit card
O. Auto/vehicle stipend
P. Mileage stipend
Q. District vehicle
R. Home internet stipend
S. Membership dues paid for professional organization(s)
T. Other (MAKE THIS A TEXT BOX)

51. Is there a maximum salary cap on the calculation of your state retirement benefits?

A. Yes
B. No
C. Not sure

52. Is your contribution to the retirement plan/system calculated based on your salary?

A. Yes
B. No
C. The district does not contribute on my behalf to a retirement plan/system.
D. Unsure how the contribution is calculated

53. What portion of your state funded pension contribution is paid by the school district?

A. 0–24%
B. 25–49%
C. 50–74%
D. 75–100%
E. No state funded pension

54. Does the school district contribute to a tax-deferred annuity or private retirement account on your behalf?

A. Yes (Less than $1,000)
B. Yes, ($1,000 -$5,000)
C. Yes, ($5,001-$10,000)
D. Yes, (More than $10,000)
E. No
F. Amount varies because it is recalculated annually

55. Does the school district contribute to the premiums on a life insurance policy apart from the insurance benefits provided for all employees?
    A. Yes
    B. No
56. What health insurance coverage, paid by the district, do you receive in your employment agreement?
    A. Medical/Hospital
    B. Dental
    C. Vision/Optical
    D. Disability
    E. All the above
    F. All EXCEPT Disability and/or Vision
57. What health insurance coverage, paid by the district, do you receive in your employment agreement for your family?
    A. Medical/Hospital
    B. Dental
    C. Vision/Optical
    D. Disability
    E. All the above
    F. All EXCEPT Disability and/or Vision
58. Do you receive any post-retirement health insurance coverage as part of your contract?
    A. Yes
    B. No
59. Which of your professional association membership dues are paid by the school district? (Select all that apply)
    A. Community organization (e.g., Rotary, Chamber of Commerce)
    B. Regional Professional Organizations (e.g., state association)
    C. National Professional Organizations (e.g., AASA)

Legal Counsel Use / Hire-Rehire

60. Did you employ legal counsel or other outside agents to assist in the development and/or negotiations of your employment agreement?
    A. Yes
    B. No
61. Did the school district use legal counsel to assist in the development and/or negotiations of your employment agreement?
    A. Yes
    B. No
62. Are you drawing retirement from one state and working as a superintendent in another state?

A. Yes
B. No

Other Information

63. Do you presently belong to AASA, The School Superintendents Association?

A. Yes
B. No

64. Do you presently belong to a state superintendent association?

A. Yes
B. No

65. Please list other national education organizations to which you belong:

A. American Federation of School Administrators
B. Association of Educational Service Agencies
C. Association of Latino Superintendents and Administrators
D. Association of School Business Officials, International
E. ASCD
F. Chiefs for Change
G. Council of Administrators of Special Education
H. Council of the Great City Schools
I. International Society for Technology in Education
J. National Alliance of Black School Educators
K. National Association of Elementary School Principals
L. National Association of Secondary School Principals
M. National Indian Education Association
N. National Rural Education Association
O. National Superintendents Roundtable
P. The Consortium for School Networking (CoSN)
Q. Urban Superintendents Association of America
R. Other (Please specify)

66. AASA is interested in collecting and disseminating information about unique and creative contract clauses that superintendents have been able to use to advocate for themselves and incorporate into their contracts. Please use the space below to provide your feedback.



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Dr. Mark Secaur
Superintendent
Smithtown Central School District, NY

The Sogolytics' research team has been an extraordinary help to our division and our schools. I have been continuously impressed by their rock-solid dependability and quality and am profoundly grateful to have had the chance to work with and learn from them. They made my work exponentially easier.

Former Superintendent
Falls Church City Public Schools, VA

The team was very responsive to the diverse needs of our school leaders. I was consistently impressed by the level of support and teamwork provided by the Research Team. The support provided made it easier to tackle our complex survey needs in our large school division.

Administrative Leader
Fairfax County Public Schools, VA

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Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: Stacey Griffin-Cooper, Deputy Superintendent

Re: Policy JECBB: Student Open Enrollment - Variance

Recommendation: That the LCSD Board of Trustees approve revisions to Policy JECBB: Student Open Enrollment - Variance as a first reading.

Background Information: Policy JECBB updates the district's open enrollment rules to align with Nevada law and 2025 state legislation (AB 533 and SB 460). It creates transparent procedures for students applying to attend a school outside their assigned attendance zone when/if space is available.

Key Updates and Requirements Required by Statute Include:

- **Continuous Enrollment:** Once accepted, students no longer need to re-apply every year. They can remain at the school through its highest grade level.
- **Capacity & Timing:** Grade-level capacities must be calculated and published 90 days before application windows open.
- **Fair Selection & Lotteries:** Open enrollment decisions cannot consider academic performance, athletic ability, attendance or disability status (though denials are allowed for severe discipline history). When applications exceed capacity, a structured lottery will fill spots using a three-tiered priority system that favors siblings and students transferring from 1-Star or 2-Star schools.
- **Equal Access & Exceptions:** Applications are free, and must be available in multiple languages. Specific exemptions remain in place for family hardships, address changes, and tribal reservation students. School principals and administrators maintain approval authority.
- **Logistics, Appeals & Reporting:** Parents remain responsible for student transportation. Denials can be appealed to the Superintendent within 10 days, and the district will publish an annual public report on open enrollment figures.

Budget Considerations: N/A

Discussed at Previous Meeting: N/A

Attachment(s):
Policy JECBB: Student Open Enrollment Variance
Variance Application

STUDENT OPEN ENROLLMENT/VARIANCE ~~POLICY~~

~~It shall be the policy of the Lyon County School District that students residing within Lyon County will attend Lyon County Schools.~~

~~However, the Board of Trustees recognizes that an undue hardship or very unique circumstance may cause a parent/guardian to request that a child be allowed to attend school in another district or in another attendance area within the District. In all cases the parent/guardian must submit to the school principal, and in certain cases District officials, a written explanation for the request on the approved District variance form. The school principal and District officials shall determine the validity of the request. School principals will have the authority to approve/disapprove general education student variance requests between schools within the District. District officials have the authority to approve/disapprove all variance requests, but must approve/disapprove special education student and out of district student variance requests. There must also be agreement between districts or schools within the District to allow for the variance.~~

~~A student who resides on an Indian reservation located in two or more counties shall be allowed to attend the school nearest the student's residence, without regard to the school district in which the student's residence is located pursuant to NRS 392.015. These students must complete the variance request as a means of "application".~~

~~A variance shall only be granted when appropriate space is available in a school and shall be granted one year at a time. A principal may revoke a variance at any time as a result of discipline or attendance problems, classroom overcrowding or other hardship on the school, with prior approval from the Superintendent or designee. The parent must accept full responsibility for providing transportation for the child on a variance.~~

Purpose and Authority: This policy establishes standard guidelines for student school assignment based on residential attendance zones while defining criteria for approved out-of-zone placements, hardship cases, and open enrollment under state law. This policy is adopted pursuant to NRS 388.040, NRS 386.790, NRS 392.015, Assembly Bill 533 (2025), Senate Bill 460 (2025), and applicable Nevada regulations.

Definitions:

- Open Enrollment / Variance: A pupil's attendance at a public school outside their assigned zone of attendance, whether residing within or outside the LCSD boundaries.
- Specialized School: A magnet school, career and technical academy, or dual-enrollment high school, unless otherwise required by law.

- Capacity: Reflection of maximum building occupancy or an occupancy level not exceeding one person per 40 square feet of instructional space, together with applicable class-size, safety, facility, and program requirements.

General Access and Exception Criteria: Students will attend the school within their residential attendance zone, with the following exceptions:

- Open Enrollment: A student attends an out-of-zone school pursuant to Nevada open enrollment law, provided the desired school and instructional capacities are not met.
- Hardship / Special Circumstance: The transfer involves an exceptional student, a hardship case, or medical considerations.
- Mid-Year Address Change: A student's legal residence changes mid-year and permission is granted to remain in the former school through the end of the current school year.
- Tribal Reservation Exemption: Pursuant to NRS 392.015, a student residing on an Indian reservation located in two or more counties may attend the school nearest their residence without regard to LCSD boundaries or school capacity limits.
- Fee Prohibition: No student attending through open enrollment/variance will be assessed tuition or transfer fees (standard course-related fees may apply).
- Continued Enrollment: Once an open enrollment application is approved and the pupil enrolls, the pupil may permanently transfer and remain through the highest grade offered without submitting annual re-applications, subject to standard conduct and attendance rules.

Application Process and Administrative Guidelines:

- Application Window: Applications will be date-stamped and accepted as outlined in Administrative Regulation. The application window will open June 1st through June 25th and will be published on the LCSD website. An application must be submitted to each school of interest.
- Accessibility: Applications will be available in the six most common non-English languages identified by the State and provided via LCSD website and school offices.
- Approval Authority: Building principals and LCSD administrators share approval authority; specialized program or out-of-district requests require LCSD-level review (e.g., Executive Director of Special Services).
- Athletic Eligibility: Variance approval does not guarantee high school athletic eligibility, which must be approved separately by the Nevada Interscholastic Activities Association (NIAA).

Capacity Determination and Publication:

- Methodology: For each school and grade, LCSD shall identify the usable instructional classrooms reasonably available to that grade and determine the lawful number of pupil seat seats at each instructional teaching station. Capacity shall reflect maximum building occupancy or an occupancy level not exceeding one person per 40 square feet of instructional space, together with applicable class-size, safety, facility, and program requirements.

- Publication: Grade-level capacities will be published on the LCSD website at least 90 days prior to the opening of the application window. Quarterly updates regarding available vacancies will be posted continuously.

- Publication & Reductions: LCSD shall publish annual capacity at least 90 days before applications open and shall publish vacancies on or before the first date of each calendar quarter. Published capacity shall not be reduced during the application period unless significant and unforeseeable change in circumstances necessitates the reduction. If such reduction is proposed, the Superintendent or designee shall document the change in circumstances, the affected school and grade level, previously published capacity, the proposed revised capacity, and the basis for the reduction. Not later than 15 days before the earliest date on which decisions on pending applications are to be made, the District shall publish on its website a written explanation of the change in circumstances that necessitated the reduction in capacity. The District shall obtain any approval from the Nevada Department of Education required by law or regulation before implementing the reduction.

Selection Criteria and Prohibited Factors

- Prohibited Factors: Applications shall not be evaluated or denied based on academic, artistic, or athletic ability; participation in extracurriculars; disability status; English learner status; or home address (except to verify residency or lawful priority).

- Disciplinary Exceptions: The school may deny an application if the pupil was suspended for 10 or more days or expelled during the current or immediately preceding school year.

Enrollment Priorities and Random Lottery

When grade-level applications exceed published capacity, available seats will be filled in the following order of priority:

1. Students residing within the school's assigned zone of attendance.
2. Students enrolled in or assigned to a public school that received a 1-Star or 2-Star rating under the Nevada School Performance Framework in the preceding year.
3. Sibling connections or additional LCSD-defined lawful priorities.
4. Remaining applicants selected via a random, unweighted lottery. Unselected applicants will be placed on an ordered waitlist.

Transportation Acknowledgement & Assistance

- The application and approval notice shall state that, unless law requires otherwise, the parent or guardian is responsible for reliable and timely transportation each school day.
- The parent or guardian shall acknowledge that LCSD is not required to establish or alter a bus route solely for the pupil; the pupil remains subject to ordinary attendance and tardiness requirements; and transportation difficulty may be addressed through voluntary return rather than punitive revocation.

- The district shall honor transportation rights under IDEA, Section 504, Mckinney-Vento, foster care school stability requirements; court orders, and other law. If transportation funding or assistance is available under NRS388.041, LCSD shall make the required request or assessment available in connection with the application process for administrative convenience.
- A request for transportation assistance may be submitted in connection with the open enrollment process; however, transportation-assistance information shall not be used in determining whether a pupil is eligible for or will be offered an open enrollment placement.
- The district shall administer transportation-assistance screening separately and independently from the review and selection process. Employees responsible for determining eligibility, priority, capacity, or lottery placement shall not consider a family's transportation need, financial eligibility, requested form of transportation assistance, or ability to transport the pupil.

Appeals: If an application is denied or not acted upon for the upcoming school year, the parent/guardian may submit a written appeal to the Superintendent or designee within ten (10) business days of receipt of the denial. The Superintendent/designee will review the request and issue a written final decision within ten (10) business days.

Public Reporting and Recordkeeping: LCSD will maintain open enrollment records and submit an annual report to the Superintendent of Public Instruction detailing total application numbers, approval rates, and specific reasons for any denials.

Exclusions: Out-of-district open enrollment variances may be revoked at any time due to chronic absenteeism, behavioral issues, or unsatisfactory academic performance.

STUDENT OPEN ENROLLMENT/VARIANCE ~~POLICY~~ - ADMINISTRATIVE ~~GUIDELINES~~ REGULATIONS

~~1. Student variance requests will be accepted and date stamped beginning March 1st of the preceding school year. Students must re-apply for variances each year.~~

~~2. Requests for in-district variances and students requesting to enter LCSD must be pre-approved from the exiting principal, incoming principal and the Superintendent or designee beginning May 1st of the preceding school year.~~

~~3. Requests for variances to leave LCSD must be pre-approved from the exiting principal, Superintendent or designee and district officials where the student is requesting to enter.~~

~~4. For specialized programs (Special Education, ESL, Gifted and Talented, etc.), variances will be approved based on space available and staffing, and must be approved by the Director of Special Services.~~

~~5. District employee's student(s) will be granted variance to the school at which they work, under the conditions of the variance policy.~~

~~6. Priority will be given to in-district student variance requests over out-of-district student variance requests.~~

~~7. A student's official residence will be that of his/her parent(s)/guardian(s). A child may not claim residency by living with any relative other than a parent/guardian or with any other person, unless such relative or other person has obtained guardianship as provided by the provisions of the Nevada Revised Statutes.~~

~~8. Families approved for a variance are responsible for providing their student's transportation to and from school.~~

~~9. High school athletic eligibility is not granted with an approved variance request. Applications for athletic eligibility must be submitted to and approved by the Nevada Interscholastic Activities Association (NIAA) before the student may participate in sanctioned sports.~~

1. Application Intake and Verification

- **Window Compliance:** Verify that all applications were received within the published window (beginning June 1st through June 25th.) A separate variance application must be filed for each school of interest.
- **Prohibited Factors Check:** Ensure that application review excludes any prohibited factors, such as academic, artistic, or athletic ability; disability status; English learner status; or participation in extracurricular activities.
- **Eligibility Screen:** Screen for disciplinary exceptions as defined in the policy (e.g., suspension history of 10 or more days in the prior year.

2. Tiered Prioritization

Sort all eligible applicants into the following tiers, in order of precedence (assumed priority to residential students prior to the below considerations):

- **Priority 1:** Students currently enrolled in or assigned to a public school that received a 1-Star or 2-Star rating under the Nevada School Performance Framework in the preceding year.
- **Priority 2:** Sibling connections or other LCSD-defined lawful priorities.
- **Priority 3:** Remaining applicants (subject to the random, unweighted lottery).

3. Seat Allocation and Lottery Execution

- **Allocation:** Proceed to fill grade-level seats starting from Priority 1.
- **Exhaustion of Tiers:** Continue filling seats through Priority 3.
- **Random Lottery:** If the number of remaining applicants in Priority 3 exceeds the remaining available seats, conduct a random, unweighted lottery to select applicants for the remaining spots.

4. Waitlist Management

- Any applicants in Priority 3 who remain unselected after the lottery are to be placed on an ordered waitlist.

The waitlist order should be established by the random draw sequence conducted during the lottery.

SCHOOL ATTENDANCE VARIANCE APPLICATION

Out-of-Zone Open Enrollment Request • Academic Year 2026–2027

Authority: NRS 388.040 & NRS 386.790
Form ID: OE-VAR-2026
Window: June 1st – August 1st

Notice to Applicants: Required only for students seeking to attend a public school outside their assigned zone. Application window: June 1st – 25th. Decisions are based on published capacity and statutory priorities. Transportation is the family's responsibility.

1. STUDENT & FAMILY INFORMATION

STUDENT FULL LEGAL NAME (LAST, FIRST, MIDDLE)	DATE OF BIRTH	STUDENT ID	GRADE (2026–27)

PARENT / LEGAL GUARDIAN NAME	RELATIONSHIP	CONTACT PHONE

PHYSICAL RESIDENTIAL ADDRESS (STREET, CITY, STATE, ZIP)	EMAIL ADDRESS

2. SCHOOL ASSIGNMENT & VARIANCE REQUEST

CURRENT ZONED SCHOOL (SCHOOL STUDENT IS REQUIRED TO ATTEND)	REQUESTED VARIANCE SCHOOL (OUT-OF-ZONE REQUESTED SCHOOL)

3. STATUTORY PRIORITY (NRS 388.040)

Does student reside in a 1-star or 2-star school zone?

☐ YES (Priority 1) ☐ NO ☐ UNSURE

4. SIBLING PREFERENCE

Sibling currently attending requested school? ☐ YES ☐ NO

Sibling Name: _____ Grade: ____

5. LIMITED DISCIPLINE SCREEN (STATUTORY ELIGIBILITY)

Pursuant to NRS 388.040(5), attendance records and full discipline history are NOT collected or evaluated. 1. Suspended 10+ days in current/prior year? ☐ YES NO 2. Expelled in current/prior year? ☐ YES ☐ NO

6. REASON FOR REQUEST (OPTIONAL CONTEXT)

Open enrollment decisions are strictly based on published capacity and statutory priorities. Prohibited factors are not considered.

7. TRANSPORTATION STATEMENT (NRS 386.790)

The district does not provide bus transportation for out-of-zone open enrollment students. Parents/guardians are fully responsible for transportation. (Exception: Transportation required as a related service under a student's IEP or Section 504 plan will be provided by law).

8. TERMS & PARENT CERTIFICATION

By signing below, I certify: (1) Info is accurate; window is June 1st – August 1st. (2) Once approved/enrolled, student may remain through highest grade offered without annual reapplication (NRS 388.040). (3) No tuition/transfer fees apply. (4) Seat must be accepted by stated deadline or released. (5) Denial/lack of action may be appealed in writing to District Superintendent (decision is final).

SIGNATURE OF PARENT / LEGAL GUARDIAN	DATE (MM/DD/YYYY)
_____	_____

9. ADMINISTRATIVE DETERMINATION & ACTION (DISTRICT PROCESSING)

Date Received: _____ Residency Verified: ☐ Yes ☐ No Priority 1 Verified: ☐ Yes ☐ N/A Lottery # (if applicable): _____

ADMINISTRATIVE ACTION TAKEN: ☐ APPROVED ☐ PLACED ON WAITLIST (Position #_____) ☐ DENIED

EXPLANATION / SPECIFIC REASON FOR DENIAL OR ADMINISTRATIVE NOTES:

(If denied, state statutory reason e.g., lack of grade-level capacity, discipline ineligibility, late submission, or exempt school)

District Designee Signature: _____ Title: _____ Notice Date: _____

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: 2025-26 Nevada Educator Performance Framework

Recommendation: The Board of Trustees approve the report on the Nevada Educator Performance Framework (NEPF) results as permitted under NRS 391.485.

Background Information:
AB320 was passed in the 2017 legislative session. Section 1.2 (2) states that the board of trustees of each school district shall annually review the manner in which schools in the school district evaluate teachers and administrators pursuant to the statewide performance evaluation system.

LCSD participated in it's second year with the NEPF Field Study Implementation for evaluation of licensed staff. NEPF reporting for the 2025-26 school year. Pursuant to this requirement, staff have provided an overall comparison of the NEPF data of LCSD teachers and administrators across 2025 and 2026 data trends alongside state averages. Statewide data were obtained from the Nevada Department of Education.

Overall, results show that LCSD continues to maintain 0% of teachers and administrators rated as Ineffective and Developing in 2026.

2025 vs. 2026 Teacher Performance Ratings Comparison

Rating Category	2025 LCSD	2025 State	2026 LCSD	2026 State
Ineffective	0.00% (0)	0.08%	0.00% (0)	0.11%
Developing	2.15% (9)	0.78%	0.00% (0)	0.85%
Effective	39.95% (167)	67.91%	38.11% (157)	69.10%
Highly Effective	46.17% (193)	24.59%	41.99% (173)	23.45%
Exempt	11.72% (49)	6.64%	19.90% (82)	6.49%

Overall, LCSD had 80.10% of evaluated staff rated Effective or Highly Effective in 2026 compared to 86.12% in 2025. In comparison, the state average stood at 92.55% in 2026 and 92.50% in 2025. Furthermore, LCSD's percentage of Exempt teachers expanded significantly from 11.72% in 2025 to 19.90% in 2026, directly reflecting high performance sustained across multiple evaluation cycles.

The relatively high percentage of LCSD teachers rated as Highly Effective (41.99% in 2026 vs. 23.45% statewide) indicates that a significant portion of the district's educators perform at a high level. This directly benefits students, as teachers with Highly Effective ratings are more likely to implement best practices in the classroom, engage students effectively, and drive better academic outcomes.

2025 vs. 2026 Administrator Performance Ratings Comparison

Rating Category	2025 LCSD	2025 State	2026 LCSD	2026 State
Ineffective	0.00% (0)	0.00%	0.00% (0)	0.15%
Developing	0.00% (0)	0.17%	0.00% (0)	1.76%
Effective	50.00% (20)	74.75%	32.50% (13)	70.08%
Highly Effective	25.00% (10)	20.63%	47.50% (19)	23.26%
Exempt	25.00% (10)	4.46%	20.00% (8)	4.74%

LCSD administrators demonstrated substantial growth in top-tier performance, nearly doubling the percentage of Highly Effective ratings from 25.00% in 2025 to 47.50% in 2026, significantly outpacing the state average of 23.26%.

NEPF Survey Trends (2025 vs. 2026 Comparison)

LCSD participated in the statewide NEPF survey of teachers and administrators, with total participation increasing from 124 respondents in 2025 to 171 in 2026.

