

Agenda

Lyon County School District Board of Trustees

A Meeting of the Board of Trustees of Lyon County School District will be held Tuesday, September 24, 2024, beginning at 6:00 pm Closed Session and 6:30 pm Open Meeting at the Silverland Middle School, 1200 Jasmine Ln., Fernley, NV 89408.

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

Public Comment to the Lyon County School District Board of Trustees

In the event that you are unable to attend the LCSD Board of Trustees meeting, you may submit public comment by 3:00 pm the day before the board meeting by [clicking here](#). Public comment will be forwarded to all LCSD Trustees prior to the board meeting. Please note that this link is monitored for public comment only.

1. 6:30 PM CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA
5. APPROVAL OF MINUTES 6
6. BOARD MEMBER REPORTS
7. ATTITUDE OF GRATITUDE 16
8. SUPERINTENDENT REPORT
9. PUBLIC PARTICIPATION: Items LISTED on the Agenda: At this time, the public is invited to address the Board on items listed on the agenda over which the Board has jurisdiction.
If you wish to speak, please step up to the front table, be seated, and state your name. Your comments must be limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of our group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if the contents are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President.
10. **CONSENT AGENDA (FOR POSSIBLE ACTION):** Per LCSD Board Policy BDD: Board Meeting Procedures, all matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without

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

A. Trustee Questions & Answers: This information will be posted after 12:00 pm the day of the board meeting if questions are asked.
There were no questions.

B. Budget Transfers	25
C. LCSD Progressive Restorative Discipline Plan	27
D. Request for Early Graduation/HSE (confidential)	
E. Personnel Reports	88
F. Travel	93
G. Department Reports	141
H. District Financial Report	143
September 2024 \$2,144,067.38	
September 2025 \$6,722,330.00	

11. END OF CONSENT AGENDA: MOTION TO APPROVE

12. ACCEPTANCE OF DONATIONS	225
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13. (For Possible Action) Discussion and possible action regarding the work of the LyOnline Distance Education Department in Lyon County School District. This item is being presented by Executive Director of Educational Services Jim Gianotti and Administrator Chanen Cross.	229
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14. (For Possible Action) Discussion and possible action regarding a report on LCSD staffing for the 2024-25 school year. This item is being presented by Executive Director of Human Resources BillieJo Hogan.	266
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15. (For Possible Action) Discussion and possible action regarding an update on the 2024 LCSD facility improvements and summer projects. This item is being presented by Executive Director of Operations Harman Bains and Operations and Maintenance Supervisor Kirk McCallum.	271
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16. (For Possible Action) Discussion and possible action regarding roadway rehabilitation of East Goldfield Avenue in Yerington. This item is being presented by Executive Director of Operations Harman Bains and Operations and Maintenance Supervisor Kirk McCallum.	273
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17. (For Possible Action) Discussion and possible action regarding updates from the Fernley area school principals. This item is being presented by principals Kent Jones, Jamie Henderson, Virginia Richardson, Blake Cooper, Steve Henderson, and Ryan Cross.	294
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18. (For Possible Action) Discussion and possible action revisions to LCSD Policy JG: Student Discipline as a first reading. This item is being presented by Deputy Superintendent Dawn Huckaby.	301
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19. (For Possible Action) Discussion and possible action regarding revisions to LCSD Policy IKF: Graduation as a third and final reading. This item is being presented by Executive Director of Educational Services Jim Gianotti.	328
20. (For Possible Action) Discussion and possible action regarding revisions to LCSD Policy GB: Employment and Compensation as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.	341
21. (For Possible Action) Discussion and possible action regarding revisions to LCSD Policy GBA: Extra Duty, Supplemental, or Contracts as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.	356
22. (For Possible Action) Discussion and possible action regarding revisions to LCSD Policy GBB: Fair Employment Practices as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.	358
23. (For Possible Action) Discussion and possible action regarding revisions to LCSD Policy GBBA: Prevention of Sexual Misconduct Towards Students as a first reading, and the elimination of LCSD Policy JHG: Suspected Abuse or Neglect of a Child. This item is being presented by Executive Director of Human Resources BillieJo Hogan.	369
24. (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.	384
25. (For Possible Action) Discussion and possible action regarding revisions to LCSD Policy GBBC: Employee Bullying as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.	387
26. (For Possible Action) Discussion and possible action regarding new LCSD Policy GBBCA: Genetic Information Nondiscrimination Act (GINA) as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.	399
27. (For Possible Action) Discussion and possible action regarding revisions to LCSD Policy GBBD: Employee Disabilities as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.	401
28. (For Possible Action) Discussion and possible action regarding new LCSD Policy GBBDA: Reasonable Accommodation for Victims of Domestic Violence or Sexual Assault as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.	406
29. (For Possible Action) Discussion and possible action regarding new LCSD Policy GBBDDB: Pregnancy, Childbirth, and Related Medical Conditions as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.	409
30. (For Possible Action) Discussion and possible action regarding the second reading of the following LCSD Policies. 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 GA: General Provisions as a second and final reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. 412
 - B. Policy GAB: Personnel Files as a second and final reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. 415
 - C. Policy GABA: Employee Access to Personnel Files as a second and final reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. 419
 - D. Policy GABB: Negative Information as a second and final reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. 421
 - E. Policy GABC: Verification of Employment as a second and final reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. 423
 - F. Policy GAC: Confidential Information as a second and final reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan. 425
31. **(Discussion Only)** Discussion regarding the Government graduation credit requirement, moving from .5 to 1 credit. This item is being presented by Executive Director of Educational Services Jim Gianotti. 433
32. **(Discussion Only)** Discussion regarding LCSD Policy EDBB: Use of Cellular Phones and other Electronic Devices. This item is being presented by Deputy Superintendent Dawn Huckaby and Board President Phil Cowee. 437
33. **(For Possible Action)** Discussion and possible action on agenda items for future board meetings and/or information item requests, including a summary by the superintendent. This item is being presented by Board President Cowee and Superintendent Tim Logan.
34. PUBLIC PARTICIPATION: Items not listed on the agenda: At this time, the public is invited to address the Board on items not listed on the agenda over which the Board has jurisdiction. No action may be taken on any subject raised during public comment until the matter has been properly placed on an agenda for a properly noticed meeting pursuant to NRS 241 (Nevada's Open Meeting Law).
If you wish to speak, please step up to the front table, be seated, and state your name. Your comments are limited to no more than three minutes per person and must fall under subjects within the Board's jurisdiction and control. In consideration of others, avoid repetition, or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if the contents are willfully disruptive, slanderous, amount to personal attacks, or interfere with the rights of other speakers. Comments made during this time are monitored by the Board Chairperson.
35. 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 August 27, 2024, beginning at 6:30 PM at Dayton Elementary School Cafeteria, 285 Dayton Valley Rd., Dayton, NV 89403.