Survey	Participant Group	2025	2026	YoY Trend
Evaluation Fairness	Staff	92.0%	**95.7%**	+3.7%
	Administrators	83.3%	**100.0%**	+16.7%
Impact on Student Learning	Staff	63.2%	**82.9%**	+19.7%
	Administrators	50.0%	**73.3%**	+23.3%
Student Learning Goals (SLG Drive & Rigor)	Staff (Used SLG to drive instruction)	58.6%	**87.2%**	+28.6%
	Administrators (Teachers set rigorous SLGs)	83.3%	**93.3%**	+10.0%
Evaluator Training	Staff (Evaluator was well-trained)	87.4%	**95.7%**	+8.3%

Survey	Participant Group	2025	2026	YoY Trend
Impact on Instructional Practice	Staff	60.9%	**82.1%**	+21.2%
	Administrators	33.3%	**80.0%**	+46.7%

This data suggests that the evaluation system is contributing to improved teaching practices and administrative leadership, which ultimately benefit students by enhancing the quality of instruction they receive. LCSD met all NEPF protocols and requirements. Districtwide data was shared with the Nevada Department of Education. This information provided to the Board of Trustees is compliant with NRS 391.485.

Budget Considerations:
NA

Discussed at Previous Meeting:
None

Attachment(s):
Attachment – NEPF Lyon Data Trends 2026

	2026			2025			2024			2023			2022			2021		
TEACHERS			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**
INEFFECTIVE	0	0.00%	0.11%	0	0.00%	0.08%	0	0.00%	0.13%	0	0%	0.07%	0	0.00%	0.08%	0	0.00%	0.08%
DEVELOPING	0	0.00%	0.85%	9	2.15%	0.78%	10	2.29%	0.75%	9	2.15%	0.63%	6	1.32%	0.52%	1	0.21%	0.47%
EFFECTIVE	157	38.11%	69.10%	167	39.95%	67.91%	180	41.28%	71.12%	202	48.21%	71.91%	198	43.42%	71.53%%	210	44.59%	73.12%
HIGHLY	173	41.99%	23.45%	193	46.17%	24.59%	186	42.66%	19.83%	186	44.39%	22.01%	174	38.16%	22.59%%	175	37.15%	17.43%
EXEMPT	82	19.90%	6.49%	49	11.72%	6.64%	60	13.76%	8.18%	22	5.25%	5.38%	78	17.11%	5.30%	85	18.05%	9.00%
TOTAL	412	100.00%	**100.00%**	**418**	**100.00%**	**100.00%**	**436**		**20438**	**419**		**20601**	**456**		**21,301**	**471**		**21,931**
ADMIN			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**
INEFFECTIVE	0	0.00%	0.15%	0	0.00%	0.00%	0	0.00%	0.08%	0	0.00%	0.14%	0	0.00%	0.00%	0	0.00%	0.00%
DEVELOPING	0	0.00%	1.76%	0	0.00%	0.17%	5	13.89%	0.75%	2	5.56%	0.83%	0	0.00%	0.52%	0	0.00%	0.38%
EFFECTIVE	13	32.50%	70.08%	20	50.00%	74.75%	18	50.00%	77.11%	15	41.67%	75.76%	18	47.37%	70.67%	18	46.15%	66.76%
HIGHLY	19	47.50%	23.26%	10	25.00%	20.63%	8	22.22%	18.05%	17	47.22%	16.87%	10	26.32%	22.09%%	16	41.03%	25.75%
EXEMPT	8	20.00%	4.74%	10	25.00%	4.46%	5	13.89%	4.01%	2	5.56%	6.40%	10	26.32%	6.72%%	4	10.26%	6.47%
TOTAL	40	100.00%	**100.00%**	**40**	**100.00%**	**100.00%**	**36**		**1197**	**36**		**1452**	**38**		**1340**	**39**		**1,297**
COUNSELOR			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**
INEFFECTIVE	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%		0	0.00%	0.00%	0	0.00%	0.10%
DEVELOPING	0	0.00%	0.32%	0	0.00%	0.59%	0	0.00%	0.00%	0	0.00%		0	0.00%	0.10%	0	0.00%	0.41%
EFFECTIVE	6	27.27%	49.31%	3	14.29%	48.39%	3	17.65%	55.76%	4	23.53%		8	38.10%	63.80%	6	27.27%	55.77%
HIGHLY	11	50.00%	44.18%	16	76.19%	44.88%	14	82.35%	36.81%	10	58.82%		13	61.90%	27.61%	10	45.45%	27.01%
EXEMPT	5	22.73%	6.19%	2	9.52%	6.15%	0	0.00%	7.43%	3	17.65%		1	4.76%	8.49%	5	22.73%	16.49%
TOTAL	22	100.00%	**100.00%**	**21**	**100.00%**	**100.00%**	**17**		**929**	**17**			**21**		**978**	**22**		**970**
NURSE			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**
INEFFECTIVE	0	0.00%	0.00%	0	0.00%	0.29%	-	-%	0.00%	0	#DIV/0!		-	-%	0.00%	-	-%	0.36%
DEVELOPING	0	0.00%	0.27%	0	0.00%	0.00%	-	-%	0.00%	0	#DIV/0!		-	-%	0.00%	-	-%	0.36%
EFFECTIVE	0	0.00%	60.05%	1	20.00%	53.16%	-	-%	53.22%	3	#DIV/0!		-	-%	56.94%	-	-%	51.64%
HIGHLY	5	100.00%	25.74%	4	80.00%	37.93%	-	-%	42.71%	0	#DIV/0!		-	-%	37.72%	-	-%	37.36%
EXEMPT	0	0.00%	13.94%	0	0.00%	8.62%	-	-%	4.07%	0	#DIV/0!		-	-%	5.34%	-	-%	5.49%
TOTAL	5	100.00%	100.00%	**5**	**100.00%**	**100.00%**			**295**	**3**					**281**			**273**
PSYCHOLOGIST			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**
INEFFECTIVE	0	0.00%	0.00%	0	0.00%	0.00%	0	0.00%	0.00%	-	-%		0	0.00%	0.00%	0	0.00%	0.00%
DEVELOPING	0	0.00%	1.15%	0	0.00%	0.39%	0	0.00%	0.00%	-	-%		0	0.00%	0.00%	1	20.00%	0.39%
EFFECTIVE	0	0.00%	40.61%	0	0.00%	42.02%	1	14.29%	46.32%	-	-%		2	40.00%	50.42%	1	20.00%	50.39%
HIGHLY	7	100.00%	55.17%	6	100.00%	50.97%	6	85.71%	47.62%	-	-%		3	60.00%	42.44%	2	40.00%	34.92%
EXEMPT	0	0.00%	3.07%	0	0.00%	6.61%	0	0.00%	6.06%	-	-%		0	0.00%	7.14%	0	0.00%	13.49%
TOTAL	7	100.00%	**100.00%**	**6**	**100.00%**	**100.00%**	**7**		**231**				**5**		**238**	**5**		**252**

SOCIAL WORKER			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**
INEFFECTIVE	-	-%	0.00%	-	-%	0.00%	-	-%	0.00%	-	-%		-	-%	0.80%	-	-%	0.00%
DEVELOPING	-	-%	0.47%	-	-%	0.00%	-	-%	0.66%	-	-%		-	-%	0.80%	-	-%	1.63%
EFFECTIVE	-	-%	51.89%	-	-%	57.94%	-	-%	54.30%	-	-%		-	-%	45.60%	-	-%	46.72%
HIGHLY	-	-%	40.57%	-	-%	39.72%	-	-%	41.72%	-	-%		-	-%	40.80%	-	-%	41.80%
EXEMPT	-	-%	7.08%	-	-%	2.34%	-	-%	3.31%	-	-%		-	-%	12.00%	-	-%	8.19%
TOTAL			**100.00%**			**100.00%**			**151**						**125**			**122**
SPEECH			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**
INEFFECTIVE	0	0.00%	0.20%	0	0.00%	0.00%	0	0.00%	0.00%	-	-%		0	0.00%	0.22%	0	0.00%	0.00%
DEVELOPING	0	0.00%	0.40%	0	0.00%	0.40%	0	0.00%	0.98%	-	-%		0	0.00%	0.22%	0	0.00%	0.20%
EFFECTIVE	1	10.00%	40.48%	0	0.00%	39.72%	1	14.29%	49.51%	-	-%		1	14.29%	46.19%	0	0.00%	47.80%
HIGHLY	5	50.00%	46.49%	4	50.00%	44.66%	2	28.57%	36.59%	-	-%		6	85.71%	43.36%	0	0.00%	19.20%
EXEMPT	4	40.00%	12.42%	4	50.00%	15.22%	4	57.14%	12.93%	-	-%		0	0.00%	10.02%	4	100.00%	0.23%
TOTAL	10	100.00%	**100.00%**	**8**	**100.00%**	**100.00%**	**7**		**410**				**7**		**459**	**4**		**479**
LIBRARIAN			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**
INEFFECTIVE	0	0.00%	0.00%	0	0.00%	0.00%	-	-%	0.00%	0	0.00%		0	0.00%	0.00%	0	0.00%	0.00%
DEVELOPING	0	0.00%	0.28%	0	0.00%	0.00%	-	-%	0.00%	0	0.00%		0	0.00%	0.98%	0	0.00%	0.20%
EFFECTIVE	1	100.00%	58.87%	0	0.00%	61.96%	-	-%	65.48%	0	0.00%		0	0.00%	66.89%	0	0.00%	47.80%
HIGHLY	0	0.00%	33.24%	1	100.00%	28.53%	-	-%	25.00%	1	100.00%		1	100.00%	26.56%	0	0.00%	19.20%
EXEMPT	0	0.00%	7.61%	0	0.00%	9.51%	-	-%	9.52%	0	0.00%		0	0.00%	5.57%	1	100.00%	0.23%
TOTAL	1	100.00%	**100.00%**	**1**	**100.00%**	**100.00%**			**336**	**1**			**1**		**305**	**1**		**235**
AUDIOlOGIST			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**			**STATE**
INEFFECTIVE	0	0.00%	0.00%	-	-%	0.00%	-	-%	0.00%	-	-%		-	-%	0.00%	-	-%	0.00%
DEVELOPING	0	0.00%	0.00%	-	-%	0.00%	-	-%	0.00%	-	-%		-	-%	0.00%	-	-%	0.00%
EFFECTIVE	0	0.00%	0.00%	-	-%	62.50%	-	-%	50.00%	-	-%		-	-%	66.67%	-	-%	62.50%
HIGHLY	1	100.00%	87.50%	-	-%	25.00%	-	-%	50.00%	-	-%		-	-%	16.67%	-	-%	37.50%
EXEMPT	0	0.00%	12.50%	-	-%	12.50%	-	-%	0.00%	-	-%		-	-%	16.67%	-	-%	0.00%
TOTAL	1	100.00%	**100.00%**			**100.00%**			**6**						**6**			**8**

	2,026.00		2025		2024		2023		2022		2021	
TEACHERS		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**
Highest IPS	5 (3.60)	5 (3.47)	1 (3.63)	2 (3.45)	2 (3.58)	2 (3.50)	2 (3.59)	2 (3.41)	2 (3.57)	2 (3.39)	2 (3.6)	2 (3.35)
Lowest IPS	4 (3.24)	4 (3.14)	4 (3.20)	4 (3.21)	4 (3.20)	4 (3.19)	4 (3.2)	4 (3.21)	4 (3.18)	4 (3.21)	4 (3.21)	4 (3.18)
Highest PRS	5 (3.69)	5 (3.54)	5 (3.74)	5 (3.57)	5 (3.76)	5 (3.55)	5 (3.77)	5 (3.43)	5 (3.73)	5 (3.41)	5 (3.75)	1,5 (3.37)
Lowest PRS	1-2 (3.44)	4 (3.32)	4 (3.43)	2 (3.35)	2 (3.33)	4 (3.36)	2 (3.31)	2 (3.31)	2 (3.27	2 (3.29)	2 (3.3)	2 (3.28)
SLG	3.47	3.47	3.64	3.42	3.56	3.36	3.53	3.33	N/A	N/A	3.4	3.19
Score	3.50	3.40	3.49	3.39	3.47	3.39	3.47	3.34	3.47	3.33	3.48	3.29
ADMIN		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**
Highest ILS	3 (3.84)	3 (3.41)	3 (3.75)	3 (3.49)	3 (3.54)	3 (3.53)	3 (3.59)	3 (3.3)	2 (3.51)	2 (3.42)	3,4 (3.60)	2 (3.45)
Lowest ILS	4 (3.28)	4 (3.16)	4 (3.21)	4 (3.38)	4 (3.29)	1 (3.42)	4 (3.37)	4 (3.20)	4 (3.33)	4 (3.27)	4 (3.37)	4 (3.32)
Highest PRS	2 (3.72)	3 (3.52)	3 (3.82)	3 (3.57)	3 (3.90)	3 (3.62)	3 (3.8)	3 (3.39)	3 (3.71)	3 (3.47)	3 (3.84)	3 (3.48)
Lowest PRS	4 (3.28)	1 (3.22)	1 (3.44)	1 (3.33)	4 (3.32)	4 (3.36)	4 (3.24)	4 (3.22)	4 (3.27)	4 (3.26)	4 (3.21)	4 (3.29)
SLG	3.67	3.12	3.27	3.29	3.38	3.36	3.23	3.22	N/A	N/A	3.19	3.29
Score	3.80	3.33	3.46	3.41	3.23	3.45	3.42	3.28	3.43	3.35	3.16	3.37
COUNSELOR		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**
Highest PRS	3 (3.76)	3 (3.70)	3 (3.81)	3 (3.66)	3 (3.78)	3 (3.58)	1 (3.68)	3 (3.56)	3 (3.71)	3 (3.47)	5 (3.71)	3 (3.73)
Lowest PRS	4 (3.51)	4 (3.54)	4 (3.6)	4 (3.39)	4 (3.45)	4 (3.44)	4 (3.26)	4 (3.34)	4 (3.32)	4 (3.31)	4 (3.31)	4 (3.40)
Score	3.67	3.64	3.71	3.54	3.65	3.5	3.55	3.48	3.6	3.41	3.56	3.41
NURSE		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**
Highest PPS	5 (4.0)	5 (3.72)	1,2 (3.95)	5 (3.80)	-	4 (3.75)	1,4 (3.42)	1 (3.46)	-	5 (3.49)	4,5 (2.88)	5 (3.51)
Lowest PPS	3 (3.75)	3 (3.62)	3 (3.85)	3 (3.72)	-	3.60 (3)	5 (3.0)	3 (3.36)	-	3 (3.36)	2,3 (2.75)	3 (3.34)
Score	3.84	3.65	3.91	3.76	-	3.58	3.23	3.43	-	3.43	2.9	3.42
PSYCHOLOGIST		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**
Highest PPS	1-4 (4.0)	2 (3.79)	2 (4.0)	2 (3.87)	2 (3.95)	2 (3.79)	-	1 (3.61)	2 (3.6)	2 (3.58)	1 (3.69)	1 (3.50)
Lowest PPS	0.00	3 (3.67)	4 (3.89)	3 (3.58)	1 (3.82)	4 (3.62)	-	3 (3.47)	3 (3.47)	3 (3.40)	3,4 (3.33)	3 (3.37)
Score	4.00	3.74	3.95	3.74	3.88	3.7	-	3.54	3.53	3.49	3.51	3.44
SOCIAL WORKER		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**
Highest PRS	-	2 (3.56)	-	1 (3.63)	-	1 (3.56)	-	1 (3.58)	-	1 (3.54)	-	1 (3.59)
Lowest PRS	-	3 (3.40)	-	4 (3.48)	-	3,4 (3.52)	-	4 (3.48)	-	4 (3.42)	-	4 (3.44)
Score	-	3.49	-	3.55	-	3.53	-	3.51	-	3.48	-	3.44

SPEECH		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**
Highest PRS	4 (3.83)	4 (3.65)	2 (4.0)	2 (3.7)	3 (3.75)	1 (3.58)	-	1 (3.63)	4 (3.83)	1 (3.55)	2,4 (3.92)	1,2,3 (3.75)
Lowest PRS	1 (3.70)	3 (3.57)	1 (3.75)	1,3,4 (3.68)	4 (3.53)	2,4 (3.52)	-	3 (3.46)	1 (3.6)	2 (3.43)	1 (3.7)	4 (3.68)
Score	3.70	3.60	3.86	3.68	3.61	3.54	-	3.54	3.69	3.5	3.85	3.4
LIBRARIAN		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**
Highest IPS	3 (3.50)	3 (3.58)	1,2,3 (4.0)	1 (3.56)	-	1 (3.60)	1,2,5 (4.0)	3 (3.43)	1,2,5 (4.0)	3 (3.42)	-	3 (3.38)
Lowest IPS	2,4 (3.0)	4 (3.34)	4 (3.33)	4 (3.32)	-	5 (3.32)	4 (3.0)	4 (3.25)	4 (3.0)	4 (3.24)	-	4 (3.22)
Highest PRS	1 (4.0)	1 (3.83)	3,5 (4.0)	2 (3.73)	-	2 (3.89)	1,2,3,5 (4.0)	2 (3.60)	1,2,3,5 (4.0)	2 (3.60)	-	2 (3.57)
Lowest PRS	2 (3.0)	4 (3.53)	1 (3.0)	4,5 (3.45)	-	5 (3.53)	4 (3.66)	5 (3.40)	4 (3.67)	5 (3.39)	-	5 (3.36)
SLG/LPG	3.00	3.27	3	3.56	-	3.56	4	3.73	N/A	N/A	-	3.26
Score	3.29	3.55	3.6	3.48	-	3.5	3.84	3.4	3.82	3.41	-	3.37
AUDIOlOGIST		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**		**STATE**
Highest PRS	1-5 (4.0)	1 (3.90)	-	1 (3.64)	-	5 (3.72)	-	5 (3.58)	-	3 (3.50)	-	1 (3.54)
Lowest PRS	-	3 (3.71)	-	3 (3.46	-	2 (3.46)	-	3 (3.25)	-	2 (3.25)	-	2,4 (3.43)
Score	4.00	3.62	-	3.56	-	3.46	-	3.46	-	3.36	-	3.48

	2025-26		2024-25		2023-24		2022-23		2021-2022		2020-2021	
	District	State	District	State	District	State	District	State	District	State	District	State
Q1. Which district do you work for?												
	171	4,816	124	7,376	203	6688	195	6614	274	6888	276	8359
Q2. How would you characterize the grade span of your school?												
Elementary	37.43%	46.14%	47.54%	48.18%	39.41%	48.29%	46.67%	46.57%	41.24%	48.46%	38.77%	50.11%
Middle	20.47%	21.32%	17.21%	20.67%	24.63%	18.98%	18.46%	20.96%	21.90%	19.66%	21.01%	20.39%
High	33.92%	26.62%	27.87%	25.05%	27.59%	25.82%	28.72%	26.63%	28.83%	25.32%	23.91%	23.69%
Combined	8.19%	5.92%	7.38%	6.10%	5.91%	6.90%	6.15%	5.84%	6.93%	4.41%	16.30%	3.43%
Q3. Which school/s do you work at (optional)?												
Answered	107	2,486	0	3956	0	3568		3457				
Q4. How long have you been in your current position?												
Three Years or Less	39.18%	35.61%	29.84%	37.62%	33.50%	36.25%	32.31%	32.83%	12.04%	12.94%	17.07%	13.87%
Four Years or More	60.82%	64.39%	70.16%	62.38%	66.50%	63.75%	67.69%	67.17%	87.96%	87.06%	82.93%	86.13%
Q5. What is your current position?												
Administrator	8.77%	6.67%	4.92%	8.00%	5.47%	7.44%	9.23%	6.32%	9.12%	4.66%	11.96%	7.26%
Audiologist	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%				
School Counselor	0.58%	2.26%	4.10%	3.34%	2.99%	3.75%	2.05%	3.33%				
School Nurse	1.17%	0.98%	0.82%	0.92%	0.50%	1.31%	0.00%	0.85%				
School Psychologist	0.00%	0.73%	0.82%	0.62%	1.00%	0.76%	0.51%	0.50%				426
School Social Worker	0.00%	0.83%	0.00%	0.80%	0.00%	0.69%	0.00%	0.75%				
Teacher	81.87%	80.67%	89.34%	83.14%	90.05%	81.72%	88.21%	85.81%	90.88%	95.34%	88.04%	92.74%
Teacher-Librarian	1.75%	1.20%	0.00%	1.15%	0.00%	1.34%	0.00%	1.29%				
Speech Language Pathologist	0.00%	1.41%	0.00%	2.02%	0.00%	2.99%	0.00%	1.14%				
Q6. What was your status during the [current] school year?												
Probationary	20.51%	21.67%	12.71%	21.27%	15.10%	19.44%	16.38%	17.60%	14.50%	16.98%	23.40%	20.60%
Post-Probationary	79.49%	78.33%	87.29%	78.73%	84.90%	80.56%	83.62%	82.40%	85.50%	83.02%	76.60%	79.40%
Q7. Were you evaluated with the NEPF during the [current] school year?												
Yes	75.00%	87.56%	73.73%	89.46%	79.17%	88.47%	80.23%	91.33%	71.90%	89.75%	88.10%	90.31%
No: exempt due to two previous years of 'highly effective" rating	11.54%	7.39%	16.10%	6.75%	12.50%	8.40%	10.73%	6.10%	20.90%	6.29%	6.60%	4.82%
No: other reason described below	13.46%	5.05%	10.17%	3.79%	8.33%	3.13%	9.04%	2.56%	7.20%	3.96%	5.30%	4.86%
Q8. My evaluation was fair.												
Strongly agree	47.01%	44.66%	54.02%	48.94%	51.32%	45.33%	39.44%	42.78%	56.90%	40.64%	59.03%	42.01%
Agree	48.72%	45.70%	37.93%	41.86%	41.45%	46.07%	52.82%	47.58%	33.60%	49.56%	35.00%	49.26%
Disagree	2.56%	7.28%	4.60%	6.14%	5.92%	6.15%	4.93%	6.93%	7.80%	7.51%	4.20%	6.45%
Strongly disagree	1.71%	2.37%	3.45%	3.05%	1.32%	2.45%	2.82%	2.71%	1.70%	2.29%	1.77%	2.28%
Q9. My evaluation was focused more on my professional growth rather than on awarding a score or rating.												
Strongly agree	36.75%	31.62%	28.74%	33.64%	32.24%	31.71%	24.65%	28.03%	33.60%	22.90%	30.40%	20.95%
Agree	47.01%	47.08%	48.28%	45.86%	48.68%	45.83%	50.70%	46.72%	39.70%	45.92%	37.90%	47.46%
Disagree	14.53%	17.45%	19.54%	15.35%	16.45%	18.02%	19.72%	20.30%	16.40%	23.97%	21.50%	23.61%

Strongly disagree	1.71%	3.85%	3.45%	5.15%	2.63%	4.43%	4.93%	4.95%	10.30%	7.22%	10.30%	7.98%
Q10. My NEPF evaluation cycle experience helped me identify my areas of growth as an educator.												
Strongly agree	31.09%	27.13%	31.03%	27.57%	25.66%	24.83%	20.42%	22.20%	38.80%	26.04%	33.20%	22.22%
Agree	53.45%	47.74%	45.98%	44.92%	49.34%	45.16%	54.93%	45.03%	37.10%	47.10%	40.20%	50.26%
Disagree	11.21%	18.39%	14.94%	19.01%	20.39%	22.65%	16.90%	23.89%	16.40%	19.89%	16.40%	20.08%
Strongly disagree	3.45%	6.74%	8.05%	8.50%	4.61%	7.36%	7.75%	8.89%	7.80%	6.96%	10.30%	7.44%
Q11. My NEPF evaluation cycle experience took a reasonable amount of my time.												
Strongly agree	27.35%	27.57%	21.84%	27.17%	26.32%	24.55%	21.13%	23.23%	38.80%	24.41%	43.00%	28.72%
Agree	61.54%	55.18%	50.57%	52.78%	53.29%	53.88%	53.52%	52.08%	38.80%	53.27%	38.30%	52.69%
Disagree	7.69%	12.24%	18.39%	13.88%	15.13%	15.02%	18.31%	16.44%	15.50%	15.10%	13.60%	12.91%
Strongly disagree	3.42%	5.01%	9.20%	6.17%	5.26%	6.56%	7.04%	8.25%	6.90%	7.22%	5.10%	5.68%
Q12. My designated evaluator(s) were well-trained in conducting the NEPF evaluation cycle.												
Strongly agree	51.28%	45.12%	37.93%	43.64%	44.08%	41.23%	44.37%	40.25%	62.90%	42.84%	60.30%	46.72%
Agree	44.44%	45.15%	49.43%	45.11%	47.37%	46.58%	45.77%	46.48%	26.70%	46.90%	30.40%	44.55%
Disagree	1.71%	6.43%	10.34%	7.31%	5.92%	8.53%	4.93%	8.77%	6.00%	6.91%	6.10%	6.35%
Strongly disagree	2.56%	3.30%	2.30%	3.93%	2.63%	3.66%	4.93%	4.50%	4.30%	3.35%	3.30%	2.38%
Q13. The Student Learning Goal (SLG) process was used to drive my planning and instruction throughout the year.												
Strongly agree	29.91%	24.96%	12.64%	21.34%	19.08%	20.60%	16.90%	18.11%	15.50%	15.85%	40.70%	23.55%
Agree	57.26%	46.40%	45.98%	44.37%	50.00%	44.78%	53.52%	44.26%	50.00%	40.99%	38.30%	51.72%
Disagree	5.98%	12.43%	10.34%	15.25%	11.18%	15.12%	17.61%	16.75%	10.30%	14.49%	14.00%	16.21%
Strongly disagree	0.00%	8.75%	21.84%	9.14%	14.47%	10.05%	7.75%	13.18%	6.00%	11.02%	7.00%	8.52%
Not applicable (did not participate in the SLG process for the current school ye	6.84%	7.45%	9.20%	9.91%	5.26%	9.45%	4.23%	7.70%	18.10%	17.65%		
Q14. The feedback I received during my NEPF evaluation cycle experience positively impacted my students' learning.												
Strongly agree	29.91%	26.49%	9.20%	23.47%	11.18%	21.91%	13.38%	19.47%	21.60%	19.15%	19.20%	20.15%
Agree	52.99%	48.88%	54.02%	48.21%	52.63%	47.57%	54.23%	47.41%	55.20%	49.28%	58.40%	50.28%
Disagree	11.97%	14.72%	9.20%	16.06%	17.11%	17.73%	19.72%	18.95%	14.70%	17.99%	12.60%	18.61%
Strongly disagree	0.00%	6.46%	17.24%	8.25%	13.16%	7.78%	7.04%	9.63%	4.30%	9.11%	5.10%	7.95%
Did not receive feedback	5.13%	3.45%	10.34%	4.01%	5.92%	5.02%	5.63%	4.54%	4.30%	4.47%	4.70%	3.01%
Q15. The feedback I received during my NEPF evaluation cycle experience positively impacted my instructional practice.												
Strongly agree	28.21%	26.64%	10.34%	23.97%	13.82%	22.33%	15.49%	19.64%	21.60%	19.76%	22.40%	23.59%
Agree	53.85%	48.55%	50.57%	48.32%	55.26%	48.12%	53.52%	48.48%	54.30%	48.74%	60.30%	51.17%
Disagree	11.97%	14.58%	12.64%	15.59%	10.53%	17.20%	17.61%	18.30%	15.50%	18.15%	7.90%	15.32%
Strongly disagree	0.85%	7.06%	14.94%	8.69%	14.47%	7.84%	7.04%	9.21%	5.20%	9.08%	4.70%	6.81%
Did not receive feedback	5.13%	3.16%	11.49%	3.43%	5.92%	4.51%	6.34%	4.36%	3.40%	4.27%	4.70%	3.10%
Q16. I had access to the professional development (formal or informal) that was necessary to implement the feedback and/or directives provided during my NEPF evaluation cycle.												
Strongly agree	27.59%	28.29%	25.29%	29.57%	19.74%	25.66%	14.79%	22.80%	33.60%	21.86%	36.40%	24.85%
Agree	57.76%	53.70%	49.43%	50.68%	62.50%	54.15%	54.23%	53.75%	34.50%	54.46%	39.70%	54.98%
Disagree	11.21%	13.97%	17.24%	14.27%	11.18%	15.56%	18.31%	17.70%	19.80%	17.91%	16.40%	15.50%
Strongly disagree	3.45%	4.03%	8.05%	5.48%	6.58%	4.63%	12.68%	5.75%	12.10%	5.76%	7.50%	4.66%
Q6A. What was your status during the current school year?												

Probationary	12.50%	28.53%	33.33%	30.30%	63.64%	33.96%	33.33%	32.08%	32.00%	32.09%	69.70%	29.16%
Post-Probationary	87.50%	71.47%	66.67%	69.70%	36.36%	66.04%	66.67%	67.92%	68.00%	67.91%	30.30%	70.84%
Q7A. Were you evaluated by your supervisor(s) using the NEPF during the current school year?												
Yes	100.00%	94.77%	100.00%	90.93%	81.82%	89.63%	88.89%	92.77%	84.00%	87.80%	93.80%	91.90%
No: exempt due to two previous years of 'highly effective" rating	0.00%	3.08%	0.00%	2.70%	0.00%	3.72%	5.56%	2.83%	12.00%	3.48%	3.10%	2.46%
No: other reason described below	0.00%	2.15%	0.00%	6.37%	18.18%	6.65%	5.56%	4.40%	4.00%	8.71%	3.10%	5.63%
Q8A. My evaluation was fair.												
Strongly agree	66.67%	47.39%	16.67%	50.80%	77.78%	44.59%	62.50%	52.55%	38.10%	27.59%	33.30%	27.71%
Agree	33.33%	48.04%	66.67%	45.21%	22.22%	48.38%	37.50%	43.63%	47.60%	67.67%	50.00%	67.67%
Disagree	0.00%	3.59%	16.67%	3.46%	0.00%	6.22%	0.00%	2.55%	14.30%	4.74%	16.70%	4.22%
Strongly disagree	0.00%	0.98%	0.00%	0.53%	0.00%	0.81%	0.00%	1.27%	0.00%	0.00%	0.00%	0.40%
Q9A. My evaluation was focused more on my professional growth rather than awarding a score or rating.												
Strongly agree	46.67%	34.85%	0.00%	40.53%	44.44%	31.89%	43.75%	36.83%	14.30%	15.95%	20.00%	15.90%
Agree	33.33%	50.81%	83.33%	46.58%	55.56%	52.16%	50.00%	49.21%	47.60%	56.90%	50.00%	60.56%
Disagree	20.00%	12.05%	16.67%	10.00%	0.00%	14.59%	6.25%	11.11%	28.60%	24.57%	26.70%	21.13%
Strongly disagree	0.00%	2.28%	0.00%	2.89%	0.00%	1.35%	0.00%	2.86%	9.50%	2.59%	3.30%	2.41%
Q10A. NEPF evaluation cycle experience helped me identify areas of growth as an administrator.												
Strongly agree	26.67%	27.87%	0.00%	29.89%	55.56%	25.34%	31.25%	27.71%	9.50%	15.95%	26.70%	15.32%
Agree	53.33%	55.08%	66.67%	49.74%	33.33%	56.13%	62.50%	53.50%	66.70%	64.66%	40.00%	65.32%
Disagree	20.00%	12.46%	33.33%	15.87%	11.11%	17.17%	6.25%	14.65%	14.30%	16.81%	33.30%	17.74%
Strongly disagree	0.00%	4.59%	0.00%	4.50%	0.00%	1.36%	0.00%	4.14%	9.50%	2.59%	0.00%	1.61%
Q11A. The feedback I received during my NEPF evaluation cycle experience positively impacted my instructional leadership practice.												
Strongly agree	26.67%	28.20%	0.00%	32.45%	11.11%	27.91%	0.00%	23.32%	4.80%	14.77%	3.30%	13.88%
Agree	66.67%	56.72%	66.67%	49.08%	88.89%	52.57%	93.75%	59.74%	66.70%	60.34%	63.30%	61.97%
Disagree	6.67%	8.52%	33.33%	13.72%	0.00%	14.09%	6.25%	11.50%	19.00%	13.92%	30.00%	15.49%
Strongly disagree	0.00%	3.93%	0.00%	3.43%	0.00%	1.90%	0.00%	1.92%	0.00%	4.22%	0.00%	2.82%
Did not receive feedback	0.00%	2.62%	0.00%	1.32%	0.00%	3.52%	0.00%	3.51%	9.50%	6.75%	3.30%	5.84%
Q12A. I had access to the professional development (formal or informal) that was necessary to implement the feedback and/or directives provided during my NEPF evaluation cycle.												
Strongly agree	26.67%	28.76%	16.67%	34.30%	33.33%	26.09%	31.25%	28.75%	9.50%	14.75%	16.70%	14.75%
Agree	66.67%	56.54%	50.00%	50.13%	55.56%	58.15%	62.50%	54.63%	61.90%	63.84%	46.70%	63.84%
Disagree	6.67%	12.42%	16.67%	12.14%	11.11%	14.13%	6.25%	13.74%	19.00%	18.18%	30.00%	18.18%
Strongly disagree	0.00%	2.29%	16.67%	3.43%	0.00%	1.63%	0.00%	2.88%	9.50%	3.23%	6.70%	3.23%
Q13A. The Student Learning Goal (SLG) process was used to drive my instructional leadership practices throughout the year.												
Strongly agree	13.33%	15.74%	0.00%	14.99%	0.00%	12.67%	6.25%	12.70%	4.80%	5.06%		
Agree	80.00%	49.51%	50.00%	40.79%	77.78%	50.40%	68.75%	46.67%	33.30%	44.73%		
Disagree	0.00%	14.10%	50.00%	15.97%	11.11%	17.25%	6.25%	14.92%	19.00%	17.30%		
Strongly disagree	6.67%	9.51%	0.00%	6.88%	11.11%	5.93%	0.00%	9.21%	0.00%	2.95%		
Not applicable (did not participate in the SLG process for the current school ye	0.00%	11.15%	0.00%	21.38%	0.00%	13.75%	18.75%	16.51%	42.90%	29.96%		
Q14A. Do you evaluate teachers using the NEPF?												
Yes	93.75%	91.91%	100.00%	87.30%	100.00%	90.56%	100.00%	94.18%	100.00%	93.95%	97.00%	97.52%

No	6.25%	8.09%	0.00%	12.70%	0.00%	9.44%	0.00%	5.82%	0.00%	6.05%	3.00%	2.48%
Q15A. How many teachers did you evaluate using the NEPF during the current school year?												
Average	15.00	18.00	15.8	16.10	10.1	20.03	15.1	13.8	15.4	16.45	16.44	24.88
Q16 A. On average, the time I spent on the NEPF evaluation cycle for each teacher was reasonable.												
Strongly agree	13.33%	13.87%	0.00%	12.42%	0.00%	8.95%	17.65%	10.45%	8.00%	5.54%	12.50%	12.41%
Agree	60.00%	63.23%	66.67%	61.21%	77.78%	61.11%	52.94%	58.19%	64.00%	71.96%	31.30%	67.63%
Disagree	20.00%	19.35%	33.33%	18.79%	22.22%	22.22%	17.65%	21.95%	16.00%	12.92%	50.00%	17.09%
Strongly disagree	6.67%	3.55%	0.00%	7.58%	0.00%	7.72%	11.76%	9.41%	12.00%	9.59%	6.30%	2.88%
Q28. NRS 391.465 requires the addition of a class size adjustment on the summative evaluation for all eligible teachers. the addition of a class size adjustment on the summative evaluation for all elig												
No additional time					33.33%	20.06%	23.53%	19.93%	20.00%	11.61%		
Minimal additional time (5-10 minutes per teacher)					33.33%	51.23%	47.06%	49.65%	60.00%	61.42%		
Considerable additional time (15-20 minutes per teacher)					22.22%	17.28%	23.53%	18.53%	16.00%	22.10%		
Substantial additional time (25 minutes or more per teacher)					11.11%	11.42%	5.88%	11.89%	4.00%	4.87%		
Q17A. I have received adequate training in order to provide meaningful professional feedback to all my teachers as part of the NEPF evaluation cycle.												
Strongly agree	13.33%	26.05%	0.00%	22.02%	11.11%	16.77%	11.76%	25.95%	32.00%	18.82%	9.40%	22.98%
Agree	73.33%	57.88%	83.33%	60.55%	66.67%	64.94%	82.35%	58.48%	36.00%	63.47%	71.90%	64.09%
Disagree	13.33%	12.54%	0.00%	14.98%	22.22%	13.11%	5.88%	11.07%	28.00%	14.39%	18.80%	12.03%
Strongly disagree	0.00%	3.54%	16.67%	2.45%	0.00%	5.18%	0.00%	4.50%	4.00%	3.32%	0.00%	0.90%
Q18A. I was able to successfully guide teachers through the Student Learning Goal (SLG) process.												429
Strongly agree	13.33%	24.60%	0.00%	22.39%	22.22%	21.65%	23.53%	23.43%	12.00%	12.96%	15.60%	16.06%
Agree	80.00%	66.02%	83.33%	68.10%	77.78%	66.77%	76.47%	67.48%	28.00%	48.52%	68.80%	72.38%
Disagree	6.67%	7.44%	16.67%	7.98%	0.00%	9.45%	0.00%	7.69%	12.00%	8.52%	15.60%	9.75%
Strongly disagree	0.00%	1.94%	0.00%	1.53%	0.00%	2.13%	0.00%	1.40%	4.00%	1.48%	0.00%	1.81%
Q19A. On average, the teachers I evaluated using the NEPF set rigorous SLGs based on data from the previous year.												
Strongly agree	13.33%	15.53%	0.00%	14.69%	0.00%	8.33%	17.65%	14.93%	4.00%	5.90%	12.50%	9.96%
Agree	80.00%	60.84%	83.33%	60.31%	100.00%	67.59%	76.47%	61.81%	36.00%	44.65%	40.60%	64.86%
Disagree	6.67%	21.04%	16.67%	23.44%	0.00%	20.68%	5.88%	19.10%	12.00%	17.34%	40.60%	22.28%
Strongly disagree	0.00%	2.59%	0.00%	1.56%	0.00%	3.40%	0.00%	4.17%	0.00%	2.95%	6.30%	2.90%
Q20A. The implementation of the NEPF is positively impacting student learning at my school(s).												
Strongly agree	13.33%	12.38%	0.00%	13.48%	0.00%	6.75%	11.76%	12.11%	0.00%	3.32%	9.40%	9.95%
Agree	60.00%	60.91%	50.00%	54.99%	77.78%	61.04%	64.71%	56.40%	44.00%	65.68%	40.60%	58.77%
Disagree	26.67%	20.20%	33.33%	24.26%	22.22%	26.07%	23.53%	24.57%	44.00%	24.72%	50.00%	27.12%
Strongly disagree	0.00%	6.51%	16.67%	7.28%	0.00%	6.13%	0.00%	6.92%	12.00%	6.27%	0.00%	4.16%
Q21A. The implementation of the NEPF evaluation cycle is positively impacting teachers' instructional practice at my school(s).												
Strongly agree	13.33%	12.94%	0.00%	13.67%	0.00%	8.56%	11.76%	11.42%	8.00%	4.06%	12.50%	9.91%
Agree	66.67%	60.84%	33.33%	53.89%	88.89%	59.33%	64.71%	59.86%	40.00%	66.05%	37.50%	60.90%
Disagree	20.00%	20.71%	33.33%	25.74%	11.11%	25.69%	23.53%	21.80%	36.00%	23.25%	46.90%	23.78%
Strongly disagree	0.00%	5.50%	33.33%	6.70%	0.00%	6.42%	0.00%	6.92%	16.00%	6.64%	3.10%	5.41%
Q22A. At my school(s), the NEPF evaluation cycle guides individual teachers' professional learning.												

Strongly agree	6.67%	10.36%	0.00%	12.06%	0.00%	7.67%	11.76%	10.38%	0.00%	2.96%	3.10%	7.73%
Agree	66.67%	55.34%	50.00%	50.67%	88.89%	57.67%	64.71%	56.06%	36.00%	56.67%	37.50%	55.76%
Disagree	26.67%	28.80%	16.67%	29.76%	11.11%	28.83%	23.53%	27.34%	40.00%	34.44%	53.10%	33.45%
Strongly disagree	0.00%	5.50%	33.33%	7.51%	0.00%	5.83%	0.00%	6.23%	24.00%	5.93%	3.10%	3.06%
Q23A. At my school(s), NEPF data is used to determine which teachers would be good candidates for teacher leadership roles (e.g., mentors for novice teachers).												
Strongly agree	20.00%	12.99%	0.00%	17.38%	0.00%	12.84%	11.76%	14.88%	4.00%	6.27%	12.50%	15.16%
Agree	40.00%	55.19%	50.00%	50.80%	77.78%	49.85%	58.82%	52.94%	48.00%	57.20%	40.60%	52.17%
Disagree	40.00%	26.30%	16.67%	24.06%	11.11%	31.80%	29.41%	26.30%	36.00%	30.63%	34.40%	28.34%
Strongly disagree	0.00%	5.52%	33.33%	7.75%	11.11%	5.50%	0.00%	5.88%	12.00%	5.90%	12.50%	4.33%
Q28/35. Please use this opportunity to share any additional comments/ suggestions related to the implementation of the NEPF evaluation cycle experience that have not been addressed through the												
Answered			33	2,151	44	2108	53	2138	116	1645	223	2373
Q19/26. The redesigned NEPF rubrics effectively align with the goals of improving educator performance and student outcomes.												
Strongly agree	18.75%	21.27%		24.54%								
Agree	68.75%	57.47%		59.34%								
Disagree	12.50%	18.10%		10.99%								
Strongly disagree	0.00%	3.17%		5.13%								
Q20/27. The time required to complete the NEPF evaluation cycle using the redesigned rubrics was manageable.												
Strongly agree	6.25%	21.62%		24.91%								
Agree	75.00%	58.11%		58.61%								430
Disagree	18.75%	14.86%		10.62%								
Strongly disagree	0.00%	5.41%		5.86%								
Q21/28. The redesigned rubrics, protocols, and tools supported meaningful conversations between evaluators and educators.												
Strongly agree	6.25%	21.82%		23.08%								
Agree	75.00%	52.73%		54.21%								
Disagree	18.75%	20.00%		17.22%								
Strongly disagree	0.00%	5.45%		5.49%								
Q22/29. The tools provided in the NEPF Redesign Toolkit were helpful in the implementation of the evaluation process.												
Strongly agree	6.25%	18.81%		18.68%								
Agree	81.25%	59.17%		61.54%								
Disagree	12.50%	18.81%		15.75%								
Strongly disagree	0.00%	3.21%		4.03%								
Q23/30. The NEPF Redesign can be successfully implemented statewide to positively impact the professional growth of educators.												
Strongly agree	6.25%	20.27%		19.78%								
Agree	87.50%	57.21%		59.71%								
Disagree	6.25%	17.12%		14.29%								
Strongly disagree	0.00%	5.41%		6.23%								
Q24/31. What challenges, if any, did you encounter during the pilot testing of the NEPF redesign?												
Answered	9	122		192								

Q25/32. What specific suggestions do you have for improving the NEPF redesign to better meet the needs of educators and evaluators?												
Answered	8	117		186								
Q26/33. Do you have any additional comments or feedback regarding the NEPF redesign process or your experience during the field study?												
Answered	8	100		159								
Q28/35. Please use this opportunity to share any additional comments/ suggestions related to the implementation of the NEPF evaluation cycle experience that have not been addressed through the												
Answered	16	665		109								

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: Stacey Griffin-Cooper, Deputy Superintendent

Re: Silver Stage School Highlights

Recommendation

That the LCSD Board of Trustees approve a report by the Silver Stage School principals on the work of their respective schools.

Background Information

The principal of each school will provide a brief, three-minute presentation highlighting their achievements from the previous school year. As a reminder, all LCSD schools collaboratively go through the Continuous Improvement Process (CIP) to develop their school performance plan (SPP) with goals, objectives and action steps. They will continue to meet regularly with their school improvement team to monitor their goals, objectives and action steps throughout the school year.