1. 6:30 PM CALL TO ORDER

Board Clerk Bridget Peterson called the meeting to order at 6:30 pm.
President Cowee was absent.

2. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Trustee Darin Farr.

3. WELCOME OF GUESTS

Clerk Peterson welcomed everyone to the meeting.

Board members in attendance:

Board Clerk Bridget Peterson

Trustee Darin Farr

Trustee Tom Hendrix

Trustee Neal McIntyre II

Trustee Sherry Parsons

Trustee Holly Villines

President Phil Cowee absent

Executive Cabinet members in attendance:

Superintendent Tim Logan

Deputy Superintendent Dawn Huckaby

Executive Director of Human Resources BillieJo Hogan

Executive Director of Special Services Rachel Stewart

Executive Director of Educational Services Heather Moyle

Executive Director of Educational Services Jim Gianotti

Executive Director of Operations Harman Bains

Communications and Public Relations Officer Erika Cowger

Operations and Maintenance Supervisor Kirk McCallum

Fiscal Services Officer Kyle Rodriguez

Safety and Risk Benefits Manager Blake Smith

Margaret Heim, Don Lattin, Chase Woodford, Dusti Houk, Julie Bumgardner, Kevin

Kranjcec, Jeremy Satalick, David Palmer, Stephanie Lotito, Rachel Hansen, Kaytlain

Castenada, Mike Walker, Corinne Burns, Lisa Shea, Mayor Neal McIntyre, John Stevens,

Christina Woods, James Whisler, Diana Nunez, Jenni Workman, Whitney White, Wendy

Madson, Stacy Mihali, Shawna Schroeder, Tom Schroeder, Tim Lindley, Michael DePolo,

Saravanan Bala, Chali Haugen, Shaun Sanchez, Carol Owens, Susan Forman, Amber Vedova, Brandi Clifford, Garrett Corbett, Jacob Daeda, Loraine DeLa Torre, Sandra Torres, Ana Espinoza, Karen Pugh, Valeria Barragan, Tony Brandon.

4. APPROVAL OF AGENDA

Trustee Villines made a motion to approve the agenda as presented.
Trustee Farr seconded.
With no further discussion, the motion carried 6-0.

5. APPROVAL OF MINUTES

Trustee Hendrix made a motion to approve the minutes.
Trustee McIntyre II seconded.
With no further discussion, the motion carried 6-0.

6. BOARD MEMBER REPORTS

Trustee Hendrix participated in a zoom meeting for Northern Nevada Development Authority (NNDA).
Trustee Parsons thanked the Fernley High School (FHS) FFA Chapter for an honorary membership and spoke about the group. She gave examples of how FFA students go on to be involved in agriculture later in life.
Trustee McIntyre is ready for the school routine to get underway.
Trustee Farr helped to set up his wife's classroom. He was happy to see that improvements are underway at the facilities.
Trustee Villines was happy to see the improvements at the Yerington schools, like the Kiss and Drop student drop-off area.
Clerk Peterson welcomed everyone back to school and thanked those who were putting the All Staff Professional Development day together. She mentioned the Nevada Association of School Boards (NASB) training event coming up in Elko.

7. ATTITUDE OF GRATITUDE

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

8. SUPERINTENDENT REPORT

Superintendent Logan thanked Dayton Elementary School (DES) for hosting our meeting. He thanked Kirk McCallum and the facility maintenance crew who have been working hard to get things ready for the start of school. He announced some events coming up, including the All Staff Professional Development Day on August 30th, the first day of school on September 3rd, and the Yerington Kiss and Drop ribbon cutting coming up on October 7th. The Yerington Booth Parr Field is finally owned by the district for our students, after a long transition from the City of Yerington.

The Dayton area principals were called up to introduce some of their new staff. Many are products of Lyon County School District.

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

Loraine De La Torre, President of LCEA, spoke on item #16, Policy GA to add new language, "*except as may be provided in a collective bargaining agreement.*" at the end of the first sentence and again at the end of the second paragraph.

Item #18, Policy GABA – to add, "*and collective bargaining agreement ,Article 7, teacher protection.*"

Item #19, Policy GABB - asking to not strike out information would “be removed no later than 3 years from the personnel file”, because the collective bargaining agreement has a clause referring to the 3 years.

She will submit her changes for review.

10. **CONSENT AGENDA (FOR POSSIBLE ACTION):** Per LCSD Board Policy BDD: Board Meeting Procedures, all matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without discussion. During this meeting, any member of the Board may request that an item be removed from the consent agenda, discussed, and acted upon separately.

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

No questions were asked.

B. Budget Transfers - None for August 2024

C. Personnel Reports

D. Travel

E. WNC Dual Enrollment Courses

F. Department Reports

G. District Financial Report

Vouchers 1569, 1570, 1574, 1575, 1603, 1000

Total \$4,274,936.38

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

Trustee Farr made a motion to approve the consent agenda as presented.

Trustee McIntyre II seconded.

With no further discussion, the motion carried 6-0.

12. **(For Discussion Only)** Discussion regarding an introduction and brief Master Facilities Plan process and timeline presentation from Orcutt | Winslow. This item is being presented by Executive Director of Operations Harman Bains and Orcutt | Winslow partner Saravanan Bala.

Mr. Bains announced that the two positions on the Master facility planning committee have been filled. The members are past board members John Stevens and Neal McIntyre. He

introduced Saravanan Bala from Orcutt/Winslow. Mr. Bala spoke about his firm that primarily works with K-12 schools planning for the future. They will look at different areas of the county and the school facilities and environment to find what is most beneficial to support student learning in the upcoming years. They will incorporate community engagement surveys and meetings for ideas and feedback. This will be a living document that will be revisited every 3 years as things change.

Mr. Bains added that the committee/stakeholder meetings will begin in September, the week of the 16th, hitting all attendance areas. Families will get those dates, and along with community partners, there will be conversations and small group breakouts to allow for consideration of all ideas. All meetings will be from 4-6 pm at the high schools. The goal is to have an actionable plan will come back to the board in the Spring of 2025 for consideration and review.

13. **(For Possible Action)** Discussion and possible action regarding the work of the Special Services Department in the Lyon County School District. This item is being presented by Executive Director of Special Services Rachel Stewart and Special Services Data Manager Lisa Shea.

Director Rachel Stewart introduced Data Manager Lisa Shea. They presented highlights of the progress of the Special Services Department. There was an increase in enrollment in Special Services of about 70 students from the previous year. The department met all state requirements. Some updates were done on the PAES lab services in the middle and high schools and the contract continued to support positions for the work-based learning (WBL) and PAES lab Coordinators. LCSD students participated in 2 Sped Olympics events and a basketball tournament in Reno, and secured funds for that in the future. The Nevada Department of Education (NDE) Project Achieve enabled us to have coaches teaching in 13 classrooms. The state selected 2 of our schools, DES and SES, as having model Project Achieve programs and highlighted them at the American Council on Rural Special Education Conference. DES staff presented the impact the program has had on the students. The Early Childhood Literacy Innovation Program grant (\$1.6 million) allowed for 1 Pre-K classroom last year and 9 this year, 180 students. Additional paraprofessionals will support identified Kindergarten classrooms this year as well.

There was some discussion regarding the Pre-K literacy program and the paras' support of the lower achieving students in the classes. Targets met on the data report reflect grades 4th, 8th, and 11th that take the corresponding assessments. 8th grade data reflects that many have opted out of taking tests.

Trustee Farr made a motion to approve the update on the Special Education Services.

Trustee McIntyre II seconded.

With no further discussion, the motion carried 6-0.

14. **(For Discussion Only)** Discussion regarding the Student Attendance Advisory Board per NRS 392.126. This item is being presented by Deputy Superintendent Dawn Huckaby.

Deputy Superintendent Huckaby spoke on the Student Attendance Advisory Board (SAAB), necessitated by NRS 392.126. It specifies the membership to include someone from Juvenile Probation, Yerington Police Department, a Student Resource Officer, someone

from the District Attorney's office and the LCSD school board president is to select a parent and one of the trustees to be included in the committee.

Clerk Peterson announced that Trustee Neal McIntyre II has been nominated. He accepted. A parent of a student(s) in the district will be selected and will be announced at the next meeting.

Trustee Farr nominated parent Phil Wooley, and recommended why.

The Lyon County District Attorney will facilitate the first meeting and the chair will be voted on. The district is working with the LCEA to find a teacher or counselor to also sit on the committee per the statute.

15. **(For Possible Action)** Discussion and possible action regarding upgrades to DIS and SSMS boilers and HVAC. This item is being presented by Executive Director of Operations and Operations & Maintenance Supervisor Kirk McCallum.

Mr. Bains spoke on the Air Handler Unit (AHU) upgrades and boiler replacement projects needed at DIS and SSMS. With this approval, equipment can be ordered and exterior work can be started. This will keep the district on schedule.

Trustee Farr made a motion that the board approve the Air Handler Unit upgrades and boiler replacements at both Dayton Intermediate School and Silver Stage Middle School at a cost of \$10,080,490.00.

Trustee Hendrix seconded.

With no further discussion, the motion carried 6-0.

16. **(For Possible Action)** Discussion and possible action regarding revisions to Policy GA: General Provisions as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.

It was noted that the revisions made to the following G Policies are due to changes made in legislation and are recommended updates from POOL PACT.

Revisions to Policy GA: General Provisions regarding personnel policies and administrative regulations, clarify making policies available to staff.

Trustee Villines made a motion to approve the policy as a first reading and to hear suggestions as made by public comment.

Trustee Farr seconded.

Superintendent Logan pointed out that negotiated agreements, mentioned during public comment, supersede board policy and are not typically embedded in policy. This is the reason why they are not combining them. The district needs to make changes to many personnel policies, so more will be presented in the coming months.

Legal Counsel Don Lattin agreed that the NRS states that negotiated agreements are separate from policy.

With no further discussion, the motion carried 6-0.

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

Revisions to Policy GAB: Personnel files stress transparency and protection of confidential information, as recommended by POOLPACT.

Trustee Farr made a motion to approve Policy GAB, Personnel Files as a first reading.

Trustee McIntyre II seconded.

With no further discussion, the motion carried 6-0.

18. **(For Possible Action)** Discussion and possible action regarding revisions to Policy GABA: Employee Access to Personnel Files as a first reading. This item is being presented by Executive Director of Human Resources BillieJo Hogan.

Revisions to Policy GABA: Employee Access to Personnel Files update the language for employees viewing their own personal file at their own request, as recommended by POOLPACT.

Trustee McIntyre II made a motion to approve Policy GABA: Employee Access to Personnel Files as a first reading.

Trustee Villines seconded.

With no further discussion, the motion carried 6-0.

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

Revisions to Policy GABB: Negative Information changes the name of the personnel file to "Master Personnel File" and removes the language instructing the removal of negative information from the file, as this is included in the negotiated agreement. This is the recommended revision from POOLPACT.

Trustee McIntyre II made a motion to approve the revisions to Policy GABB: Negative Information, as a first reading.

Trustee Farr seconded.

Trustee Hendrix asked about including the suggestions made during public comment. The suggestions will be reviewed, but it was already stated that the negotiated agreement takes precedence and is typically not included in policy.