Budget Considerations

Discussed at Previous Meeting

Attachment(s):

One page summary of Silver Stage Elementary School
One page summary of Silver Stage Middle School
One page summary of Silver Stage High School

Silver Stage Elementary School Highlights

- ★ 100% of our teaching staff is trained in LETRS.
- ★ 3 PK classes-13 students in each class
- ★ We have 6 Foster Grandparents who work with students on a daily basis to support multiple facets of their education
- ★ 4th Grade students are participating in Leadership-Welcome students in the morning and support at parent pick-up in the afternoon, promote Leadership skills, help with planning events, giving guided tours to our new students, led by our Counselor
- ★ Diamond Level MTSS Implementation Award from Nevada APBS Network
- ★ United Readers service our 3rd and 4th grade students for additional reading support
- ★ Dental Van visits our campus yearly, sometimes twice if they have availability, sealants, check-ups,
- ★ Quarterly and daily attendance incentives: Tahoe Night Monsters Drawing, Ice Cream Parties
- ★ Working with families on attendance, phone calls, education on getting doctors notes, getting access to resources
- ★ Carson/Tahoe Vehicles of Change Program-work on SEL, self-regulation,
- ★ Collaborating with SSHS for PBIS Rewards. Rent a Nighthawk. Younger students get to rent them for an hour to play at recess, eat lunch, read a book, etc.
- ★ STAR Rating Changes-Move up to a 2 Star Rating
  - 7 Point growth on Growth Indicator
  - 2 point growth in Closing Gaps
  - EL Proficiency Indicator-Not Applicable-
- ★ SBAC
  - 10% Increase in ELA Proficiency
  - 7% Increase in Math Proficiency
- ★ iReady
  - Increase from 16% Early, Mid, Above Grade level to 32% (ELA) and from 8%-42% in Math
  - Decrease two or more grade levels below from 39% to 23% in Reading and 33% to 16% in Math
- ★ Attendance Rate
  - Federal Rate 9.4% to 8.75%
  - SBAC Rate: 26.3 to 24.2
- ★ CIP Goals
  - Move from 53% to 60% above 41st percentile-missed by 1 %, we had 59% above this level
  - Increase typical and stretch growth by 10% on iReady-42% to 47% Typical and 17-19% Stretch
  - Combined events with SSHS-Halloween Bash, and SSMS STEM night
  - STEM and Computers teacher are bringing in guest speakers and teaching students about careers

Silver Stage Middle School

Mission: As the cornerstone of our community, SSMS focuses on educating the whole child with compassion and rigor to grow successful 21st Century citizens.

Highlights:

STAR Academy

- Silver Stage Middle School implemented STAR Academy in 8th grade, providing hands-on, project-based learning that promotes student engagement, critical thinking, problem-solving, and career readiness.

Community Partners with Healthy Services Hub

- Lyon County Human Services, Pacific Behavioral Health, and Rural Nevada Counseling
- Community Building with SSES, SSMS, SSHS-common community events
  - Fall Festival - 1,339 attendees - 422 adults - 917 students - 40 vendors
  - Family STEM Night Sierra Nevada Journeys Program Coordination in March
  - Work-based learning opportunities for SSHS students working in SSES/SSMS garden
  - SSES/SSMS career fair May

Family Engagement

- Daily calls home for students with attendance concerns.
- Weekly calls home for students with academic concerns.
- Weekly Mass Communication to parents, students, and stakeholders.
- Fall Festival, STAR Academy Open House, Trunk or Treat, Student-Led Conferences, Family STEM Night, Art in the Garden, Career Fair.
- Toys and food for the winter holiday break.

PBIS and Enrichment Opportunities

- Our MTSS systems continue to improve, providing consistent academic and behavioral supports for students. We are currently focusing on strengthening Tier 2 interventions and ensuring they are implemented with fidelity.
- Health, Computers, CTE Middle School Course-Digital Designers, Hospitality, Maplewood Shop, and Ag.
- Green Team (compost, upcycling, field trips)
- PBIS Auctions-Reward points around Core Values
- 8th Grade WEB leaders as mentors to our 5th graders

School Performance Plan Goals 2025-2026:

Student Success Goal: For the 2025–2026 school year, 58% of SSMS students met or exceeded their individual typical growth goals in reading, while 43% met or exceeded their typical growth goals in math.

Student Success Goals 2 and 3: Programs such as Health, Computers, CTE Middle School Course-Digital Designers, Hospitality, Maplewood Shop, and Ag, have increased the opportunities for students for work based learning.

Adult Learning Culture: All classroom teachers at Silver Stage Middle School successfully implemented at least two targeted instructional strategies each week, including scaffolded questioning, guided practice, and visual supports, to engage students in standards-aligned learning tasks in alignment with NEPF 2.1.

Connectedness Goal: SSMS did not make their goal of reducing chronic absenteeism by 10%. Unfortunately, it increased from 24% to 36%.

School Performance Plan Goals 2026-2027:

Student Success Goal: For grades 5-8, the Silver Stage Middle School will increase the percentage of students demonstrating typical growth in mathematics and reading by 2.5% from the end-of-year results of the 2025/2026 school year to the end-of-year results of the 2026/2027 school year.

Adult Learning Goal: As measured by the SSMS Staff Climate Survey, through the implementation of consistent schoolwide behavior expectations, MTSS behavior supports, and restorative practices. Progress will be monitored through behavior referral data, walkthrough observations, MTSS documentation, and Staff Climate Survey, in the area of verbal disrespect will improve 5 percentage points from the 25-26 school year.

Connectedness Goal: Silver Stage Middle School will reduce the chronic absenteeism rate by 2.5% from the 2025/2026 school year to the 2026/2027 school year.

Silver Stage High School

Mission: *Providing a safe learning environment to gain college, career, and life skills for a su future!*

Vision: Stronger Together!

Highlights:

- SRO & Safe Schools Professional
- Community Building with SSES and SSMS-common community events
  - Fall Festival, Halloween Bash, Homecoming Parade, BINGO
- SSHS Boosters' 22rd Annual Show-N-Shine
- Career Fair, Greater Nevada Credit Union Bite of Reality, Senior Success Day, Trade Fest

- **Family Engagement**
  - Weekly calls home for students with academic and attendance concerns
  - Positive contact home for all students school-wide
  - Senior Information Night, Halloween Bash, Student-Led Conferences
- **Academic Achievements**
  - SSHS earned 4 Stars! 70 total points!
  - 74%of Building Trades in Construction Technology students passed the end of program assessment
  - 85%of Teaching and Training students passed the end of program assessment
  - 93%of 2026 SSHS graduates were enrolled in Western Nevada College Courses
  - 11%of 2026 SSHS graduates also graduated with an Associates Degree
  - 11%of the 2026 graduating class are enrolled in Jump Start
  - 27%of 2026 graduates graduated with an advanced diploma
  - 16 students were multi-craft core curriculum certified-MC3

School Performance Plan Goal Progress from 2025-2026:

● SSHS will increase the total number of work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year. RESULT: Increased by 20%! (Goal Met)

● SSHS will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year. RESULT: 2024-2025: 18 Work Based Learning Opportunities with approximately 650 students participating. 2025-2026: 30 Work Based Learning Opportunities with approximately 1100 students participating. 40% increase in activities offered and 40% increase in student participation from the previous year. (Goal Met)

● SSHS will increase the graduation rate from 89.5% to 92.5% by the end of the 2025/2026 school year. RESULT: 93.9% (Goal Met)

● SSHS will continue to implement WorkKeys for students by the end of their 10th grade year. RESULT: 100% of Sophomore students implemented WorkKeys! (Goal Met)

● SSHS will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year. RESULT: 2024-2025 Chronic Absenteeism Rate: 49.3% 2025-2026 Chronic Absenteeism Rate: 35%. Reduced Chronic Absenteeism Rate by 29.18% year over year (Goal met)

● In grades 9-10, at least 55% of students at Silver Stage 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. RESULTS: 2024-2025 Math-42% 2024-2025 ELA-51.5%. 2025-2026 Math-40.6% (Goal not met) 2 025-2026 ELA-38.5% (Goal not met)

● 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. RESULTS: 2024-2025 College-Bound Juniors: 61% of college-bound students earned a composite score of 16-36 on the ACT. 2025-2026 College-Bound Juniors: 92% of college-bound students earned a composite score of 16-36 on the ACT (Goal Met)

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Revisions to LCSD Board Policy GBBD: Employment Disabilities

Recommendation
That the Board of Trustees approve revisions to LCSD Board Policy GBBD: Employment Disabilities as a first reading.

Background Information
Updating LCSD policies to reflect these recommended changes maintains our good standing with the insurance pool and helps mitigate risk and liability. While the Pool's updates do not alter the core substance of Policy GBBD, they reorganize and streamline the Administrative Regulations to make them clearer, more concise, and easier to follow.

Budget Considerations
None

Discussed at Previous Meeting
October 24, 2024

Attachment(s)
Lyon County School District Board Policy GBBD: Employment Disabilities.pdf

EMPLOYMENT DISABILITIES

It is the District's policy to comply proactively with the applicable employment provisions of disability laws, including without limitation the Americans with Disabilities Act (ADA), and Nevada Law. The District does not tolerate discrimination against any qualified individual with a disability in regard to any terms, conditions, or privileges of employment and prohibits any type of harassment or discrimination based on the physical or mental impairment, history of impairment, or perceived impairment of an individual holding or seeking employment with the District.

The District is committed to provide *reasonable* accommodation wherever the need for such is known to the District or when the applicant or employee indicates a need for *reasonable* accommodation, provided that the individual is otherwise qualified to perform the essential functions of the assigned job and the employee's performance of the assigned job duties does not pose an obvious threat to the safety of oneself or others.

References: NRS 613.310-435, 281.370, and 233.010

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1. Determination of Disability

In determining whether an employee or an applicant has a disability under the law, the employee/applicant must have a physical or mental impairment that substantially limits one or more life activities, have a record of such an impairment, or being regarded as having such an impairment.

2. Disability-Related Inquiries

The District shall adhere to the provisions of applicable laws ~~regarding an employer's limitations~~ on making disability-related inquiries or requiring medical examinations for employees and applicants, regardless of disability status.

~~The District's restrictions regarding disability-related inquiries and medical examinations apply to all employees/applicants, whether or not they have disabilities.~~

The District may require the employee to provide a fitness-for-duty certification from a~~n appropriate~~ qualified health care provider whenever the District has reason to believe the employee may be unable to perform the essential functions of the job, poses a direct threat to oneself or to others, and is consistent with the business necessity of the District.

3. ~~Confidentiality of Medical Records~~

~~The District shall treat any medical information or genetic information obtained from a disability-related inquiry or medical exam, as well as any medical information voluntarily disclosed by an employee, as a confidential medical record. Confidential medical records also include medical information from voluntary health or wellness programs and the subsequent injury fund questionnaire.~~

~~4.~~ Accommodation

~~a. Accommodation for Applicants~~

Whenever ~~an applicant requests accommodation in applying for, testing, or interviewing for a position with the District,~~ a supervisor/manager becomes aware that an employee or applicant has a need for an accommodation due to a disability, the supervisor/manager should promptly notify the District's ADA Coordinator (Safety and Benefits Risk Manager)~~ shall determine whether the~~

~~request for accommodation for a covered disability is reasonable or if another type of accommodation can be provided. In making that determination of reasonableness, the ADA Coordinator may consider whether granting such requests might impose an undue hardship on the District~~ The District is committed to providing reasonable accommodation, as listed in the *Accommodation Process* section.

~~b. Accommodation for Employees~~

~~The District shall provide a *reasonable* accommodation where the need for such is known by the District, and the applicant or employee requests such reasonable accommodation, provided that the individual is otherwise qualified to perform the essential functions of the assigned job and the employee's performance of the assigned job duties does not pose a threat to the safety of oneself or others. Whenever an administrator or manager/supervisor becomes aware that an employee has requested or may require some type of accommodation, the administrator or manager/supervisor should promptly notify the ADA Coordinator who shall arrange to meet with the administrator or manager/supervisor and the employee to discuss the accommodation request, the need for any reasonable documentation to support the request, the associated functional limitations, and the impact of the proposed accommodation on the District. Review of an employee's particular situation by a health care provider may assist the District in determining appropriate accommodation.~~

4. Accommodation Process

The District is committed to providing reasonable accommodations to qualified applicants and employees with disabilities in accordance with applicable law, as outlined in the following process procedures:

- ***Accommodation for Applicants:*** Whenever an applicant requests accommodation in applying for, testing, or interviewing for a position with the District, the District's ADA Coordinator shall determine whether the request for accommodation for a covered disability is reasonable or if another type of accommodation can be provided. This evaluation will consider whether the request might impose an undue hardship on the District.
- ***Accommodation for Employees:*** When an employee requests or the District becomes aware of the need for an accommodation, and the employee is otherwise qualified to perform the essential job functions without posing a threat to self or others, the supervisor/manager shall promptly notify the ADA Coordinator. The ADA Coordinator shall arrange to meet with the supervisor and the employee to discuss the accommodation request, the need for any reasonable documentation to support the request, the associated

functional limitations, and the impact of the proposed accommodation on the District. Review of an employee's particular situation by a health care provider may assist the organization in determining appropriate accommodation.

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Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Revisions to LCSD Board Policy GBBE: Drug and Alcohol-Free Workplace

Recommendation
That the Board of Trustees approve revisions to LCSD Board Policy GBBE: Drug and Alcohol-Free Workplace as a first reading.

Background Information
Updating LCSD policies to reflect these recommended changes maintains our good standing with the insurance pool and helps mitigate risk and liability. Pool Pact's edits included using the word "prohibited substances", moving language from policy to administrative regulations, and cleaning up the language flow, making it easier for the reader. Contents of the policy were not changed and still follow state and federal law.

Budget Considerations
None

Discussed at Previous Meeting
November 19, 2024

Attachment(s)
Lyon County School District Board Policy GBBE: Drug and Alcohol-Free Workplace.pdf

DRUG AND ALCOHOL-FREE WORKPLACE

Lyon County School District recognizes that substance abuse in our nation and our community exacts staggering costs in both human and economic terms. Substance abuse can be reasonably expected to produce impaired job performance, lost productivity, absenteeism, accidents, wasted materials, lowered morale, rising health care costs, and diminished interpersonal relationship skills. This *Drug and Alcohol-Free Workplace* policy applies to volunteers as well as employees.

The District is committed to:

- Maintaining a safe and healthy workplace for all employees and volunteers;
- Assisting employees or volunteers who recognize they have a problem with drugs, prohibited substances, or alcohol in receiving appropriate treatment;
- Periodically providing employees and volunteers with information about the dangers of workplace drug, prohibited substance, and alcohol use; and
- ~~When appropriate, t~~Taking appropriate disciplinary action for failure to comply with this policy.

~~The District strictly prohibits the following behavior:~~

- ~~The use, sale, attempted sale, manufacture, attempted manufacture, purchase, possession or cultivation, distribution and/or dispensing of illegal drugs or prohibited substances by an employee, unless otherwise provided by law. For purposes of this policy, illegal drugs include those classified as such under local, state, or federal laws. Prohibited substances include medical and recreational marijuana (cannabis), the use or possession of prescription medicines for which the individual does not have a valid prescription and the inappropriate use of prescribed medicines for which the employee has a valid prescription. The prohibition also includes using over-the-counter medications contrary to manufacturer instructions, or consumer products not meant for human consumption. In addition, the District prohibits employees from possessing open containers of alcoholic beverages while on the District's premises and/or while on duty and from working with a blood alcohol level of .02 or more at any time.~~
- ~~Bringing alcohol, illegal drugs, and other prohibited substances which may impair the safety or welfare of employees or the public may not be brought onto the premises controlled by the District or placed in vehicles or equipment operated on behalf of the District. Law enforcement personnel performing job-related functions which require possession and or transportation of such substances are exempt from this section.~~
- ~~Driving an organizational vehicle while on or off duty with a blood alcohol level of .02 or more or under the influence of an illegal drug or prohibited substance, regardless of the amount.~~

References: 49 CFR Part 382 et. seq., DOT (49 CFR Part 40), FMCSR, FMCSA (49 CFR Parts 382, 383, 387, 390-397, and 399), NRS 484C, 613.132, 616C, and 678C

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1. Prohibited Behavior

The District strictly prohibits the following behavior:

- The use, sale, attempted sale, manufacture, attempted manufacture, purchase, possession or cultivation, distribution and/or dispensing of illegal drugs or prohibited substances by an employee, unless otherwise provided by law. For the purposes of this policy, illegal drugs include those classified as such under local, state, or federal laws. Prohibited substances include medical and recreational marijuana (cannabis), the use or possession of prescription medicines for which the individual does not have a valid prescription and the inappropriate use of prescribed medicines for which the employee has a valid prescription. ~~The prohibition~~ This also includes using over-the-counter medications contrary to manufacturer instructions, or consumer products not meant for human consumption.
- ~~In addition, the District prohibits employees from p~~Possessing open containers of alcoholic beverages while on the District's premises and/or while on duty.
- ~~and from w~~Working with a blood alcohol level of .02 or more at any time.
- Bringing alcohol, illegal drugs, and other prohibited substances which may impair the safety or welfare of employees or the public ~~may not be brought~~ onto the premises controlled by the District, or ~~placed~~ in vehicles or equipment operated on behalf of the District. ~~Law enforcement personnel performing job-related functions which require possession and or transportation of such substances are exempt from this section.~~
- ~~Driving~~ Operating an organizational vehicle or heavy equipment while on or off duty, or a private vehicle for work-related duties with a blood alcohol level of .02 or more, or under the influence of an illegal drug or prohibited substance, regardless of the amount.

~~1~~2. Reporting Requirements

a. It is every employee's and volunteer's responsibility to report suspected or known violations of this policy to their immediate supervisor or to any LCSD administrator, manager, or supervisor.

b. An administrator or manager/supervisor who receives information or is a witness to any use of illegal drugs, prohibited substances, or alcohol by an employee which violates the District's policies or the law is required to report this information to the Superintendent/designee immediately. The designee is the Executive Director of Human Resources and the alternate designee is the Deputy Superintendent. The report shall contain all known information including:

• The person(s) involved, including all witnesses;
• Any information gathered, such as actual observation of drug/alcohol/prohibited substance use, the presence of paraphernalia, or observation of any unusual physical signs or behaviors;

• A written record of specific conversations held with the accused and any witnesses;
• All pertinent facts, including date(s), time(s), and location(s).

c. An administrator or manager/supervisor ~~is required to report this information to the Superintendent/designee and~~ may not conduct a formal investigation, release findings, or administer discipline prior to this disclosure and without specific authorization ~~to do so~~.

~~2~~d. An employee who witnesses or obtains information regarding illegal drug/prohibited substance/alcohol use by the immediate supervisor is required to report the incident to that supervisor's supervisor, or to the Executive Director of Human Resources/designee if not known.

~~3~~e. Specimen collection, drug testing procedures, sample collection, and alcohol testing procedures will comply with all applicable provisions of federal and state law.

~~4~~f. Employees in safety-sensitive positions as defined in 49 CFR Part 382, *et seq*., are subject to the Federal Department of Transportation (DOT) (49 CFR Part 40) and the Federal Motor Carrier Safety Regulations (FMCSR) as prescribed by the Federal Motor Carrier Safety Administration (FMCSA) (49 CFR Parts 382, 383, 387, 390-397, and 399), as well as the District's *Drug and Alcohol-Free Workplace* Policy.

~~5~~g. The District receives funding through federal grants and is therefore subject to the Drug-Free Workplace Act of 1988. Marijuana (including medical and recreational cannabis), cocaine, opioids, amphetamines (including methamphetamines), phencyclidine (PCP), and methylenedioxy-methamphetamine (MDMA) are considered illegal Schedule I or II drugs through the federal government. The District is committed to a policy of a drug and alcohol-free workplace and employees may not have any detectable level of Schedule I or II drugs in their system while at work. However, this policy is adopted in compliance with the requirements of NRS 678C.

~~6~~3. Employee Responsibilities

a. Each employee is responsible for meeting standards for work performance and safe on-the-job conduct.

b. Employees shall not report to work under the influence of alcohol, illegal drugs, prohibited substances, or misused prescription or over-the-counter drugs regardless of the amount.

c. Employees who suspect they may have a substance abuse problem are encouraged to seek counseling and rehabilitation from the District's Employee Assistance Program (EAP) provider, a substance abuse professional or other treatment provider. The

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District's health insurance policy may provide for payment of some or all of the treatment costs.

d. It is the responsibility and obligation of employees in safety-sensitive positions to determine, by consulting a health care provider if necessary, whether or not a legal drug being taken may affect one's ability to safely perform assigned job duties. An employee in a safety-sensitive position whose medication may affect their ability to safely perform their job must contact the Executive Director Human Resources who will attempt to find an appropriate alternative assignment. If none is available, the employee and the District will take steps consistent with the advice of a health care provider which could include the use of sick leave or a leave of absence. If an employee reports to work under the influence of medication and, as a result, endangers oneself or others, the employee will be subject to discipline~~d~~, up to and including termination.

e. Each employee must report to their supervisor:

- The facts and circumstances of any drug or alcohol arrest resulting from an incident that occurred while the employee was on duty.
- The facts and circumstances of any drug or alcohol conviction and/or arrest which may impact the employee's ability to perform the duties of the job.
- ~~If duties involve driving a vehicle or heavy equipment, the employee must report to their supervisor within 24 hours a~~ A conviction and/or arrest for driving under the influence (DUI) and/or restrictions, revocation, or suspension of the driver's license pending adjudication before resuming work duties if duties involve driving a vehicle or operating heavy equipment.
- The employee reporting requirements to the Executive Director of Human Resources outlined in *LCSD Board Policy GBBW - Reporting Arrests, Charges, Convictions, Investigation, and Change of License* are not superseded by this regulation. Employees must follow those reporting requirements in addition to these.

f. Employees in safety-sensitive positions identified by the District are subject to random drug and/or alcohol testing as provided in this regulation.

g. Employees must act as responsible representatives of the District and as law-abiding citizens. It is every employee's responsibility to report suspected or known violations of the District's policy to their immediate supervisor or to the Executive Director of Human Resources. Such reporting is critical in preventing serious injuries or damage to the District's property.

h. Employees who are required to submit to a drug/alcohol test must complete and sign the consent form. Employees acknowledge that by consenting to testing, they are

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waiving any expectation of privacy between the District and employee in the information provided related to the drug/alcohol test.