With no further discussion, the motion carried 6-0.

20. **(For Possible Action)** Discussion and possible action regarding revisions to 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 clarified that certain information will not be given out without proper authorization. This is the recommendation of POOLPACT.

Trustee Farr made a motion to approve the revision made to Policy GABC: Verification of Employment as a first reading.

Trustee Hendrix seconded.

With no further discussion, the motion carried 6-0.

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

Revisions to Policy GAC: Confidential Information define what is and is not considered confidential information, and who has a right to access the information.

Trustee Mc Intyre II made a motion to approve revisions to Policy GAC: Confidential Information as a first reading.

Trustee Villines seconded.

With no further discussion, the motion carried 6-0.

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

No changes were made after the first reading of Policy GL: Staff complaints.

Trustee Farr made a motion to approve the second reading of Policy GL: Staff Complaints.

Trustee Villines seconded.

With no further discussion, the motion carried 6-0.

23. **(For Possible Action)** Discussion and possible action regarding revisions to Policy IIAA: Textbook and Instructional Materials Adoption as a second and final reading. This item is being presented by Executive Directors of Education Services Heather Moyle and Jim Gianotti.

No changes were made to Policy IIAA: Textbook and Instructional Materials, after the first reading.

Trustee McIntyre II made a motion to approve the policy IIAA: Textbook and Instructional Materials Adoption and Management as a second reading.

Trustee Villines seconded.

The name of the policy was changed to *IIAA: Instructional Materials: Selection, Adoption, Replacement and Disposal*. Trustee McIntyre II amended his motion to reflect the new name. Trustee Villines amended her second.

Trustee Hendrix explained his preference in keeping the paragraph, 6th paragraph on first page, stating the district would provide materials of sufficient quality and quantity in each subject. This sentence was initially struck out due to having less textbook material and more digital. He also suggested keeping the first sentence of the 8th paragraph page 1, to ensure proper maintenance and inventory control of textbooks.

Trustee McIntyre II rescinded his motion.

Trustee Villines rescinded her second.

Trustee Hendrix made a motion to keep the above suggested language.

Trustee Parsons seconded.

With no further discussion, the motion carried 6-0.

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

Superintendent Logan spoke on the September 24, 2024 board meeting, to be held at Silverland Middle School in Fernley. Items that may be discussed include:

Progressive Restorative Discipline Plan

LyOnline update

Staffing Update

Facilities Update

Yerington Roadway discussion

New Staff in fernley and high lights

IKF: Graduation policy, waiting for final approval with state requirements

More Policy G first readings

Policy G second readings

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

Lorraine De La Torre LCEA gave a shout out for the DHS culinary students. Teacher leaders are working hard and encouraging new staff.

James Whisler is in favor of bringing back retired teachers and he asked about retention, preventing burnout, the lack of substitutes. He would like to see who is fully accredited.

Shawn Sanchez spoke about the apps teachers use for communicating with parents. He is concerned that the district is limiting the ways they can do this.

26. ADJOURN:

7:51 pm

The notice for this meeting was posted on August 21, 2024 at the 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).

Lyon County School District Statement of Nondiscrimination and Accessibility

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8/26/2024 Public Comment emailed

Lorrie Edney

misslorrie@icloud.com

Lack of Maintenance at Smith Valley School

I have lived in Smith Valley for 43 years. Raised 2 sons that went to Smith Valley School from mid 80's thru 2004. Our school has been in decline from one of the best schools in Lyon County to maybe the worst.

There is a lack of PRIDE at SVHS.

The football field and track is unusable. There needs to be a major cleanup around this area to remove old track vault bags that mice have chewed through and weathered, weeds all over, bleachers are stacked on top of each other and in pieces. The green house is full of dead plants and trash with the fan and cooling system still running and again weeds everywhere. I have pictures of all this and would like to know why our school is being neglected. I would like to see change back to where it used to be. SVHS was the PRIDE of our community. I have grandkids that will be attending high school in a few years and would like to find out how this community can change this decline in our school.

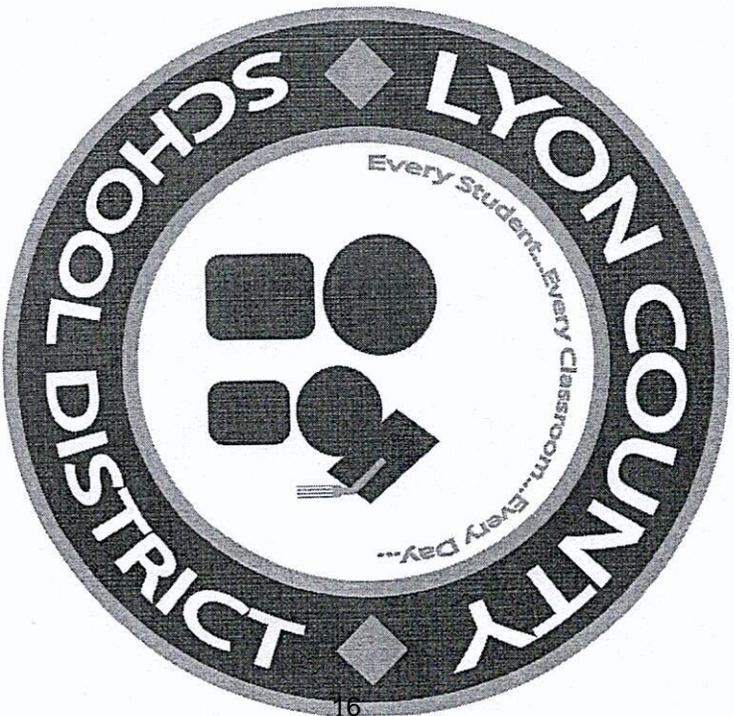
Attitude of Gratitude

My name is Azalea Thorne and I am successful at _____
student name

DHS because of Bunjes _____
school name teacher/staff member's name

I want to thank him/her for being a very kind teacher,
she helps me set good goals for
myself, is a very fun teacher, makes me
happy, is there for me as a good friend
and teacher. I enjoy having her everyday
in advisory, I learn a lot of good skills
with her and about how to make me a
better person. So thank you Mrs. Bunjes for
overall being a really awesome
teacher!

Signed: Azalea Thorne
student signature



10/5/23

ATTITUDE OF GRATITUDE

My name is Alyson B. Carpenter and I
am successful at Fernley Intermediate School because
of Mrs. Alexandra.

I want to thank him/her for,
Helping me through the school
year, and for helping others
through tough times.



Sutro Elementary



Attitude of Gratitude

My name is Allie Rizzo and I am successful at Sutro Elementary School
because of Mrs. Satterfield.

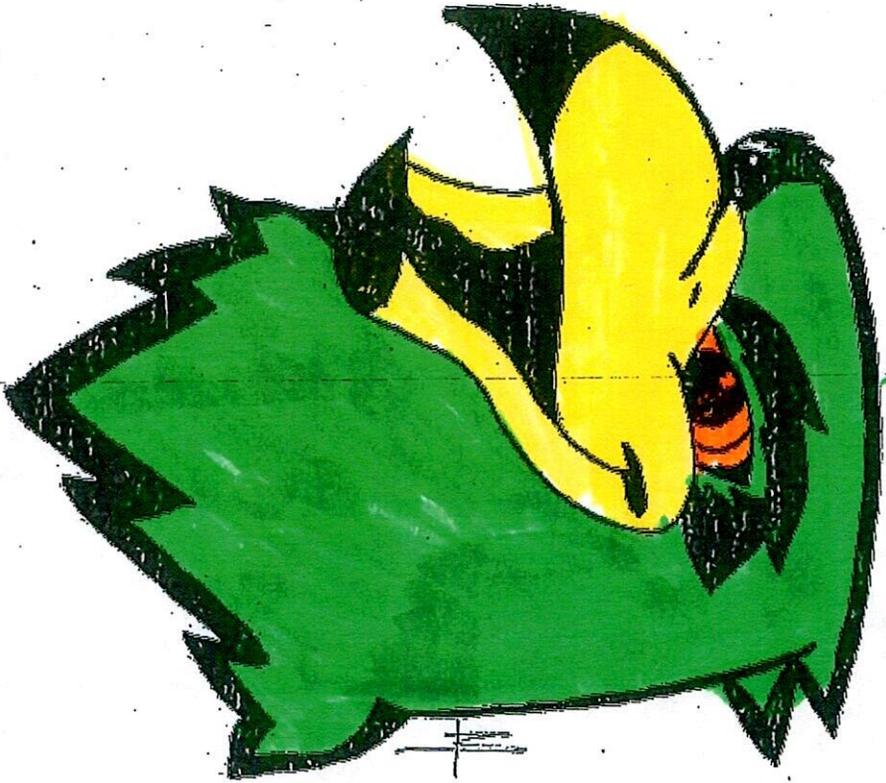
I want to thank him/her for

Teaching me how to do fractions when I had
no clue what I was doing. I also wanted
to say thank you for making school
fun and not boring, but still having
fun and learning well with having fun

~~Thank~~ Thank you



ATTITUDE OF GRATITUDE



My name is AVIN KILMSMAN and I am successful at

Riverview Elementary School, because of Ms. Beatz

I want to thank him/her for being my
teacher and helping
me when I'm stuck.
keeping my/her class
safe. being a great
teacher.

Signed: AVIN KILMSMAN

student signature

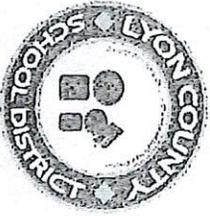


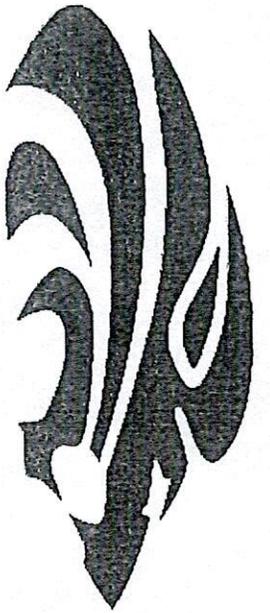
Attitude of Gratitude

My name is Mayte Hernandez and I am successful at Yerington High School
because of Mrs Kille.

I want to thank him/her for

Answering all my questions I have about math.





Attitude of Gratitude

My name is Jasmin Perez and I am successful at Yerington High School
because of Mrs Smith.

I want to thank him/her for

always pushing us to be better and believing in us that we can do
it and for always making us work.



Attitude of Gratitude

My name is Joshua Miller and I am successful at _____

student name (missed)

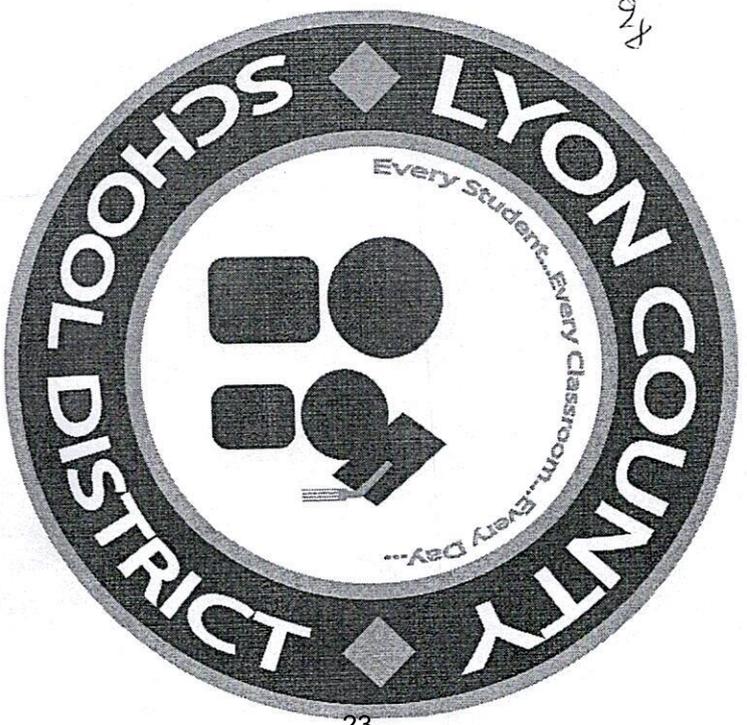
DHS because of Ms. Smith

school name teacher/staff member's name

I want to thank him/her for being kind and showing great
dedication for bands. You always cheer
me up when we fall. I can't wait to
see what else our amazing band
will do next

Signed: [Signature]

student signature





Attitude of Gratitude

My name is Queen and I am successful at my school, Silver Stage Elementary because of Mrs. Arends.