~~7~~4. Superintendent/Designee Responsibilities

The Superintendent/designee is responsible for:

a. Authorizing the drug and/or alcohol testing of employees;
b. Coordinating drug and/or alcohol testing;
c. ~~Requesting~~ Ensuring employees completi~~on~~e ~~of~~ the required consent form;
d. Notifying employees of positive test results and their right to a retest of the same sample;
e. Implementing disciplinary action against employees who fail to comply with provisions outlined in this regulation;
f. Notifying the District's ~~attorney~~ legal counsel upon learning of an employee's arrest and/or conviction of a federal or state drug and/or alcohol violation;
g. Ensuring that the drug and/or alcohol test forms and results are kept confidential and only provided to employees with a business need for the information;
h. Identifying safety-sensitive positions; and
i. Notifying employees in safety-sensitive positions that they are subject to random drug and/or alcohol testing.

~~8~~5. Administrator or Manager/Supervisor Responsibilities

The Administrator or Manager/Supervisor is responsible for:

a. Determining if reasonable suspicion exists to warrant drug and/or alcohol testing, and detailing, in writing, the specific facts, symptoms, or observations that are the basis for the reasonable suspicion;
b. Submitting the documentation to the Superintendent/designee; and
c. Complying with the appropriate provisions outlined in this regulation that apply to supervisory personnel.
d. Ensuring employees who are directed for testing are transported to and from the testing site, if necessary, to ensure safety.

~~9~~6. District Responsibilities

The District is responsible for:

a. Providing communication and training on this policy and regulation to include a training program to assist administrators and managers/supervisors to recognize the conduct and behavior that gives rise to a reasonable suspicion of inappropriate drug and/or alcohol use by employees and how to take appropriate action,
b. Receiving and maintaining employee drug and alcohol testing records and files from all sources and assuring that they are kept confidential,
c. Making drug and/or alcohol testing and notice forms available,

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d. Notifying appropriate administrators or managers/supervisors of positive results of drug and/or alcohol tests,
e. Administering the contract with a third party to provide drug and alcohol testing services,
f. Overseeing the administration of the District's *Drug and Alcohol-Free Workplace* Policy,
g. Designating safety-sensitive positions,
h. Notifying administrators or managers/supervisors of their employees' random selection for drug and alcohol testing, and
i. Ensuring the administration of all pre-employment drug testing.

~~10~~7. Training

The District maintains information relating to the hazards of and treatment for drug-and alcohol-related problems. Proactive training and information shall be sponsored by the District periodically. ~~Any employee may voluntarily seek advice, information, and assistance. Medical confidentiality will be maintained consistent with this policy.~~

~~11~~8. Employee Assistance and Voluntary Referral

The District strongly encourages employees who suspect they have substance abuse problems to voluntarily refer themselves to a treatment program. A voluntary referral is ~~defined as being~~ one that occurs prior to any positive test for ~~illegal~~ drugs, prohibited substances, or alcohol ~~under the District's policy~~ and prior to any other violation of ~~the~~ this policy, including a conviction and/or arrest ~~of that individual~~ for a drug or alcohol related offense. A decision to participate in the employee assistance or other treatment program will not be a protection or defense from discipline.

Any employee who voluntarily requests assistance in dealing with a personal drug, prohibited substance, and/or alcohol problem may do so through a private treatment program for drug, prohibited substance, and alcohol problems. An employee who is being treated for a substance issue in a recognized rehabilitation program may, if the Americans with Disabilities Act (ADA) applies, be entitled to reasonable accommodation so long as the employee is conforming to the requirements of the program and is abstaining from the use of ~~controlled~~ drugs, prohibited substances, and/or alcohol. These situations will be addressed on a case-by-case basis.

The cost of the drug or alcohol rehabilitation or treatment program shall be borne by the employee and, if applicable, the employee's insurance provider. All information regarding an employee's participation in treatment is confidential. Business need-to-know confidentiality will be maintained.

~~12~~9. Reasonable Suspicion Drug Testing

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When any administrator or manager/supervisor has reasonable suspicion that an employee may be under the influence of alcohol, drugs, or prohibited substances, the employee in question will be directed by the administrator/manager/supervisor through the Superintendent/designee or the District's Human Resources Director to submit to drug and/or alcohol testing. This test may include a breath and/or blood test, or urinalysis.

The site administrator or manager/supervisor shall be responsible to determine if reasonable suspicion exists to warrant drug and/or alcohol testing and shall be required to document, in writing, the specific facts, symptoms, or observations which form the basis for such reasonable suspicion. When possible, the documentation will be forwarded to the Superintendent/designee to authorize the drug and/or alcohol test of an employee.

The administrator/manager/supervisor as directed by the Superintendent/designee or the District's Human Resources Director shall direct an employee to undergo drug and/or alcohol testing if there is reasonable suspicion that the employee is in violation of the District's policy. The employee will be placed on administrative leave with pay pending results of the test.

An employee who is required to submit to reasonable suspicion testing:

- Must sign a consent form provided by the testing party. By consenting to testing, the employee acknowledges waiving any expectation of privacy between the District and employee in the information provided related to the drug/alcohol test.
- Will be immediately provided transportation by the District to the location of the test.
- Will be advised to refrain from eating or drinking before being tested.
- Will be provided transportation by the District or transportation arrangements will be made by the District after the employee submits to the test or refuses to be tested.

Circumstances which constitute a basis for determining reasonable suspicion may include, but are not limited to:

a. Information provided either by reliable and credible sources or independently corroborated, as determined by the administrator or manager/supervisor, that an employee is violating the District's policy.
b. Direct observation of drug, prohibited substance, or alcohol use while on duty.
c. Employee admits using drugs, prohibited substances, or alcohol prior to reporting to work or while at work, or employee admits to violating any other provisions of this policy.
d. Discovery of drug, prohibited substance, or alcohol paraphernalia possibly used in connection with illicit drugs, prohibited substances, or alcohol found on the employee's person or at or near the employee's work area.

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e. Evidence that the employee has tampered with a previous test for drugs, prohibited substances, or alcohol.

The following behaviors will also contribute toward reasonable suspicion and, collectively or independently, on a case-by-case basis, may provide a sufficient reason for ~~requesting~~ requiring a test for drugs, prohibited substances, or alcohol:

a. A pattern of abnormal or erratic behavior.
   - This includes, but is not limited to a single, unexplainable incident of serious abnormal behavior or a pattern of behavior which is radically different from what is normally displayed by the employee or grossly differing from acceptable behavior in the workplace.

b. Presence of physical symptoms of drug, prohibited substance, or alcohol use.
   - The administrator or manager/supervisor observes physical symptoms that could include, but are not limited to, glassy or bloodshot eyes, slurred speech, poor motor coordination, or slow or poor reflex responses different from what is usually displayed by the employee or generally associated with common ailments such as colds, sinus problems, hay fever, and diabetes.

c. Violent or threatening behavior.
   - First Incident: If an employee engages in unprovoked, unexplained, aggressive, violent, and/or threatening behavior against any person, the administrator/manager/supervisor may ~~request that~~ direct the employee to submit to drug, prohibited substance, and/or alcohol testing.
   - Second Incident: Whether or not an employee has previously received formal counseling or disciplinary action for unprovoked, unexplained, aggressive, violent, or threatening behavior, upon a second or subsequent episode of similar behavior/conduct, the administrator/manager/ supervisor will ~~request that~~ direct the employee to undergo drug, prohibited substance, and/or alcohol testing.

d. Absenteeism and/or tardiness.
   - An employee who has previously received disciplinary action for absenteeism and/or tardiness, or has a continued poor record that warrants a second or subsequent disciplinary action may, in combination with other relevant behaviors.

~~13~~10. Post-Accident Testing

Each employee involved in an accident will be tested for illegal drugs, prohibited substances, and alcohol as soon as possible after the accident, but after any necessary

emergency medical attention has been provided. Accidents that trigger testing are those that result in:

a. Death;
b. Medical treatment of employee or another individual, other than first-aid;
c. Loss of consciousness; or
d. Property damage estimated to be valued at or in excess of $3,000.

An employee who is subject to a post-accident test must sign a consent form provided by the testing party and remain readily available for testing. An employee who leaves the scene before the test is administered or who does not make oneself readily available may be deemed to have refused to be tested, and such refusal shall be treated as a positive test. The employee will be advised to refrain from eating or drinking before being tested. Further, the employee, subject to a post-accident test, must refrain from consuming alcohol for eight hours following the accident or until the employee submits to an alcohol test, whichever comes first.

An employee who is required to submit to a post-accident test~~ing~~:

a. Must sign a consent form provided by the testing party. By consenting to testing, the employee acknowledges waiving any expectation of privacy between the District and employee in the information provided related to the drug/alcohol test.
b. Must remain readily available for testing. An employee who leaves the scene without good reason before the test is administered or who does not make oneself readily available may be deemed to have refused to be tested, and such refusal shall be treated as a positive test.
c. Will be immediately provided transportation by the District to the location of the test.
d. Will be advised to refrain from eating or drinking before being tested, and must refrain from consuming alcohol for eight hours following the accident or until the employee submits to an alcohol test, whichever comes first.
e. Will be provided transportation by the District or transportation arrangements will be made by the District after the employee submits to the test or refuses to be tested.
f. The employee will be placed on administrative leave with pay pending the results of this test.

~~Upon completion of the test:~~

~~a. If the employee caused or contributed to the accident, or the District determines there is a risk to return the employee to work, the employee will be provided transportation home or the District will make transportation arrangements, and~~

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~~the employee will be placed on administrative leave with pay pending the results of this test.~~

~~b. If the District determines the employee did not cause or contribute to the accident, the employee will be transported back to the work site (if medically able) and will resume work.~~

~~c.~~ g. If the test comes back positive and the District needs to conduct further investigation, the employee will be placed on administrative leave with or without pay.

***Note**: NRS 616C states a positive test for illegal drugs, prohibited substances (including marijuana), or alcohol per limits set forth in NRS 484C can cause the denial of workers' compensation claims. By consenting to post-accident testing, the employee waives any expectation of privacy between the District and the employee in the information provided in the drug and alcohol test.*

~~d.~~ h. In the event an employee is so seriously injured that a specimen cannot be provided at the time of the accident, the employee must provide necessary authorization, as soon as the employee's physical condition allows, to enable the District to obtain hospital records or other documents that indicate the presence of drugs, prohibited substances, or alcohol in the employee's system when the accident occurred.

e. i. In the event federal, state, or local officials conducted alcohol and/or drug testing following an accident, the employee will be required to sign a release allowing the District to obtain the test results from such officials.

~~14~~11. Safety-Sensitive Positions

The District shall conduct pre-employment testing for drugs and random testing for drugs, prohibited substances, and alcohol for positions identified as safety-sensitive by the District. Successfully passing these tests is a condition of future or continued employment. Procedures for pre-employment testing are listed in the *Pre-Employment Drug Screening for Safety-Sensitive Positions* section in the *Appointment of Classified Personnel* policy GC.

Safety-sensitive positions mean employment positions which may, in the normal course of business:

a. Require the employee to operate the District's vehicles or heavy equipment on a regular and recurring basis; and/or
b. Involve job duties which, if performed with inattentiveness, errors in judgment or diminished coordination, dexterity, or composure, may result in mistakes that could present a real and/or imminent threat to the personal health and safety of the employee, students, coworkers, and/or the public, including positions that

require use of dangerous tools/equipment; performance of job duties at heights; use of dangerous chemicals; or carrying firearms in the performance of job duties.

The District shall maintain a list entitled "List of Positions Designated as Safety Sensitive" and/or designate positions as safety sensitive on the job description.

~~15~~12. Random Testing

All employees in positions identified as safety-sensitive by the District, shall be subject to random drug, prohibited substances, and alcohol testing.

Per DOT testing guidelines for CDL holders, the District will test for drugs/prohibited substances, at a minimum, fifty percent (50%) of the average number of CDL employee positions each calendar year. The District will alcohol test, at a minimum, ten percent (10%) of the average number of CDL employee positions each calendar year. ~~The selection of employees for random testing shall be on a non-discriminatory basis and made from a scientifically based random number generator that is matched with the employee's social security number, payroll identification number, or other comparable identifying number. Random testing will be unannounced, and the dates for administering the tests will be spread reasonably throughout the year. Random testing will be performed at any time while the employee is at work.~~

For all other non-CDL safety-sensitive positions, the District will test for drugs/prohibited substances, at a minimum 50% of the average number of employee positions designated as safety-sensitive each calendar year. The District will alcohol test, at a minimum 10% of the average number of employee positions designated as safety-sensitive each calendar year.

The selection of employees for random testing shall be on a non-discriminatory basis and made from a scientifically based random number generator that is matched with the employee's social security number, payroll identification number, or other comparable identifying number. Random testing will be unannounced, and the dates for administering the tests will be spread reasonably throughout the year. Random testing will be performed at any time while the employee is at work.

An employee selected for random testing shall proceed immediately to the test site and will be advised to refrain from eating or drinking prior to the test. An employee who engages in conduct which does not lead to testing as soon as possible after notification may be considered to have refused to be tested.

Employees selected for a random test, but absent due to annual, sick leave, other leave, or on urgent District business approved by their administrator or manager/supervisor will not be notified to take the random test until the first day they return to work after random

selection. Random selection may result in some employees being tested more than once each year; some may not be tested at all.

~~16~~13. Return-to-Work Testing/Follow-Up Testing

Employees for whom the District agrees to continue employment, who violate ~~the District's~~ this policy, may be required to undergo Return-to-Work (RTW) testing as established by the District's Executive Director of Human Resources. No employee will be allowed to perform a safety-sensitive function unless the District has received a verified negative drug test result for the individual.

Note: *For positions that require a CDL or otherwise defined as safety-sensitive positions by 49 CFR Part 382 and U.S. Department of Transportation regulations, the test cannot occur until after the Substance Abuse Professional (SAP) has determined that the employee has successfully complied with the prescribed education and/or treatment.*

~~Employees for whom the District agrees to continue employment, who violate this policy~~ Such employees will be required to undergo follow-up testing as established by the District~~. The~~ with the extent and duration ~~of the follow-up testing will depend upon~~ based on the safety and security nature of the employee's position and the ~~nature and~~ extent of the employee's substance use issue.

~~The District's Human Resources Director will review the conditions of continued employment with the employee prior to the employee's return to work. Any such e~~Conditions for continued employment ~~shall be given to the employee in writing~~ will be clearly outlined in writing and reviewed with the employee prior to the employee returning to work.

The ~~District's~~ Executive Director of Human Resources ~~Director~~ may consider the employee's rehabilitation program in determining an appropriate follow-up testing program.

Any employee subject to return-to-work/follow-up testing who has a confirmed positive drug, prohibited substance, or alcohol test will be in violation of this policy and subject to termination.

~~***Note:*** *For positions that require a CDL or otherwise defined as safety-sensitive positions by 49 CFR Part 382 and U.S. Department of Transportation regulations, the test cannot occur until after the Substance Abuse Professional (SAP) has determined that the employee has successfully complied with the prescribed education and/or treatment.*~~

~~17~~14. Consequence of Refusal to Submit to Testing/Adulterated Specimen

The following shall be treated as a positive test and will result in corrective action, up to and including termination:

a. Refusal to sign a consent form provided by the testing party.
b. Refusal to submit to testing for drugs, prohibited substances, and/or alcohol.
c. Consenting to a test but failing to appear timely at the collection site.
d. Failing to provide a sample after reasonable opportunity to do so.
e. Engaging in conduct which attempts to or does impact the validity of any such testing.
f. Submitting an invalid, substituted, or adulterated specimen.

A diluted negative test result shall be treated as a positive test.

~~18~~15. Testing Guidelines

The District may test for alcohol and illegal/prohibited substances including, but not limited to:

a. Marijuana (Cannabis)*
b. Cocaine, including crack
c. Opioids, including fentanyl, heroin, codeine, morphine, hydrocodone, hydromorphone, oxymorphone, and oxycodone
d. Amphetamines, including methamphetamines
e. Phencyclidine (PCP)
f. Ketamine

**Tests for marijuana for workers' compensation purposes must be a blood test per requirements set forth in NRS 616C.230.*

In addition to testing for the above substances, CDL holders are subject to testing for the following substances:

a. 6-Acetylmorphine
b. MDMA(Ecstasy)

Where applicable, the District will follow federal testing procedures for drugs, prohibited substances, and alcohol set forth by the Federal Department of Transportation (DOT) 49 CFR Part 40 and the Federal Motor Carrier Safety Regulations (FMCSR). These regulations may be amended from time to time.

The District may use the following primary sites for sample collection:

Concentra – Sparks
255 Glendale Avenue #12

Concentra - Reno
1530 East 6th Street

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Sparks, NV 89431
(775) 356-8181

Reno, NV 89512
(775) 322-5757

Nevada Occupational Health Center (Concentra Urgent Care) – Carson City
3488 Goni Road Building E
Carson City, NV 89706
(775) 887-5030

The District contact person for all questions regarding the alcohol and drug testing program is:

Executive Director of Human Resources
25 East Goldfield Avenue
Yerington, NV 89447
(775) 463-6800

~~19~~16. Option for Drug/Prohibited Substances Retest

Any employee undergoing drug or prohibited substance analysis during the initial 30 days of their tenure maintains the right to provide a secondary screening result, obtained at their personal cost, to challenge the primary findings. The District will acknowledge and provide due regard to these independent results, provided the request does not contradict existing collective bargaining agreements, federal mandates, or requirements for federally-funded roles.

~~The LCSD will follow the provisions of NRS 613.132 regarding the retest of the positive screening for the presence of marijuana.~~

In all other cases:

a. No later than seventy-two (72) hours after receipt of a positive test, an employee who tests positive may request a confirmatory retest of the same sample at their own expense at a U.S. Department of Health and Human Services (DHHS)-certified laboratory of the employee's choice.
b. Upon request, the Medical Review Officer (MRO) will authorize the laboratory holding the employee's sample to release to a second laboratory, approved by the ~~U.S. Department of Health and Human Services (~~DHHS~~)~~, a sufficient quantity of the sample to conduct a second testing analysis.
c. The employee will be required to authorize the laboratory to provide the District with a copy of its test results. A confirmation test will be conducted to verify the accuracy of the test results by the laboratory conducting the analysis. The results of the confirmatory test are final.

~~20~~17. Requirement for Drug/Prohibited Substance Retest

An employee who tests negative dilute will be required to immediately retest. The employee will:

a. Be given the minimum possible advance notice of retest,
b. Be accompanied by a supervisor to the collection site, and
c. Not be allowed to eat or drink between the period of being noticed of the retests and the actual test.

The retest will not be under direct observation unless directed to do so by the ~~Medical Review Officer~~ MRO. If the retest is also negative dilute, the test will be considered negative and the District will not conduct a third test unless directed to do so by the ~~Medical Review Officer~~ MRO.

~~21~~18. Searches

If the District suspects that an employee, contracted employee, or volunteer is in possession of illegal drugs, prohibited substances, alcohol, or contraband in violation of its policy, the District may search District-owned property ~~vehicles, lockers, desks, and work areas~~ as outlined in *LCSD Board Policy GBBM: Use of District Property/Premises and Searches*

~~22~~19. Violation of Policy

a. Employees in violation of the provisions of ~~the District's~~ this policy and ~~this~~ regulation will be subject to disciplinary action, up to and including termination.
b. An employee may be found to have violated ~~the District's~~ this policy on the basis of any appropriate evidence including, but not limited to:

- Direct observation of illegal use of drugs or use of prohibited substances, prohibited use of alcohol, or possession of illegal drugs, prohibited substances, alcohol, or related contraband;
- Evidence obtained from an uncontested motor vehicle citation, an arrest, or a conviction for use or illicit possession of illegal drugs or prohibited substances, or for the use or being under the influence of alcohol on the job;
- A verified positive test result; or
- An employee's voluntary admission.

c. The District may direct an employee who has tested positive to submit to an evaluation by a substance abuse professional in lieu of termination. ~~The evaluation will attempt to determine the extent of the employee's use of or dependence on the abused substance(s) noted in the positive test and, if necessary, recommend an appropriate program of treatment.~~

d. If an evaluation is conducted which results in a recommendation for treatment, the employee must immediately begin and successfully complete the recommended treatment at the employee's expense; however, employees may use benefits provided by applicable insurance coverage.
e. When an employee is required to undergo treatment under the regulation, the employee may be required to comply with the following as a condition of continued employment:

- Monitoring of the treatment program and the employee's participation by the District;
- Submission to return-to-work testing as required under this regulation and continuing follow-up testing as provided in the Return-to-Work Testing/Follow-Up Testing section above; and
- Any other reasonable condition that the District deems necessary to maintain a safe and healthy workplace for all employees.

f. Failure by the employee to enroll in a required treatment program, to consistently comply with the program requirements, to successfully complete the program, and/or to complete any continuing care program will be ground for immediate termination of employment.
g. Appropriate disciplinary action, up to and including termination, will be taken for any job performance or behavior that may otherwise be cause for progressive disciplinary action.

~~23~~20. Confidentiality

Test results may only be disclosed to the employee, the appropriate medical and treatment providers, the District's attorney, a District representative when needed to respond to an alleged violation of the District's policy, individuals within the District who have a need-to-know of drug, prohibited substance, and/or alcohol testing results, and a court of law or administrative tribunal, as required.

NOTE: *The District prohibits the marketing, display, or promotion of alcohol, tobacco, smoking, vaping, nicotine pouches, drugs, prohibited substances, etc. on District property, on District-provided transportation or bus stops, in co-curricular and extra-curricular programs, at school or District sanctioned or recognized activities and events, and/or in school or District sponsored publications, websites or social media.*

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Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: Stacey Griffin-Cooper, Deputy Superintendent

Re: Policy JF: Protection of Pupil Rights: Student Surveys

Recommendation:
That the LCSD Board of Trustees approve Policy JF: Protection of Pupil Rights: Student Surveys as a second and final reading.

Background Information:
The proposed revisions to Board Policy JF reflect that there are now **two** exceptions to the written active consent requirement; the Youth Behavior Risk Surveillance Survey (YBRSS) and the Nevada School Climate Survey (NV-SCSEL/NSCS). The proposed change extends the exemption to include the Nevada School Climate Survey. This aligns with the Nevada Department of Education's intent to utilize the NV-SCSEL survey as a part of the School Improvement Plan/District Improvement Plan expectations, as well as our future District Performance Framework Ratings with the state. Corresponding changes require parents or adult/emancipated students to submit written refusal to opt out of either listed survey.