I want to thank him/her for

Being there whenever we need help or need
something. And always being nice and always being
reasonable.



Lyon County School District Consent Agenda

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: September Budget Transfer

Recommendation

The Board of Trustees accepts the September Budget Transfers for the General Fund.

Background Information

Per NRS 354.598005 section 5 (b); “Budget appropriations may be transferred between functions, funds or contingency accounts in the following manner, if such a transfer does not increase the total appropriation for any fiscal year and is not in conflict with other statutory provisions:

(b) The person designated to administer the budget may transfer appropriations between functions or programs within a fund, if:

- (1) The governing body is advised of the action at the next regular meeting; and
- (2) The action is recorded in the official minutes of the meeting.”

Budget Considerations

There is no net increase in budgeted appropriations for these transfers, these transfers are between functions as allowed by state law.

Discussed at Prior Meetings

N/A

Attachments:

September Budget Transfer Report

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

Lyon County School District
FUND 100 - General Fund
BUDGET TRANSFER SUMMARY REPORT
For the period ending 9/24/2024

Program	Function	December Augmented Budget	Prior Net Transfers	Current Period Transfers		Revised Appropriations
				Increase	Decrease	
1000 Instruction Services						
100 Regular Programs		\$ 50,906,000	-	\$ -	\$ (175,000)	\$ 50,731,000
300 Vocational & Technical Programs		2,531,000	-	-	-	2,531,000
900 Extra Curricular Activites		2,347,000	-	-	-	2,347,000
	Total Instruction Services	\$ 55,784,000	\$ -	\$ -	\$ (175,000)	\$ 55,609,000
000 Undistributed						
2000 Support Services						
	2100 Student Support Services	4,508,000	-	-	-	4,508,000
	2200 Instructional Staff Support Services	2,516,000	-	-	-	2,516,000
	2300 General Administration Services	2,483,000	-	-	(200,000)	2,283,000
	2400 School Administration Services	10,591,000	-	-	(500,000)	10,091,000
	2500 Central Services	6,862,000	-	-	(100,000)	6,762,000
	2600 Operation and Maintenance Services	17,007,000	-	-	(850,000)	16,157,000
	2700 Student Transportation Services	6,657,000	-	-	(150,000)	6,507,000
	Total Support Services	\$ 50,624,000	\$ -	\$ -	\$ (1,800,000)	\$ 48,824,000
4000 Facilities Acquisition & Construction Services						
	4300 Architectural & Engineering Services	-	-	800,000	-	800,000
	4500 Building Acquisition and Construction	200,000	-	-	(100,000)	100,000
	4600 Site Improvements	225,000	-	-	-	225,000
	4700 Building Improvements	225,000	-	1,275,000	-	1,500,000
	Total Facilities Acquisition & Construction Services	\$ 650,000	\$ -	\$ 2,075,000	\$ (100,000)	\$ 2,625,000
	6200 Fund Transfers	21,290,000	\$ -	-	-	21,290,000
	6300 Contingency (Budget Only)	\$ 1,300,000	-	-	-	1,300,000
	Total Fund Applications	\$ 22,590,000	\$ -	\$ -	\$ -	\$ 22,590,000
	Total Fund Applications	\$ 129,648,000	\$ -	\$ 2,075,000	\$ (2,075,000)	\$ 129,648,000

*Cross-functional transfers in this fund are to re-align budgeted expenditures across functions based on the final outcome of project costs.

Lyon County School District Board Memo

Date: September 24, 2024
To: Board of School Trustees
From: Dawn Huckaby, Deputy Superintendent
Re: 2024-2025 LCSD Progressive Restorative Discipline Plan

Recommendation

That the Board of Trustees approve the 2024-2025 LCSD Progressive Restorative Discipline Plan

Background Information

As of 2019, AB 168 requires all districts to develop a single Progressive Restorative Discipline Plan to guide the discipline for all schools. This plan is used by all administrators to help curb poor behavior and to provide a fair and consistent way to approach misbehavior. Prior to 2019, all schools were responsible for developing their own individual plans, but according to current law, plans are now wrapped into one district-wide plan. Another key component in the law is the need for “restorative justice” to be found in our student discipline practices and to embed these practices into the discipline plan for our District.

Since 2022, the plan took on a completely different look. The Nevada Department of Education came out with standardized definitions which will affect the way we report and document behaviors throughout the entire state. The LCSD restorative discipline committee broke down a few of the potential offenses into smaller categories so that we could more easily track the offense as well as define the consequence for each behavior. For example, under behavior category #2: “Violation of School Rules”, the committee felt that the offense of “Disregard for School Rules” was too broad and therefore the committee broke that down further into four more categories including public display of affection, horseplay, physical aggression, and unauthorized area.

In the 2023 legislative session, Assembly Bill (AB) 330 and Assembly Bill (AB) 285 amended existing laws related to the behavior and discipline of pupils. AB330 and AB 285 make changes to the age requirements for suspensions, expulsions, permanent expulsion, temporary alternative placement, and the appeal process. In addition, the new statutes address the collection and reporting of discipline data and the requirements for districts and schools to write and implement a Progressive Discipline Plan that incorporates restorative justice practices.