During the August 25, 2026 meeting, the board expressed importance in reviewing the survey before further deliberation.

Budget Considerations:
N/A

Discussed at Previous Meeting:
August 25, 2026
September 22, 2026

Attachment(s):
Policy JF: Protection of Pupil Rights: Student Surveys
NRS 392.422
NVSCSEL Student Survey Fall 2025
2025-YRBS-Standard-HS-Questionnaire508
2025-YRBS-Standard-MS-Questionnaire508

PROTECTION OF PUPIL RIGHTS: STUDENT SURVEYS

It shall be the policy of Lyon County Board of School Trustees that the rights of pupils shall be protected.

It shall be the policy of the Board that all instructional materials, including teachers' manuals, films, tapes or other supplementary instructional materials, surveys, or questionnaires to be used in connection with any instruction program or project shall be available for inspection by the parents or guardians of the children who will be enrolled in such programs or projects.

It shall further be the policy of the Board that no student shall be required as part of any Lyon County School District program to submit to psychiatric or psychological examinations, testing, treatment, survey questions, or needs assessment in which the primary purpose is to reveal information concerning: 1) political affirmations; 2) mental or psychological problems; 3) sex behavior and attitudes; 4) illegal, anti-social self-incriminating, and demeaning behavior; 5) critical appraisals of any individuals with whom students have a close family relationships; 6) legally recognized privileged and analogous relationships such as those of lawyers, physicians and ministers, or 7) income (other than that required by law to determine eligibility for participating in programs or for receiving financial assistance under such programs) without the prior active consent of the student (if the student is an adult or emancipated minor), or without the prior written active consent of the parent/guardian if the student is under 18 years old. Any student may refuse to participate in the administration of a survey in the Lyon County School District.

There ~~is one~~ are two exceptions to written active consent: ~~that was put into law during the 2021 Nevada Legislative Session. Section 20 of Senate Bill 69 changed a section of NRS 392 to require that school districts administer~~ the biennial Youth Behavior Risk Surveillance System (YBRSS) developed by the Centers for Disease Control and Prevention of the United States Department of Health and Human Services, or any equivalent or successor system developed by them and the Nevada School Climate Survey (NV-SCSEL), or any equivalent or successor system developed by the Nevada Department of Education. The required administration of the YBRSS and the necessary administration of the NV-SCSEL means that parents/guardians and adult/emancipated minor students do not have to provide written active consent before participating in the survey. However, the school district and schools will provide written notice of the manner in which the surveys will be administered, the manner in which the results of the surveys will be used, and those who will have access to the results of the surveys. Parents/guardians and students may also review the surveys prior to administration by contacting the school if they wish.

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Parents/Guardians and adult/emancipated minor students may refuse to provide consent to the administration of the surveys by completing the form at the end of this policy (or providing any other written refusal of consent) and submitting it to the principal of the school at which their/the student is enrolled. Additionally, a student may refuse to participate in the YBRSS and/or the NV-SCSEL at any time regardless of age or emancipation status.

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Policy #JF
Revised ~~4/26/22~~ 10/27/26

PROTECTION OF PUPIL RIGHTS: STUDENT SURVEYS - ADMINISTRATIVE REGULATIONS

From time to time, it is necessary for the district to conduct surveys among the students. All surveys will be conducted under the statutes set out by the Hatch Amendment and in compliance with ~~the~~ this ~~Board P~~policy ~~#JF dealing with protection of pupil rights~~.

When surveys are to be conducted dealing with the subject matters covered under the Hatch Amendment and/or the district's policy on Protection of Pupil rights, certain conditions will be followed. These conditions will be followed whether it is a random sampling or one hundred percent of a particular student population.

1. Parents will be notified by appropriate means that such a survey is going to be administered, with at least one week's notice so that the parent/guardian may review the survey if they wish. Prior written consent of a parent/guardian will be obtained before such a survey may be administered.

2. Surveys will always be voluntary, anonymous, confidential and for legitimate purposes. Personally Identifiable Information (PII) will never be disclosed and all Federal Education Rights and Privacy Act (FERPA) requirements will be followed. The results of a particular survey cannot be traced back to a particular child.

3. The school principal will ensure that the school staff conducting such a survey are following the statutes set forth by the Hatch Amendment as well as this policy

4. The school staff conducting such a survey will put all survey materials, including the questions and the responses, in the appropriate container and deliver them personally to the principal, if it is a paper and pencil administration. If the survey is administered electronically, school staff will ensure all precautions are in place to safeguard student responses and information.

5. The principal ensures the survey information is provided to the individual or individuals who are authorized to receive this information. Confidentiality will be maintained within the guidelines of this policy and applicable laws.

6. Pre-tests designed to determine a student's knowledge in a particular subject matter are not considered a survey and are not subject to the conditions of this policy. Pre-tests are those that are geared directly to a specified course of study and deal with the subject matter and the curriculum that is appropriate for that classroom. Results of those pretests will be utilized only to improve the individualization of instruction for either a particular student or for a particular class. This information will not be shared with those individuals who are not authorized to receive such information.

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Appendix A

LYON COUNTY SCHOOL DISTRICT REFUSAL OF CONSENT TO PARTICIPATE IN THE YOUTH BEHAVIOR RISK SURVEILLANCE SYSTEM (YBRSS) AND/OR THE NEVADA SCHOOL CLIMATE SURVEY (NSCS)

I am the parent/guardian of the Lyon County School District student named below, or I am the adult/emancipated minor student named below, and I refuse to provide consent for the administration of the ~~Youth Behavior Risk Surveillance System.~~ following survey(s):

☐ Youth Behavior Risk Surveillance System (YBRSS)
☐ Nevada School Climate Survey (NSCS)

I understand that ~~M~~my student/I will be provided an alternative assignment or activity during the administration of the YBRSS and/or NSCS.

_____
Student's Printed Name

_____
Parent/Guardian's or Adult/Emancipated Minor Student's Printed Name

_____
Parent/Guardian's or Adult/Emancipated Minor Student's Signature

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NRS 392.422 Participation of certain public schools in biennial survey for Youth Risk Behavior Surveillance System; exception; notice; consent.

1. Except as otherwise provided in subsection 2, the board of trustees of each school district and the governing body of each charter school that operates a middle school, junior high school or high school shall ensure that the school district or charter school, as applicable, participates in the biennial survey administered pursuant to the Youth Risk Behavior Surveillance System developed by the Centers for Disease Control and Prevention of the United States Department of Health and Human Services, or any equivalent or successor system developed by the Centers for Disease Control and Prevention.

2. A public school shall not administer the survey described in subsection 1 to a pupil if:

(a) The pupil is an unemancipated minor and the parent or guardian of the pupil has refused to consent to the administration of the survey pursuant to subsection 5; or

(b) The pupil has refused to participate in the survey pursuant to subsection 5.

3. The board of trustees of a school district or the governing body of a charter school that operates as a middle school, junior high school or high school shall ensure that a form is provided to the parent or guardian of each pupil to whom the survey described in subsection 1 will be administered that allows the parent or guardian to refuse consent to the administration of the survey to the pupil.

4. Before the administration of the survey described in subsection 1 to a pupil, the board of trustees of a school district or the governing body of a charter school shall provide the parent or guardian of the pupil or, if the pupil is an emancipated minor or is at least 18 years of age, the pupil, with an opportunity to review the survey and written notice of:

(a) The manner in which the survey will be administered;

(b) The manner in which the results of the survey will be used; and

(c) The persons who will have access to the results of the survey.

5. At any time:

(a) The parent or guardian of a pupil who is an unemancipated minor may refuse to provide consent to the administration of the survey described in subsection 1 by completing and submitting the form described in subsection 3, or any other written refusal of consent, to the principal or other person in charge of the public school in which the pupil is enrolled.

(b) A pupil may refuse to participate in the survey.

(Added to NRS by 2021, 2819)

School Year 2025-26

Nevada School Climate / Social Emotional Learning Survey (NV-SCSEL)

STUDENT SURVEY ITEMS

1. What grade are you currently in at this school? Mark one response.

- ❍ 5th grade — Sdemo151
- ❍ 6th grade
- ❍ 7th grade
- ❍ 8th grade
- ❍ 9th grade
- ❍ 10th grade
- ❍ 11th grade
- ❍ 12th grade
- ❍ Not graded

2. **[Only ask if Q1 is marked "Not graded"; all other responses (including nonresponse) to Q1 will skip this question and go to Q3]** Which of the following grade groupings best describes the grade that you are currently in? Mark one response.

- ❍ 5th to 8th grade — Sdemo151b
- ❍ 9th to 12th grade

3. Are you male or female? Mark one response.

- ❍ Male — Sdemo148
- ❍ Female

4. **[Only ask if Q1 is answered grade 9, 10, 11, 12, *or* if Q1 is Not graded and Q2 is 9th to 12th grade.]** Gender identity refers to your understanding of self. Please select the option that most closely aligns with your gender identity (this may or may not align with your sex assigned at birth).

- ❍ I identify as male. — Sdemo148b
- ❍ I identify as female.
- ❍ I do not identify as male or female.
- ❍ I prefer to self-describe: _____

5. What is your race/ethnicity? Select all that apply.

- ❒ African American/Black — Sdemo150
- ❒ Alaska Native
- ❒ Asian
- ❒ Caucasian/White
- ❒ Hispanic/Latino/a
- ❒ Middle Eastern or Northern African
- ❒ Native American/American Indian
- ❒ Native Hawaiian or Pacific Islander

6. This year, I go to school:

- ❍ In person, at a school building Sdemo152
- ❍ Virtually, through distance learning (for example, attending all of my classes online or from home)
- ❍ Sometimes in person, and sometimes virtually (for example, a hybrid model)

Please let us know how easy or difficult each of the following is for you. Mark One Response.

7. Knowing what my strengths are.

- ❍ Very Easy Wsselself1
- ❍ Easy
- ❍ Difficult
- ❍ Very Difficult

8. Knowing ways I calm myself down.

- ❍ Very Easy Wsselself2
- ❍ Easy
- ❍ Difficult
- ❍ Very Difficult

9. Knowing the emotions I feel.

- ❍ Very Easy Wsselself3
- ❍ Easy
- ❍ Difficult
- ❍ Very Difficult

10. Knowing when my feelings are making it hard for me to focus.

- ❍ Very Easy Wsselself4
- ❍ Easy
- ❍ Difficult
- ❍ Very Difficult

11. Knowing what people may be feeling by the look on their face.

- ❍ Very Easy Wsselsoc7
- ❍ Easy
- ❍ Difficult
- ❍ Very Difficult

Please let us know how easy or difficult each of the following is for you. Mark One Response.

12. Learning from people with different opinions than me.

- ❍ Very Easy — Wsselsoc8
- ❍ Easy
- ❍ Difficult
- ❍ Very Difficult

13. Knowing when someone needs help.

- ❍ Very Easy — Wsselsoc9
- ❍ Easy
- ❍ Difficult
- ❍ Very Difficult

14. Getting through something even when I feel frustrated.

- ❍ Very Easy — Wsselsm12
- ❍ Easy
- ❍ Difficult
- ❍ Very Difficult

15. Being patient even when I am really excited.

- ❍ Very Easy — Wsselsm13
- ❍ Easy
- ❍ Difficult
- ❍ Very Difficult

16. Finishing tasks even if they are hard for me.

- ❍ Very Easy — Wsselsm14
- ❍ Easy
- ❍ Difficult
- ❍ Very Difficult

Please let us know how easy or difficult each of the following is for you. Mark One Response.

17. Setting goals for myself.
    - ❍ Very Easy — Wsselsm15
    - ❍ Easy
    - ❍ Difficult
    - ❍ Very Difficult

18. Doing my schoolwork even when I do not feel like it.
    - ❍ Very Easy — Wsselsm16
    - ❍ Easy
    - ❍ Difficult
    - ❍ Very Difficult

19. Being prepared for tests.
    - ❍ Very Easy — Wsselsm17
    - ❍ Easy
    - ❍ Difficult
    - ❍ Very Difficult

20. Getting along with my classmates.
    - ❍ Very Easy — Wsselrs20
    - ❍ Easy
    - ❍ Difficult
    - ❍ Very Difficult

21. Respecting a classmate's opinions during a disagreement.
    - ❍ Very Easy — Wsselrs21
    - ❍ Easy
    - ❍ Difficult
    - ❍ Very Difficult

Please let us know how easy or difficult each of the following is for you. Mark One Response.

22. Thinking about what might happen before making a decision.
    - ❍ Very Easy — Wsselrdm24
    - ❍ Easy
    - ❍ Difficult
    - ❍ Very Difficult

23. Knowing what is right or wrong.
    - ❍ Very Easy — Wsselrdm25
    - ❍ Easy
    - ❍ Difficult
    - ❍ Very Difficult

How strongly do you agree or disagree with the following statements about this school? Mark One Response.

Throughout the survey, "This school" means activities happening in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities. Unless otherwise specified, this refers to normal school hours or to times when school activities/events were in session.

24. All students at this school are treated the same, regardless of whether their families are rich or poor.
    - ❍ Strongly Agree — Sengclc1
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

25. All students at this school are treated equally well, regardless of race, gender, religion, and disability.
    - ❍ Strongly Agree — Sengclc2b
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response.

26. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.

- ❍ Strongly Agree — Sengclc3
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

27. Adults working at this school treat all students respectfully.

- ❍ Strongly Agree — Sengclc4
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

28. People of different cultural backgrounds, races, or ethnicities get along well at this school.

- ❍ Strongly Agree — Sengclc7
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

29. Teachers understand my problems.

- ❍ Strongly Agree — Sengrel9
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response.

30. Teachers are available when I need to talk with them.

- ❍ Strongly Agree — Sengrel11
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

31. It is easy to talk with teachers at this school.

- ❍ Strongly Agree — Sengrel12
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

32. My teachers care about me.

- ❍ Strongly Agree — Sengrel14
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

33. My teachers make me feel good about myself.

- ❍ Strongly Agree — Sengrel17
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

34. Students respect one another.

- ❍ Strongly Agree — Sengrel20
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response.

35. Students like one another.
    - ❍ Strongly Agree — Sengrel21
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

36. If I am absent, there is a teacher or some other adult at school that will notice my absence.
    - ❍ Strongly Agree — Sengrel29
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

37. I feel like I belong.
    - ❍ Strongly Agree — Ssafemo18
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

38. Students at this school get along well with each other.
    - ❍ Strongly Agree — Ssafemo49
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

39. At this school, students talk about the importance of understanding their own feelings and the feelings of others.
    - ❍ Strongly Agree — Ssafemo52
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response.

40. At this school, students work on listening to others to understand what they are trying to say.
    - ❍ Strongly Agree — Ssafemo53
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

41. I am happy to be at this school.
    - ❍ Strongly Agree — Ssafemo54
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

42. I feel like I am part of this school.
    - ❍ Strongly Agree — Ssafemo56
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

43. I feel socially accepted.
    - ❍ Strongly Agree — Ssafemo57
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

44. I feel safe at this school.
    - ❍ Strongly Agree — Ssafpsaf59
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response.

45. **[Skip for full-time distance learners]** I feel safe going to and from this school.
    - ❍ Strongly Agree Ssafpsaf60
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

46. **[Skip for full-time distance learners]** I sometimes stay home because I don't feel safe at this school.
    - ❍ Strongly Agree Ssafpsaf63
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

47. **[Only ask full-time distance learners]** I sometimes do not log into class sessions because I don't feel safe.
    - ❍ Strongly Agree Ssafpsaf63dis
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

48. **[Skip for full-time distance learners]** Students at this school carry guns or knives to school.
    - ❍ Strongly Agree Ssafpsaf65
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

49. Students at this school threaten to hurt other students.
    - ❍ Strongly Agree Ssafpsaf67
    - ❍ Agree
    - ❍ Disagree
    - ❍ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response.

50. **[Skip for full-time distance learners]** Students at this school steal money, electronics, or other valuable things while at school.

- ❍ Strongly Agree — Ssafpsaf68
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

51. **[Only ask full-time distance learners]** Students at this school steal others' valuable things.

- ❍ Strongly Agree — Ssafpsaf68dis
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

52. Students at this school damage or destroy other students' property.

- ❍ Strongly Agree — Ssafpsaf69
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

53. Students at this school fight a lot.

- ❍ Strongly Agree — Ssafpsaf71
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

How strongly do you agree or disagree with the following statements about this school? Mark One Response.

This question is about bullying. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.

54. Students at this school are often bullied.

- ❍ Strongly Agree — Ssafbul73
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

55. Students at this school try to stop bullying.

- ❍ Strongly Agree — Ssafbul80
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

This question is about cyberbullying. Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

56. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).

- ❍ Strongly Agree — Ssafbul83
- ❍ Agree
- ❍ Disagree
- ❍ Strongly Disagree

2025-2026

ESPAÑOL

Nevada School Climate / Social Emotional Learning Survey (NV-SCSEL)

ENCUESTA PARA LOS ESTUDIANTES

1. ¿Qué grado cursas actualmente en esta escuela? Marca una respuesta.

- ❍ 5.º grado Sdemo151
- ❍ 6.º grado
- ❍ 7.º grado
- ❍ 8.º grado
- ❍ 9.º grado
- ❍ 10.º grado
- ❍ 11.º grado
- ❍ 12.º grado
- ❍ Sin grado escolar *(not graded)*

2. **[Esta pregunta solo se hace si la respuesta a la pregunta 1 es "Sin grado escolar"; con las demás respuestas a la pregunta 1 (incluida la ausencia de respuesta), esta pregunta se omitirá y se pasará a la pregunta 3.]** ¿Cuál de las siguientes agrupaciones de años describe mejor el grado que actualmente cursas? Marca una respuesta.

- ❍ 5.º al 8.º grado Sdemo151b
- ❍ 9.º al 12.º grado

3. ¿Cuál es tu sexo? Marca una respuesta.

- ❍ Masculino Sdemo148
- ❍ Femenino

4. **[Esta pregunta solo se hace si la respuesta a la pregunta 1 es 9.º, 10.º, 11.º o 12.º grado, *o bien,* si la respuesta a la pregunta 1 es "Sin grado escolar" y la respuesta a la pregunta 2 es "9.º al 12.º grado".]**
La identidad de género se refiere a la forma en que una persona se define a sí misma. Selecciona la opción que se aproxime más a tu identidad de género (podría corresponder o no al sexo que te asignaron al nacer).

- ❍ Me identifico como hombre Sdemo148b
- ❍ Me identifico como mujer
- ❍ No me identifico como hombre ni como mujer
- ❍ Prefiero describir mi propia identidad: _____

5. ¿A qué raza o etnia perteneces? Marca todas las que correspondan.

- ❒ Afroamericano o negro Sdemo150
- ❒ Nativo de Alaska
- ❒ Asiático
- ❒ Caucásico o blanco
- ❒ Hispano o latino
- ❒ Del Oriente Medio o del Norte de África
- ❒ Indígena norteamericano
- ❒ Nativo de Hawái o de otra de las islas del Pacífico

6. Este año asisto a clases:

- ❍ En persona, en un edificio escolar Sdemo152
- ❍ Virtualmente, por educación a distancia (por ejemplo, asisto a todas mis clases en línea o desde la casa)
- ❍ A veces en persona y a veces virtualmente (por ejemplo, en un modelo híbrido)

Por favor, dinos qué tan fácil o difícil te resultan cada uno de los siguientes ítems. Marca una respuesta.

7. Conocer cuáles son mis puntos fuertes.

- ❍ Muy fácil Wsselself1
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

8. Conocer formas de calmarme.

- ❍ Muy fácil Wsselself2
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

9. Conocer las emociones que siento.

- ❍ Muy fácil Wsselself3
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

10. Saber cuándo mis emociones hacen difícil que me concentre.

- ❍ Muy fácil Wsselself4
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

11. Saber lo que sienten las personas según su expresión.

- ❍ Muy fácil Wsselsoc7
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

Por favor, dinos qué tan fácil o difícil te resultan cada uno de los siguientes ítems. Marca una respuesta.

12. Aprender de personas con opiniones diferentes a las mías.

- ❍ Muy fácil — Wsselsoc8
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

13. Saber cuándo alguien necesita ayuda.

- ❍ Muy fácil — Wsselsoc9
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

14. Superar algo incluso cuando estoy frustrado(a).

- ❍ Muy fácil — Wsselsm12
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

15. Ser paciente incluso cuando estoy muy emocionado(a).

- ❍ Muy fácil — Wsselsm13
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

16. Finalizar tareas incluso cuando me resultan difíciles.

- ❍ Muy fácil — Wsselsm14
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

17. Proponerme metas.

- ❍ Muy fácil — Wsselsm15
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

Por favor, dinos qué tan fácil o difícil te resultan cada uno de los siguientes ítems. Marca una respuesta.

18. Hacer las tareas de la escuela incluso cuando no me apetece.

- ❍ Muy fácil — Wsselsm16
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

19. Estar preparado para los exámenes.

- ❍ Muy fácil — Wsselsm17
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

20. Llevarme bien con mis compañeros(as) de clase.

- ❍ Muy fácil — Wsselrs20
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

21. Respetar la opinión de un(a) compañero(a) de clase durante un desacuerdo.

- ❍ Muy fácil — Wsselrs21
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

22. Pensar en lo que podría pasar antes de tomar una decisión.

- ❍ Muy fácil — Wsselrdm24
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

23. Saber lo que está bien y lo que está mal.

- ❍ Muy fácil — Wsselrdm25
- ❍ Fácil
- ❍ Difícil
- ❍ Muy difícil

¿Qué tan de acuerdo o en desacuerdo estás con las siguientes frases sobre esta escuela? Marca una respuesta.

Durante la encuesta, "esta escuela" se refiere a actividades que pasan en los edificios de la escuela, en las instalaciones de la escuela, en los buses de la escuela y en otros lugares en donde se dan actividades y eventos patrocinados por la escuela. A menos que se especifique lo contrario, esto se refiere a las horas normales de la escuela o a ocasiones en que las actividades o eventos de la escuela estén en sesión.

24. A todos los estudiantes en esta escuela se les trata por igual, sin importar si sus familias son ricas o pobres.

- ❍ Muy de acuerdo Sengclc1
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

25. A todos los estudiantes en esta escuela se les trata igualmente bien, sin importar la raza, la identidad de género, la religión ni la discapacidad.

- ❍ Muy de acuerdo Sengclc2b
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

26. Esta escuela ofrece materiales de instrucción (por ejemplo libros de texto, folletos) que reflejan mi origen cultural, etnia e identidad.

- ❍ Muy de acuerdo Sengclc3
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

27. Los adultos que trabajan en esta escuela tratan a todos los estudiantes con respeto.

- ❍ Muy de acuerdo Sengclc4
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

28. Las personas de culturas, razas o etnias diferentes se llevan bien en esta escuela.

- ❍ Muy de acuerdo Sengrel7
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

¿Qué tan de acuerdo o en desacuerdo estás con las siguientes frases sobre esta escuela? Marca una respuesta.

29. Los maestros entienden mis problemas.
    - ❍ Muy de acuerdo — Sengrel9
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

30. Los maestros están disponibles cuando necesito hablar con ellos.
    - ❍ Muy de acuerdo — Sengrel11
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

31. Es fácil hablar con mis maestros en esta escuela.
    - ❍ Muy de acuerdo — Sengrel12
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

32. Mis maestros se preocupan por mí.
    - ❍ Muy de acuerdo — Sengrel14
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

33. Mis maestros(as) me hacen sentir bien acerca de mí mismo.
    - ❍ Muy de acuerdo — Sengrel17
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

34. Los estudiantes se respetan unos a otros.
    - ❍ Muy de acuerdo — Sengrel20
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

¿Qué tan de acuerdo o en desacuerdo estás con las siguientes frases sobre esta escuela? Marca una respuesta.

35. Los estudiantes simpatizan unos con otros.

- ❍ Muy de acuerdo — Sengrel21
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

36. Si falto, hay un(a) maestro(a) o algún adulto en la escuela que se dará cuenta de que estoy ausente.

- ❍ Muy de acuerdo — Sengrel29
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

37. Siento que pertenezco.

- ❍ Muy de acuerdo — Ssafemo18
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

38. Los estudiantes en esta escuela se llevan bien entre sí.

- ❍ Muy de acuerdo — Ssafemo49
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

39. En esta escuela, los estudiantes hablan sobre la importancia de entender sus propios sentimientos y los sentimientos de otros.

- ❍ Muy de acuerdo — Ssafemo52
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

¿Qué tan de acuerdo o en desacuerdo estás con las siguientes frases sobre esta escuela? Marca una respuesta.

40. En esta escuela, los estudiantes trabajan en escuchar a los otros y entender lo que ellos están tratando de decir.
    - ❍ Muy de acuerdo — Ssafemo53
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

41. Estoy feliz de estar en esta escuela.
    - ❍ Muy de acuerdo — Ssafemo54
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

42. Siento que soy parte de esta escuela.
    - ❍ Muy de acuerdo — Ssafemo56
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

43. Me siento socialmente aceptado(a).
    - ❍ Muy de acuerdo — Ssafemo57
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

44. Me siento seguro(a) en esta escuela.
    - ❍ Muy de acuerdo — Ssafpsaf59
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

45. **[Esta pregunta no se les hace a los estudiantes de educación a distancia a tiempo completo.]**
    Me siento seguro(a) yendo y viniendo de esta escuela.
    - ❍ Muy de acuerdo — Ssafpsaf60
    - ❍ De acuerdo
    - ❍ En desacuerdo
    - ❍ Muy en desacuerdo

¿Qué tan de acuerdo o en desacuerdo estás con las siguientes frases sobre esta escuela? Marca una respuesta.

46. **[Esta pregunta no se les hace a los estudiantes de educación a distancia a tiempo completo.]**
A veces me quedo en casa porque no me siento seguro(a) en esta escuela.

- ❍ Muy de acuerdo Ssafpsaf63
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

47. **[Esta pregunta solo se les hace a los estudiantes de educación a distancia a tiempo completo.]**
A veces no ingreso a las sesiones de clase porque no me siento seguro(a).

- ❍ Muy de acuerdo Ssafpsaf63dis
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

48. **[Esta pregunta no se les hace a los estudiantes de educación a distancia a tiempo completo.]**
Los estudiantes de esta escuela llevan pistolas o cuchillos a la escuela.

- ❍ Muy de acuerdo Ssafpsaf65
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

49. Los estudiantes de esta escuela amenazan con lastimar a otros estudiantes.

- ❍ Muy de acuerdo Ssafpsaf67
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

50. **[Esta pregunta no se les hace a los estudiantes de educación a distancia a tiempo completo.]**
Los estudiantes de mi escuela roban dinero, dispositivos electrónicos y otras cosas de valor mientras están en la escuela.

- ❍ Muy de acuerdo Ssafpsaf68
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

51. **[Esta pregunta solo se les hace a los estudiantes de educación a distancia a tiempo completo.]**
Los estudiantes de esta escuela roban cosas de valor de otras personas.

- ❍ Muy de acuerdo Ssafpsaf68dis
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

¿Qué tan de acuerdo o en desacuerdo estás con las siguientes frases sobre esta escuela? Marca una respuesta.

52. Los estudiantes de esta escuela dañan o destruyen las propiedades de otros estudiantes.

- ❍ Muy de acuerdo Ssafpsaf69
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

53. Los estudiantes de esta escuela pelean mucho.

- ❍ Muy de acuerdo Ssafpsaf71
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

Esta pregunta trata sobre la intimidación (bullying). *La intimidación ocurre cuando uno o más estudiantes molestan, amenazan, rumorean sobre, golpean, empujan o lastiman a otro estudiante. La intimidación no aplica a instancias en que estudiantes con casi la misma fuerza o poder discuten o pelean o se molestan unos a otros de forma amigable. Quienes practican la intimidación* (bullies) *generalmente son más fuertes, o tienen más amigos o más dinero, o algún otro poder sobre el estudiante al que intimidan. La intimidación sucede, generalmente, una y otra vez, o el estudiante a quien se intimida piensa que podría ocurrir una y otra vez.*

54. Los estudiantes de esta escuela a menudo son objeto de abusos *(bullying)*.

- ❍ Muy de acuerdo Ssafbul73
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

55. Los estudiantes de esta escuela tratan de ponerle fin al acoso *(bullying)*.

- ❍ Muy de acuerdo Ssafbul80
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

¿Qué tan de acuerdo o en desacuerdo estás con las siguientes frases sobre esta escuela? Marca una respuesta.

Esta pregunta trata sobre la intimidación en línea (cyberbullying)*. La intimidación cibernética es aquella que ocurre a través de la tecnología electrónica. Los ejemplos de intimidación en línea incluyen mensajes de texto o de correo electrónico crueles o malos, rumores o chismes enviados por correo electrónico, o publicados en los sitios de las redes sociales, e imágenes, vídeos y sitios web vergonzosos o perfiles falsos.*

56. Los estudiantes con frecuencia difunden rumores o mentiras sobre otros en esta escuela en el internet (por ejemplo, por redes sociales, correo electrónico o mensajes).

- ❍ Muy de acuerdo Ssafbul83
- ❍ De acuerdo
- ❍ En desacuerdo
- ❍ Muy en desacuerdo

2025 State and Local Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to improve health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

Directions
- **Use a #2 pencil only.**
- **Make dark marks.**
- **Fill in a response like this: A B ● D.**
- **If you change your answer, erase your old answer completely.**

1. How old are you?
   A. 12 years old or younger
   B. 13 years old
   C. 14 years old
   D. 15 years old
   E. 16 years old
   F. 17 years old
   G. 18 years old or older

2. What is your sex?
   A. Female
   B. Male

3. In what grade are you?
   A. 9th grade
   B. 10th grade
   C. 11th grade
   D. 12th grade
   E. Ungraded or other grade

4. What is your race and/or ethnicity? **(Select one or more responses.)**
   A. American Indian or Alaska Native
   B. Asian
   C. Black or African American
   D. Hispanic or Latino
   E. Middle Eastern or North African
   F. Native Hawaiian or Pacific Islander
   G. White

5. How tall are you without your shoes on?
Directions: Write your height in the shaded blank boxes. Fill in the matching oval below each number.

Example

Height	
Feet	**Inches**
5	*7*
③	⓪
④	①
●	②
⑥	③
⑦	④
	⑤
	⑥
	●
	⑧
	⑨
	⑩
	11

6. How much do you weigh without your shoes on?
Directions: Write your weight in the shaded blank boxes. Fill in the matching oval below each number.

Example

Weight		
Pounds		
1	*5*	*2*
⓪	⓪	⓪
●	①	①
②	②	●
③	③	③
	④	④
	●	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨

The next 4 questions ask about safety.

7. How often do you wear a seat belt when **riding** in a car driven by someone else?
   A. Never
   B. Rarely
   C. Sometimes
   D. Most of the time
   E. Always

8. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol**?
   A. 0 times
   B. 1 time
   C. 2 or 3 times
   D. 4 or 5 times
   E. 6 or more times

9. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been drinking alcohol**?
   A. I did not drive a car or other vehicle during the past 30 days
   B. I drove a car or other vehicle, but not when I had been drinking alcohol
   C. 1 time
   D. 2 or 3 times
   E. 4 or 5 times
   F. 6 or more times

10. During the past 30 days, on how many days did you **text or e-mail** while **driving** a car or other vehicle?
   A. I did not drive a car or other vehicle during the past 30 days
   B. I drove a car or other vehicle, but did not text or e-mail while driving
   C. 1 or 2 days
   D. 3 to 5 days
   E. 6 to 9 days
   F. 10 to 19 days
   G. 20 to 29 days
   H. All 30 days

The next 11 questions ask about violence-related behaviors and experiences.

11. During the past 30 days, on how many days did you carry **a weapon** such as a gun, knife, or club **on school property**?
    A. 0 days
    B. 1 day
    C. 2 or 3 days
    D. 4 or 5 days
    E. 6 or more days

12. **During the past 12 months**, on how many days did you carry a **gun**? (Do **not** count the days when you carried a gun only for hunting or for a sport, such as target shooting.)
    A. 0 days
    B. 1 day
    C. 2 or 3 days
    D. 4 or 5 days
    E. 6 or more days

13. During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?
    A. 0 days
    B. 1 day
    C. 2 or 3 days
    D. 4 or 5 days
    E. 6 or more days

14. During the past 12 months, how many times has someone threatened or injured you with **a weapon** such as a gun, knife, or club **on school property**?
    A. 0 times
    B. 1 time
    C. 2 or 3 times
    D. 4 or 5 times
    E. 6 or 7 times
    F. 8 or 9 times
    G. 10 or 11 times
    H. 12 or more times

15. During the past 12 months, how many times were you in a **physical fight**?
    A. 0 times
    B. 1 time
    C. 2 or 3 times
    D. 4 or 5 times
    E. 6 or 7 times
    F. 8 or 9 times
    G. 10 or 11 times
    H. 12 or more times

16. During the past 12 months, how many times were you in a **physical fight on school property**?
    A. 0 times
    B. 1 time
    C. 2 or 3 times
    D. 4 or 5 times
    E. 6 or 7 times
    F. 8 or 9 times
    G. 10 or 11 times
    H. 12 or more times

17. Have you ever seen someone get physically attacked, beaten, stabbed, or shot in your neighborhood?
    A. Yes
    B. No

18. Have you ever been physically forced to have sexual intercourse when you did not want to?
    A. Yes
    B. No

19. During the past 12 months, how many times did **anyone** force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)
    A. 0 times
    B. 1 time
    C. 2 or 3 times
    D. 4 or 5 times
    E. 6 or more times

20. During the past 12 months, how many times did **someone you were dating or going out with** force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)
    A. I did not date or go out with anyone during the past 12 months
    B. 0 times
    C. 1 time
    D. 2 or 3 times
    E. 4 or 5 times
    F. 6 or more times

21. During the past 12 months, how many times did **someone you were dating or going out with** physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)
    A. I did not date or go out with anyone during the past 12 months
    B. 0 times
    C. 1 time
    D. 2 or 3 times
    E. 4 or 5 times
    F. 6 or more times

The next question asks about times that you felt you were treated badly or unfairly.

22. During your life, how often have you felt that you were treated badly or unfairly **in school** because of your race or ethnicity?
    A. Never
    B. Rarely
    C. Sometimes
    D. Most of the time
    E. Always

The next 2 questions ask about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

23. During the past 12 months, have you ever been bullied **on school property**?
    A. Yes
    B. No

24. During the past 12 months, have you ever been **electronically** bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.)
    A. Yes
    B. No

The next question asks about hurting yourself on purpose.

25. During the past 12 months, how many times did you do something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?
    A. 0 times
    B. 1 time
    C. 2 or 3 times
    D. 4 or 5 times
    E. 6 or more times

The next 5 questions ask about sad feelings and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

26. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?
    A. Yes
    B. No

27. During the past 12 months, did you ever **seriously** consider attempting suicide?
    A. Yes
    B. No

28. During the past 12 months, did you make a plan about how you would attempt suicide?
    A. Yes
    B. No

29. During the past 12 months, how many times did you actually attempt suicide?
    A. 0 times
    B. 1 time
    C. 2 or 3 times
    D. 4 or 5 times
    E. 6 or more times

30. **If you attempted suicide** during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?
    A. **I did not attempt suicide** during the past 12 months
    B. Yes
    C. No

The next 4 questions ask about cigarette smoking.

31. Have you ever smoked a cigarette, even one or two puffs?
    A. Yes
    B. No

32. How old were you when you first smoked a cigarette, even one or two puffs?
    A. I have never smoked a cigarette, not even one or two puffs
    B. 8 years old or younger
    C. 9 or 10 years old
    D. 11 or 12 years old
    E. 13 or 14 years old
    F. 15 or 16 years old
    G. 17 years old or older

33. During the past 30 days, on how many days did you smoke cigarettes?
    A. 0 days
    B. 1 or 2 days
    C. 3 to 5 days
    D. 6 to 9 days
    E. 10 to 19 days
    F. 20 to 29 days
    G. All 30 days

34. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?
    A. I did not smoke cigarettes during the past 30 days
    B. Less than 1 cigarette per day
    C. 1 cigarette per day
    D. 2 to 5 cigarettes per day
    E. 6 to 10 cigarettes per day
    F. 11 to 20 cigarettes per day
    G. More than 20 cigarettes per day

The next 3 questions ask about electronic vapor products, such as JUUL, Vuse, NJOY, Elf Bar, or Esco Bars. Electronic vapor products include e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens.

35. Have you ever used an electronic vapor product?
    A. Yes
    B. No

36. During the past 30 days, on how many days did you use an electronic vapor product?
    A. 0 days
    B. 1 or 2 days
    C. 3 to 5 days
    D. 6 to 9 days
    E. 10 to 19 days
    F. 20 to 29 days
    G. All 30 days

37. During the past 30 days, how did you **usually** get your electronic vapor products? (Select only **one** response.)
    A. I did not use any electronic vapor products during the past 30 days
    B. I got or bought them from a friend, family member, or someone else
    C. I bought them myself in a vape shop or tobacco shop
    D. I bought them myself in a convenience store, supermarket, discount store, or gas station
    E. I bought them myself at a mall or shopping center kiosk or stand
    F. I bought them myself on the Internet, such as from a product website, vape store website, or other website like eBay, Amazon, Facebook Marketplace, or Craigslist
    G. I took them from a store or another person
    H. I got them in some other way

The next 2 questions ask about other tobacco products.

38. During the past 30 days, on how many days did you use **chewing tobacco, snuff, dip**, **snus, dissolvable tobacco products**, **or nicotine pouches,** such as Copenhagen, Grizzly, Skoal, Camel Snus, on!, ZYN, or Velo? (Do **not** count any electronic vapor products.)
    A. 0 days
    B. 1 or 2 days
    C. 3 to 5 days
    D. 6 to 9 days
    E. 10 to 19 days
    F. 20 to 29 days
    G. All 30 days

39. During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**, such as Swisher Sweets, Middleton's (including Black & Mild), or Backwoods?
    A. 0 days
    B. 1 or 2 days
    C. 3 to 5 days
    D. 6 to 9 days
    E. 10 to 19 days
    F. 20 to 29 days
    G. All 30 days

The next 4 questions ask about drinking alcohol. This includes drinking beer, wine, flavored alcoholic beverages, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

40. How old were you when you had your first drink of alcohol other than a few sips?
    A. I have never had a drink of alcohol other than a few sips
    B. 8 years old or younger
    C. 9 or 10 years old
    D. 11 or 12 years old
    E. 13 or 14 years old
    F. 15 or 16 years old
    G. 17 years old or older

41. During the past 30 days, on how many days did you have at least one drink of alcohol?
    A. 0 days
    B. 1 or 2 days
    C. 3 to 5 days
    D. 6 to 9 days
    E. 10 to 19 days
    F. 20 to 29 days
    G. All 30 days

42. During the past 30 days, what is the largest number of alcoholic drinks you had in a row, that is, within a couple of hours?
    A. I did not drink alcohol during the past 30 days
    B. 1 or 2 drinks
    C. 3 drinks
    D. 4 drinks
    E. 5 drinks
    F. 6 or 7 drinks
    G. 8 or 9 drinks
    H. 10 or more drinks

43. During the past 30 days, how did you **usually** get the alcohol you drank?
    A. I did not drink alcohol during the past 30 days
    B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station
    C. I bought it at a restaurant, bar, or club
    D. I bought it at a public event such as a concert or sporting event
    E. I gave someone else money to buy it for me
    F. Someone gave it to me
    G. I took it from a store or family member
    H. I got it some other way

The next 3 questions ask about marijuana use. Marijuana also is called pot or weed. For these questions, do not count CBD-only or hemp products, which come from the same plant as marijuana, but do not cause a high when used alone.

44. During your life, how many times have you used marijuana?
    A. 0 times
    B. 1 or 2 times
    C. 3 to 9 times
    D. 10 to 19 times
    E. 20 to 39 times
    F. 40 to 99 times
    G. 100 or more times

45. How old were you when you tried marijuana for the first time?
    A. I have never tried marijuana
    B. 8 years old or younger
    C. 9 or 10 years old
    D. 11 or 12 years old
    E. 13 or 14 years old
    F. 15 or 16 years old
    G. 17 years old or older

46. During the past 30 days, how many times did you use marijuana?
    A. 0 times
    B. 1 or 2 times
    C. 3 to 9 times
    D. 10 to 19 times
    E. 20 to 39 times
    F. 40 or more times

The next question asks about the use of prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it. For this question, count drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

47. During your life, how many times have you taken **prescription pain medicine** without a doctor's prescription or differently than how a doctor told you to use it?
    A. 0 times
    B. 1 or 2 times
    C. 3 to 9 times
    D. 10 to 19 times
    E. 20 to 39 times
    F. 40 or more times

The next 6 questions ask about other drugs.

48. During your life, how many times have you used **any** form of cocaine, including powder, crack, or freebase?
    A. 0 times
    B. 1 or 2 times
    C. 3 to 9 times
    D. 10 to 19 times
    E. 20 to 39 times
    F. 40 or more times

49. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
    A. 0 times
    B. 1 or 2 times
    C. 3 to 9 times
    D. 10 to 19 times
    E. 20 to 39 times
    F. 40 or more times

50. During your life, how many times have you used **heroin** (also called smack, junk, or China White)?
    A. 0 times
    B. 1 or 2 times
    C. 3 to 9 times
    D. 10 to 19 times
    E. 20 to 39 times
    F. 40 or more times

51. During your life, how many times have you used **methamphetamines** (also called speed, crystal meth, crank, ice, or meth)?
    A. 0 times
    B. 1 or 2 times
    C. 3 to 9 times
    D. 10 to 19 times
    E. 20 to 39 times
    F. 40 or more times

52. During your life, how many times have you used **ecstasy** (also called MDMA or Molly)?
    A. 0 times
    B. 1 or 2 times
    C. 3 to 9 times
    D. 10 to 19 times
    E. 20 to 39 times
    F. 40 or more times

53. During your life, how many times have you used a needle to inject any **illegal** drug into your body?
    A. 0 times
    B. 1 time
    C. 2 or more times

The next 8 questions ask about sexual behavior.

54. Have you ever had sexual intercourse?
    A. Yes
    B. No

55. How old were you when you had sexual intercourse for the first time?
    A. I have never had sexual intercourse
    B. 11 years old or younger
    C. 12 years old
    D. 13 years old
    E. 14 years old
    F. 15 years old
    G. 16 years old
    H. 17 years old or older

56. During your life, with how many people have you had sexual intercourse?
    A. I have never had sexual intercourse
    B. 1 person
    C. 2 people
    D. 3 people
    E. 4 people
    F. 5 people
    G. 6 or more people

57. During the past 3 months, with how many people did you have sexual intercourse?
    A. I have never had sexual intercourse
    B. I have had sexual intercourse, but not during the past 3 months
    C. 1 person
    D. 2 people
    E. 3 people
    F. 4 people
    G. 5 people
    H. 6 or more people

58. Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?
    A. I have never had sexual intercourse
    B. Yes
    C. No

59. The **last time** you had sexual intercourse, did you or your partner use a condom?
    A. I have never had sexual intercourse
    B. Yes
    C. No

60. The **last time** you had sexual intercourse with an opposite-sex partner, what **one** method did you or your partner use to **prevent pregnancy**? (Select only **one** response.)
    A. I have never had sexual intercourse with an opposite-sex partner
    B. No method was used to prevent pregnancy
    C. Birth control pills (Do **not** count emergency contraception such as Plan B or the "morning after" pill.)
    D. Condoms
    E. An IUD (such as Mirena or ParaGard) or implant (such as Implanon or Nexplanon)
    F. A shot (such as Depo-Provera), patch (such as Ortho Evra), or birth control ring (such as NuvaRing)
    G. Withdrawal or some other method
    H. Not sure

61. During your life, with whom have you had sexual contact?
    A. I have never had sexual contact
    B. Females
    C. Males
    D. Females and males

The next 2 questions ask about sexual and gender identity.

62. Which of the following best describes you?
    A. Heterosexual (straight)
    B. Gay or lesbian
    C. Bisexual
    D. I describe my sexual identity some other way
    E. I am not sure about my sexual identity (questioning)
    F. I do not know what this question is asking

63. Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
    A. No, I am not transgender
    B. Yes, I am transgender
    C. I am not sure if I am transgender
    D. I do not know what this question is asking

The next 2 questions ask about body weight.