This progressive restorative discipline plan was reviewed by school teams according to AB 285. It reflects the comments provided by “teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts, other educational personnel and support personnel, the parents and guardians of pupils, the pupils who are enrolled in the school, and, if applicable, organizational teams established pursuant to NRS 388G.700.” The list of names that reviewed the document is found in the Appendix of the plan. The plan was then modified by the district discipline team to reflect the comments from the school teams.

After the plan is approved by the board, the final document will be distributed to all staff, students, and parents. It will also be placed on the district and schools' websites.

Budget Considerations

None

Discussed at Previous Meeting

Restorative Discipline Plan was approved last year on November 28, 2023

Attachment(s)

LCSD Restorative Discipline Plan 2024-2025

*Respectfully Submitted,
Dawn Huckaby, Deputy Superintendent*



LYON COUNTY SCHOOL DISTRICT

LYON COUNTY SCHOOL DISTRICT: RESTORATIVE DISCIPLINE PLAN

ELEMENTARY SCHOOLS:

COTTONWOOD, DAYTON, EAST VALLEY, FERNLEY ELEMENTARY, FERNLEY INTERMEDIATE, RIVERVIEW, SILVER STAGE, SMITH VALLEY, SUTRO, YERINGTON

INTERMEDIATE/ MIDDLE SCHOOLS:

DAYTON, SILVER STAGE, SILVERLAND, SMITH VALLEY, YERINGTON

HIGH SCHOOLS:

DAYTON, FERNLEY, SILVER STAGE, SMITH VALLEY, YERINGTON

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Author's Note: This Restorative Discipline Plan was developed by the Lyon County School District (LCSD) Restorative Discipline Committee (Tim Logan, **Dawn Huckaby**, Tammie Moniz, Shawn Romero, Corinne Burns, Monie Byers, David Palmer, **Tony Wilson**, Stephanie Coplan, and Tamara Roseberry) with feedback from the following focus groups as outlined in AB 285: Teachers, school administrators, school counselors, school social workers, school psychologists, behavior analysts, other educational personnel and support personnel, the parents and guardians of pupils, the pupils who are enrolled in the school and, if applicable, organizational teams established pursuant to NRS. 388G.700. A list of names for those participating in focus groups is in Appendix A.

Categories of Behavior

1. Attendance Related Behaviors
 - a. Excessive Tardies (minor)
 - b. Truancy (minor)
 - c. Habitual Truancy (major)
2. Violations of School Rules
 - a. Disregard for School Rules (minor)
 - i. Public Display of Affection
 - ii. Horseplay
 - iii. Physical Aggression
 - iv. Unauthorized Area
 - b. Insubordination (major)
3. Disruptions of Class/School Activities
 - a. Interference with Instruction (minor)
 - b. Disruption of School Activities (major)
 - i. False Fire Alarm
 - ii. Serious Disruption of School
 - iii. Threat to School
4. Prohibited Behaviors- General
 - a. Arson (major or minor)
 - b. Bus/Transportation (minor)
 - c. Cheating/Plagiarism (major or minor)
 - i. Altering School Records
 - ii. Cheating Plagiarism
 - iii. Forgery

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- d. [Damage to or Destruction of Property on School Grounds](#) (major or minor)
- e. [Dress Code Violation](#) (minor)
- f. [Gang Related Behavior/Activity](#) (major)
- g. [Habitual Disciplinary Problem](#) (major)
- h. [Impairing Health, Safety, or Welfare of Others](#) (major or minor)
- i. [Inappropriate Language](#) (minor)
 - i. [Directed at Peer](#)
 - ii. [Directed at a LCSD Employee](#)
- j. [Sexual Assault](#) (major)
- k. [Sexual Misconduct/Harassment](#) (major)
- l. [Technology Violation](#) (minor)
 - i. [Electronic Devices/Cell Phone](#)
 - ii. [Pornography](#)
- m. [Theft/Possession of Stolen Property](#)
- n. [Trespassing](#) (minor or major)

5. [Bullying Behaviors](#)

- a. [Bullying](#) (minor or major)
- b. [Cyberbullying](#) (minor or major)
- c. [Discrimination Based on Race](#) (minor or major)

6. [Substance Use Behaviors](#)

- a. [Alcohol - Possession/Use of](#) (minor)
- b. [Drug Paraphernalia- Possession of](#) (minor)
- c. [Possession/Use of a Controlled Substance](#) (minor)
- d. [Tobacco Violation](#) (minor)
- e. [Sale Distribution of Controlled Substance](#) (major)

7. Threat Behaviors

- a. **Threat to School** (major)
- b. **Threat to Staff** (major)
- c. **Threat to Student** (major)

8. Violent Behaviors

- a. **Violence/Harm to Staff** (major)
- b. **Violence/Harm to Student** (major)

9. Weapons Involved Behaviors

- a. **Possession/Use of a Weapon** (major)
 - i. **Possession/Use of a Weapon**
 - ii. **Fireworks**
 - iii. **Weapon not Defined Under NRS**
 - iv. **Brandishing a Weapon or Dangerous Weapon**

LCSD DISCIPLINE POLICY STATEMENT

At Lyon County School District (LCSD), we are committed to providing our students with the best possible learning environment. Our mission is to provide relevant learning opportunities that develop adaptable, persistent, and self-directed learners capable of creativity, collaboration, communication, and critical thinking necessary to overcome complex challenges. We, at LCSD, have some fundamental beliefs which guide our thinking and shape our policies. All LCSD students have the right to:

- A positive, safe and respectful learning environment.
- Highly qualified staff who offer their best every day.
- Our patience and nonjudgmental guidance as they learn to navigate this confusing world.
- Make mistakes, understand why it was a mistake and the opportunity to learn from those mistakes.
- Motivating adults who believe in their individual dreams and are committed to helping them fulfill those dreams.
- Caring adults who support and respect them for who they are individually.
- An equitable and diverse education with the appropriate resources to be successful.
- Engage as inclusive members of their school and community.
- Be heard and have a voice in all aspects of their education.
- Understand existing rules, the purposes of those rules and the opportunity to express concerns with perceived inequities.
- Be open, honest and express themselves in a respectful manner.
- Authentic, real world learning opportunities that will prepare them for their future.