64. How do **you** describe your weight?
    A. Very underweight
    B. Slightly underweight
    C. About the right weight
    D. Slightly overweight
    E. Very overweight

65. Which of the following are you trying to do about your weight?
    A. **Lose** weight
    B. **Gain** weight
    C. **Stay** the same weight
    D. I am **not trying to do anything** about my weight

The next 7 questions ask about food you ate or drank during the past 7 days. Think about all the meals and snacks you had from the time you got up until you went to bed. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.

66. During the past 7 days, how many times did you eat **fruit**? (Do **not** count fruit juice.)
    A. I did not eat fruit during the past 7 days
    B. 1 to 3 times during the past 7 days
    C. 4 to 6 times during the past 7 days
    D. 1 time per day
    E. 2 times per day
    F. 3 times per day
    G. 4 or more times per day

67. During the past 7 days, how many times did you eat **green salad**?
    A. I did not eat green salad during the past 7 days
    B. 1 to 3 times during the past 7 days
    C. 4 to 6 times during the past 7 days
    D. 1 time per day
    E. 2 times per day
    F. 3 times per day
    G. 4 or more times per day

68. During the past 7 days, how many times did you eat **potatoes**? (Do **not** count french fries, fried potatoes, or potato chips.)
    A. I did not eat potatoes during the past 7 days
    B. 1 to 3 times during the past 7 days
    C. 4 to 6 times during the past 7 days
    D. 1 time per day
    E. 2 times per day
    F. 3 times per day
    G. 4 or more times per day

69. During the past 7 days, how many times did you eat **carrots**?
    A. I did not eat carrots during the past 7 days
    B. 1 to 3 times during the past 7 days
    C. 4 to 6 times during the past 7 days
    D. 1 time per day
    E. 2 times per day
    F. 3 times per day
    G. 4 or more times per day

70. During the past 7 days, how many times did you eat **other vegetables**? (Do **not** count green salad, potatoes, or carrots.)
    A. I did not eat other vegetables during the past 7 days
    B. 1 to 3 times during the past 7 days
    C. 4 to 6 times during the past 7 days
    D. 1 time per day
    E. 2 times per day
    F. 3 times per day
    G. 4 or more times per day

71. During the past 7 days, how many times did you drink a **can, bottle, or glass of soda or pop**, such as Coke, Pepsi, or Sprite? (Do **not** count diet soda or diet pop.)
    A. I did not drink soda or pop during the past 7 days
    B. 1 to 3 times during the past 7 days
    C. 4 to 6 times during the past 7 days
    D. 1 time per day
    E. 2 times per day
    F. 3 times per day
    G. 4 or more times per day

72. During the past 7 days, on how many days did you eat **breakfast**?
    A. 0 days
    B. 1 day
    C. 2 days
    D. 3 days
    E. 4 days
    F. 5 days
    G. 6 days
    H. 7 days

The next 3 questions ask about physical activity.

73. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day**? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)
    A. 0 days
    B. 1 day
    C. 2 days
    D. 3 days
    E. 4 days
    F. 5 days
    G. 6 days
    H. 7 days

74. In an average week when you are in school, on how many days do you go to physical education (PE) classes?
    A. 0 days
    B. 1 day
    C. 2 days
    D. 3 days
    E. 4 days
    F. 5 days

75. During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)
    A. 0 teams
    B. 1 team
    C. 2 teams
    D. 3 or more teams

The next question asks about concussions. A concussion is when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out.

76. During the past 12 months, how many times did you have a concussion **from playing a sport or being physically active**?
    A. 0 times
    B. 1 time
    C. 2 times
    D. 3 times
    E. 4 or more times

The next question asks about social media, such as Instagram, TikTok, Snapchat, and X (formerly known as Twitter).

77. How often do you use social media?
    A. I do not use social media
    B. A few times a month
    C. About once a week
    D. A few times a week
    E. About once a day
    F. Several times a day
    G. About once an hour
    H. More than once an hour

The next 9 questions ask about other health-related topics.

78. Have you ever been tested for HIV, the virus that causes AIDS? (Do **not** count tests done if you donated blood.)
    A. Yes
    B. No
    C. Not sure

79. During the past 12 months, have you been tested for a sexually transmitted infection (STI) other than HIV, such as chlamydia or gonorrhea?
    A. Yes
    B. No
    C. Not sure

80. When was the last time you saw a dentist for a check-up, exam, teeth cleaning, or other dental work?
    A. During the past 12 months
    B. Between 12 and 24 months ago
    C. More than 24 months ago
    D. Never
    E. Not sure

81. During the past 30 days, how often was your mental health not good? (Poor mental health includes stress, anxiety, and depression.)
    A. Never
    B. Rarely
    C. Sometimes
    D. Most of the time
    E. Always

82. During the past 12 months, when you have felt sad, empty, hopeless, angry, or anxious, how often did you get the kind of help you needed?
    A. I did not need help with any of these emotions during the past 12 months
    B. Never
    C. Rarely
    D. Sometimes
    E. Most of the time
    F. Always

83. On an average school night, how many hours of sleep do you get?
    A. 4 or less hours
    B. 5 hours
    C. 6 hours
    D. 7 hours
    E. 8 hours
    F. 9 hours
    G. 10 or more hours

84. During the past 12 months, where did you usually sleep?
    A. In my parent's or guardian's home
    B. In the home of a friend, family member, or other person because I had to leave my home or my parent or guardian cannot afford housing
    C. In a shelter or emergency housing
    D. In a motel or hotel
    E. In a car, park, campground, or other public place
    F. I do not have a usual place to sleep
    G. Somewhere else

85. During the past 12 months, how often was your family worried that your food would run out before you got money to buy more?
    A. Never
    B. Rarely
    C. Sometimes
    D. Most of the time
    E. Always

86. During the past 12 months, how often did the food your family bought run out and they did not have money to buy more?
    A. Never
    B. Rarely
    C. Sometimes
    D. Most of the time
    E. Always

This is the end of the survey.
Thank you very much for your help.

2025 Middle School
Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to improve health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

Directions

- **Use a #2 pencil only.**
- **Make dark marks.**
- **Fill in a response like this: A B ● D.**
- **If you change your answer, erase your old answer completely.**

1. How old are you?
   A. 10 years old or younger
   B. 11 years old
   C. 12 years old
   D. 13 years old
   E. 14 years old
   F. 15 years old
   G. 16 years old or older

2. What is your sex?
   A. Female
   B. Male

3. In what grade are you?
   A. 6th grade
   B. 7th grade
   C. 8th grade
   D. Ungraded or other grade

4. What is your race and/or ethnicity? **(Select one or more responses.)**
   A. American Indian or Alaska Native
   B. Asian
   C. Black or African American
   D. Hispanic or Latino
   E. Middle Eastern or North African
   F. Native Hawaiian or Pacific Islander
   G. White

The next 4 questions ask about safety.

5. **When you ride a bicycle,** how often do you wear a helmet?
   A. I do not ride a bicycle
   B. Never wear a helmet
   C. Rarely wear a helmet
   D. Sometimes wear a helmet
   E. Most of the time wear a helmet
   F. Always wear a helmet

6. **When you rollerblade or ride a skateboard**, how often do you wear a helmet?
   A. I do not rollerblade or ride a skateboard
   B. Never wear a helmet
   C. Rarely wear a helmet
   D. Sometimes wear a helmet
   E. Most of the time wear a helmet
   F. Always wear a helmet

7. How often do you wear a seat belt when **riding** in a car?
   A. Never
   B. Rarely
   C. Sometimes
   D. Most of the time
   E. Always

8. Have you ever ridden in a car driven by someone who had been drinking alcohol?
   A. Yes
   B. No
   C. Not sure

The next 2 questions ask about violence-related behaviors and experiences.

9. Have you ever been in a physical fight?
   A. Yes
   B. No

10. Have you ever seen someone get physically attacked, beaten, stabbed, or shot in your neighborhood?
   A. Yes
   B. No

The next question asks about times that you felt you were treated badly or unfairly.

11. During your life, how often have you felt that you were treated badly or unfairly **in school** because of your race or ethnicity?
   A. Never
   B. Rarely
   C. Sometimes
   D. Most of the time
   E. Always

The next 2 questions ask about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

12. Have you ever been bullied **on school property**?
    A. Yes
    B. No

13. Have you ever been **electronically** bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.)
    A. Yes
    B. No

The next question asks about hurting yourself on purpose.

14. Have you ever done something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?
    A. Yes
    B. No

The next 3 questions ask about attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide or killing themselves.

15. Have you ever **seriously** thought about killing yourself?
    A. Yes
    B. No

16. Have you ever made a **plan** about how you would kill yourself?
    A. Yes
    B. No

17. Have you ever **tried** to kill yourself?
    A. Yes
    B. No

The next 4 questions ask about cigarette smoking.

18. Have you ever smoked a cigarette, even one or two puffs?
    A. Yes
    B. No

19. How old were you when you first smoked a cigarette, even one or two puffs?
    A. I have never smoked a cigarette, not even one or two puffs
    B. 8 years old or younger
    C. 9 years old
    D. 10 years old
    E. 11 years old
    F. 12 years old
    G. 13 years old or older

20. During the past 30 days, on how many days did you smoke cigarettes?
    A. 0 days
    B. 1 or 2 days
    C. 3 to 5 days
    D. 6 to 9 days
    E. 10 to 19 days
    F. 20 to 29 days
    G. All 30 days

21. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?
    A. I did not smoke cigarettes during the past 30 days
    B. Less than 1 cigarette per day
    C. 1 cigarette per day
    D. 2 to 5 cigarettes per day
    E. 6 to 10 cigarettes per day
    F. 11 to 20 cigarettes per day
    G. More than 20 cigarettes per day

The next 2 questions ask about electronic vapor products, such as JUUL, Vuse, NJOY, Elf Bar, or Esco Bars. Electronic vapor products include e-cigarettes, vapes, mods, e-cigs, e-hookahs, or vape pens.

22. Have you ever used an electronic vapor product?
    A. Yes
    B. No

23. During the past 30 days, on how many days did you use an electronic vapor product?
    A. 0 days
    B. 1 or 2 days
    C. 3 to 5 days
    D. 6 to 9 days
    E. 10 to 19 days
    F. 20 to 29 days
    G. All 30 days

The next 2 questions ask about other tobacco products.

24. During the past 30 days, on how many days did you use **chewing tobacco, snuff, dip**, **snus, dissolvable tobacco products**, **or nicotine pouches**, such as Copenhagen, Grizzly, Skoal, Camel Snus, on!, ZYN, or Velo? (Do **not** count any electronic vapor products.)
    A. 0 days
    B. 1 or 2 days
    C. 3 to 5 days
    D. 6 to 9 days
    E. 10 to 19 days
    F. 20 to 29 days
    G. All 30 days

25. During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**, such as Swisher Sweets, Middleton's (including Black & Mild), or Backwoods?
    A. 0 days
    B. 1 or 2 days
    C. 3 to 5 days
    D. 6 to 9 days
    E. 10 to 19 days
    F. 20 to 29 days
    G. All 30 days

The next 2 questions ask about drinking alcohol. This includes drinking beer, wine, flavored alcoholic beverages, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

26. Have you ever had a drink of alcohol, other than a few sips?
    A. Yes
    B. No

27. How old were you when you had your first drink of alcohol other than a few sips?
    A. I have never had a drink of alcohol other than a few sips
    B. 8 years old or younger
    C. 9 years old
    D. 10 years old
    E. 11 years old
    F. 12 years old
    G. 13 years old or older

The next 2 questions ask about marijuana use. Marijuana also is called pot or weed. For these questions, do not count CBD-only or hemp products, which come from the same plant as marijuana, but do not cause a high when used alone.

28. Have you ever used marijuana?
    A. Yes
    B. No

29. How old were you when you tried marijuana for the first time?
    A. I have never tried marijuana
    B. 8 years old or younger
    C. 9 years old
    D. 10 years old
    E. 11 years old
    F. 12 years old
    G. 13 years old or older

The next question asks about the use of prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it. For this question, count drugs such as codeine, Vicodin, OxyContin, Hydrocodone, and Percocet.

30. Have you ever taken **prescription pain medicine** without a doctor's prescription or differently than how a doctor told you to use it?
    A. Yes
    B. No

The next 2 questions ask about other drugs.

31. Have you ever used **any** form of cocaine, including powder, crack, or freebase?
    A. Yes
    B. No

32. Have you ever sniffed glue, breathed the contents of spray cans, or inhaled any paints or sprays to get high?
    A. Yes
    B. No

The next 4 questions ask about sexual intercourse.

33. Have you ever had sexual intercourse?
    A. Yes
    B. No

34. How old were you when you had sexual intercourse for the first time?
    A. I have never had sexual intercourse
    B. 8 years old or younger
    C. 9 years old
    D. 10 years old
    E. 11 years old
    F. 12 years old
    G. 13 years old or older

35. With how many people have you ever had sexual intercourse?
    A. I have never had sexual intercourse
    B. 1 person
    C. 2 people
    D. 3 people
    E. 4 people
    F. 5 people
    G. 6 or more people

36. The **last time** you had sexual intercourse, did you or your partner use a condom?
    A. I have never had sexual intercourse
    B. Yes
    C. No

The next 2 questions ask about body weight.

37. How do **you** describe your weight?
    A. Very underweight
    B. Slightly underweight
    C. About the right weight
    D. Slightly overweight
    E. Very overweight

38. Which of the following are you trying to do about your weight?
    A. **Lose** weight
    B. **Gain** weight
    C. **Stay** the same weight
    D. I am **not trying to do anything** about my weight

The next question asks about eating breakfast.

39. During the past 7 days, on how many days did you eat **breakfast**?
    A. 0 days
    B. 1 day
    C. 2 days
    D. 3 days
    E. 4 days
    F. 5 days
    G. 6 days
    H. 7 days

The next 3 questions ask about physical activity.

40. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day**? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)
    A. 0 days
    B. 1 day
    C. 2 days
    D. 3 days
    E. 4 days
    F. 5 days
    G. 6 days
    H. 7 days

41. In an average week when you are in school, on how many days do you go to physical education (PE) classes?
    A. 0 days
    B. 1 day
    C. 2 days
    D. 3 days
    E. 4 days
    F. 5 days

42. During the past 12 months, on how many sports teams did you play? (Count any teams run by your school or community groups.)
    A. 0 teams
    B. 1 team
    C. 2 teams
    D. 3 or more teams

The next question asks about concussions. A concussion is when a blow or jolt to the head causes problems such as headaches, dizziness, being dazed or confused, difficulty remembering or concentrating, vomiting, blurred vision, or being knocked out.

43. During the past 12 months, how many times did you have a concussion **from playing a sport or being physically active**?
    A. 0 times
    B. 1 time
    C. 2 times
    D. 3 times
    E. 4 or more times

The next question asks about social media, such as Instagram, TikTok, Snapchat, and X (formerly known as Twitter).

44. How often do you use social media?
    A. I do not use social media
    B. A few times a month
    C. About once a week
    D. A few times a week
    E. About once a day
    F. Several times a day
    G. About once an hour
    H. More than once an hour

The next 6 questions ask about other health-related topics.

45. During the past 30 days, how often was your mental health not good? (Poor mental health includes stress, anxiety, and depression.)
    A. Never
    B. Rarely
    C. Sometimes
    D. Most of the time
    E. Always

46. During the past 12 months, when you have felt sad, empty, hopeless, angry, or anxious, how often did you get the kind of help you needed?
    A. I did not need help with any of these emotions during the past 12 months
    B. Never
    C. Rarely
    D. Sometimes
    E. Most of the time
    F. Always

47. On an average school night, how many hours of sleep do you get?
    A. 4 or less hours
    B. 5 hours
    C. 6 hours
    D. 7 hours
    E. 8 hours
    F. 9 hours
    G. 10 or more hours

48. During the past 12 months, where did you usually sleep?
    A. In my parent's or guardian's home
    B. In the home of a friend, family member, or other person because I had to leave my home or my parent or guardian cannot afford housing
    C. In a shelter or emergency housing
    D. In a motel or hotel
    E. In a car, park, campground, or other public place
    F. I do not have a usual place to sleep
    G. Somewhere else

49. During the past 12 months, how often was your family worried that your food would run out before you got money to buy more?
    A. Never
    B. Rarely
    C. Sometimes
    D. Most of the time
    E. Always

50. During the past 12 months, how often did the food your family bought run out and they did not have money to buy more?
    A. Never
    B. Rarely
    C. Sometimes
    D. Most of the time
    E. Always

This is the end of the survey.
Thank you very much for your help.

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Revisions to LCSD Board Policy GABB: Negative Information

Recommendation
That the Board of Trustees approve revisions to LCSD Board Policy GABB: Negative Information as a second and final reading.

Background Information
After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

The simple change in LCSD Board Policy GABB is revised language that adds a clear notice requirement when employee-submitted documents are omitted from a master personnel file. Under the updated policy, if the Executive Director of Human Resources decides not to include submitted information, HR must provide written notice to the employee within 15 days, identifying the excluded document and stating the specific rationale. This change establishes formal due process, transparency, and clear accountability for file maintenance.

Budget Considerations
None

Discussed at Previous Meeting
September 22, 2026

Attachment(s)
Lyon County School District Board Policy GABB: Negative Information

NEGATIVE INFORMATION

Negative, disciplinary, or derogatory material originating with the District shall not be placed in an employee's master personnel file unless the employee has had a reasonable opportunity to review the material beforehand and discuss the material and related information with the employee's immediate administrator, manager, or supervisor. Employees will be requested to sign such material to acknowledge they have reviewed it with the understanding that such acknowledgment shall not necessarily indicate agreement with all or any part of the material concerned. If the employee refuses to sign such material, it may be placed in the employee's master personnel file with a dated notation that the employee refused to sign such material after having been given an opportunity to do so. Whenever possible, another administrator, supervisor, or manager should be used as a witness to the employee's refusal, and should co-sign the entry along with the originating administrator, supervisor, or manager.

Statements by the employee submitted in rebuttal to adverse material placed in their master personnel file will be included in the employee's master personnel file. The District may place other information submitted by the employee in the master personnel file if the District finds that such information is relevant to the employee's work history with the District. If the Executive Director of Human Resources determines that any employee-submitted information will not be included in the master personnel file, they will notify the employee in writing within 15 days of that determination. Such notification will identify the specific document or material submitted and will state the reason for its exclusion.

DRAFT

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Revisions to LCSD Board Policy GABC: Verification of Employment

Recommendation
That the Board of Trustees approve revisions to LCSD Board Policy GABC: Verification of Employment as a second and final reading.

Background Information
After each Nevada legislative session, the staff at POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provide school districts with recommended policy changes based on the recent laws that were passed. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool and mitigates our risk and liability.

The changes in LCSD Board Policy GABC now incorporate mandatory protocols for inquiries from educational employers under NRS 391.890. When receiving requests from other school districts or charter schools, staff must immediately contact HR to fulfill Nevada's mandatory reporting disclosures regarding sexual misconduct investigations. This update mitigates severe legal risk, as failure to comply carries statutory civil penalties under NRS 391.930.

Budget Considerations
None

Discussed at Previous Meeting
September 22, 2026

Attachment(s)
Lyon County School District Board Policy GABC: Verification of Employment

VERIFICATION OF EMPLOYMENT

Upon a request for verification of employment, only dates of employment, base rate of pay/ salary, and job titles will be provided. An employee's residence address or telephone number will not be given without proper authority~~;~~ (i.e., a current authorization signed by the employee, a court order, or a subpoena). Notwithstanding the above, when the District receives an employment verification request from another district, charter school, or educational employer, staff must consult NRS 391.890 (2) and contact Human Resources before responding. The District has mandatory disclosure obligations under NRS 391.890 regarding sexual investigations and related employment actions that require a Department-prescribed form within 20 days. Failure to disclose may result in civil penalties under NRS 391.930.

Reference: NRS 391.850 et seq.

DRAFT

Lyon County School District
Board Memo

Date: October 27, 2026

To: Board of School Trustees

From: BillieJo Hogan, Executive Director of Human Resources

Re: Revisions to LCSD Board Policy GBBB: Employee Dating

Recommendation:
That the Board of Trustees approve revisions to LCSD Board Policy GBBB: Employee Dating as a second and final reading.

Background Information
POOL/PACT (our public agency insurance pool and risk management/human resources support entity) provided the policy recommendation for our Policy GBBB: Employee Dating.

The policy defines indirect supervision to include any situation where a manager has the ability to influence, evaluate, recommend, or make decisions regarding hiring, assignments, promotions, discipline, compensation, or terms of employment that influence is exercised through an intermediate supervisor or across departmental lines.

Budget Considerations
None

Discussed at Previous Meeting
September 22, 2026

Attachment(s)
Lyon County School District Board Policy GBBB: Employee Dating

EMPLOYEE DATING

The Lyon County School District recognizes that an environment where employees maintain clear boundaries between personal and workplace interactions is most effective for conducting business. While the District does not prohibit friendships or consensual romantic relationships between employees, it is the policy of the District to prohibit any romantic relationship between a supervisory/managerial employee and a subordinate employee.

EMPLOYEE DATING - ADMINISTRATIVE REGULATIONS

1. Employee Responsibilities:

Employees are prohibited from engaging in physical contact that would in any way be deemed inappropriate by a reasonable person while anywhere on District property, in a District vehicle, or on District business whether or not such physical contact occurs during work hours.

Violation of this policy may result in disciplinary action up to and including termination.

2. Supervisor/Manager Responsibilities:

Employees employed in supervisory/managerial positions are prohibited from engaging in a romantic relationship with any employee under their direct or indirect supervision. For purposes of this policy, "indirect supervision" includes any employee over whom the supervisory/managerial employee has the ability to influence, evaluate, recommend, or make decisions regarding hiring, assignment, promotion, discipline, compensation, or any other term or condition of employment, regardless of whether that influence is exercised through an intermediate supervisor or across departmental lines. Employees employed in supervisory/managerial positions are expected to uphold high standards of professionalism recognizing their role as organizational leaders, their access to sensitive information, and their influence over workplace dynamics.

Violation of this policy may result in disciplinary action up to and including termination.

NOTE: *LCSD Board Policy GBBH: Employment of Relatives addresses relationships within the third degree of consanguinity and/or affinity.*