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Our approach to discipline includes the value of teaching and re-teaching expectations to students. Discipline should only be applied with the additional support of restorative practices in conjunction with both behavior and academic support as needed. The **Multi-Tiered System of Supports (MTSS)** team will monitor the student discipline referral data on a quarterly basis to identify any disproportionalities.

**CHRONIC MISBEHAVIORS¹:
Questions to Consider**

- Is the student consistently receiving Tier One (school-wide) behavior supports?
- Does the student possess the skills necessary to:
 - ✓ appropriately resolve conflicts with peers and/or adults?
 - ✓ successfully complete academic requirements?
 - ✓ resist peer recruitment (gangs, drugs, hazing, etc.)?
 If not, what targeted skill development is necessary?
- What INTERVENTIONS, as opposed to punishments, have been implemented?
- What ENVIRONMENTAL FACTORS (triggers) at school are contributing to the misbehavior?
 - What is missing or present in the environment which supports the continued use of the misbehavior?
- What FUNCTION does the misbehavior serve? What is gained or avoided by engaging in misbehavior?
- Has the student been seen by the school counselor?
- Has the student been provided targeted skill development? i.e., anger management, conflict resolution
- Has the student been seen by a private agency?
- Has the student been paired with an adult mentor to help build positive school relationships?
- Does the student have a behavior contract or Behavior Support Plan (BSP)?
- Has the student been referred to the Instructional Support Team (IST/ICAT) **school MTSS team**?
- Has the student been diagnosed with a medical / psychiatric condition which requires medication?

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REMINDER: Punishments are one of the LEAST EFFECTIVE responses to students who demonstrate a pattern of inappropriate behavior. Students with chronic behavior concerns, will require interventions which are thoughtfully constructed and routinely evaluated for effectiveness.

¹ Adapted from SBCUSD

[Return to Categories of Behavior- Main Page](#)

Restorative Questions I²

To respond to challenging behavior

- ★ What happened?
- ★ What were you thinking of at the time?
- ★ Who has been affected by what you have done?
- ★ In what way?
- ★ What do you think you need to do to make things right?

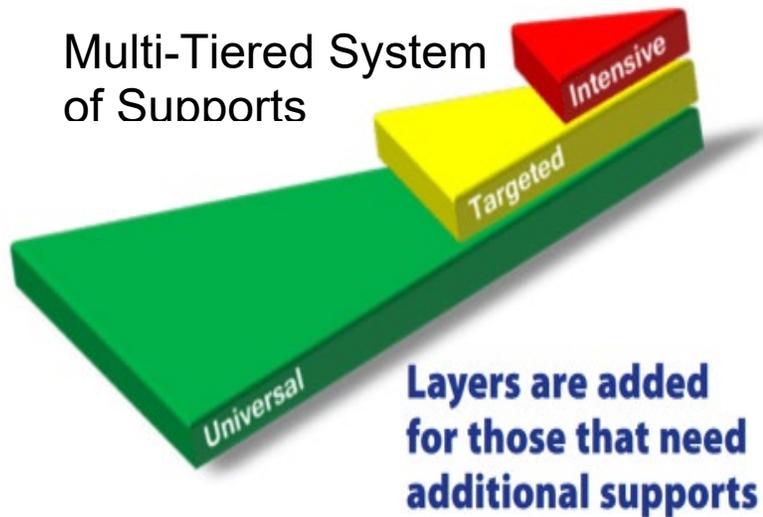
Restorative Questions II²

To help those harmed by another's actions.

- ★ What did you think when you realized what had happened?
- ★ What impact did this incident have on you and others?
- ★ What has been the hardest thing for you?
- ★ What do you think needs to happen to make things right?

² From International Institute for Restorative Practices, www.iirp.org

Multi-Tiered System of Supports



Tier One Supports (School-wide):

Tier One Supports are proactive and preventative in nature. Since Tier One (school-wide) supports are built into the structure of the school, all students may benefit from these academic and behavioral supports.

School-wide behavior supports include:

- explicit teaching of expected behaviors
- consistent acknowledgement and correction of student behavior
- data-based decision making
- active supervision
- safe and welcoming culture

Tier Two Supports (Targeted):

Tier Two supports (academic / behavioral) are short-term, scientifically-based interventions which are highly efficient and provide rapid response for students who are not making adequate progress with Tier One supports alone.

Targeted behavior supports include:

- targeted skill development
- function-based interventions
- increased support and feedback
- increased progress monitoring

Tier Three Supports (Individual):

Tier Three supports (academic / behavioral) are long-term, intensive interventions which focus on individual students.

Tier Three supports are appropriate for students identified, through the systematic review of data, as unable to make adequate progress with Tier One and Two supports alone. Tier Three supports may or may not include special education identification and placement.

Adapted from SBCUSD

<p align="center">TIER ONE BEHAVIOR SUPPORTS</p>	<p align="center">TIER TWO BEHAVIOR SUPPORTS</p>	<p align="center">TIER THREE BEHAVIOR SUPPORTS</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Commitment to MTSS <input type="checkbox"/> Universal Expectations & Rules <input type="checkbox"/> Office Referral Procedures <input type="checkbox"/> School-Wide Acknowledgement System <input type="checkbox"/> School-Wide Social Skills Instruction <input type="checkbox"/> Active Supervision <input type="checkbox"/> Enforcement of Expectations <input type="checkbox"/> Data-Based Decision Making <input type="checkbox"/> Safe and Welcoming Climate 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategic Skill Development <ul style="list-style-type: none"> ● School Success <ul style="list-style-type: none"> ○ Attendance ○ Classroom Survival Skills ○ Interacting with Confidence ○ Organization ● Targeted Skill Development <ul style="list-style-type: none"> ○ Anti-Social ○ Conflict with Authority ○ Drug/Alcohol ○ Impulse Control ○ Problems with Peers ○ Withdrawal <input type="checkbox"/> Function-Based Intervention <ul style="list-style-type: none"> ● Gain <ul style="list-style-type: none"> ○ Check In/Check Out ○ Mentoring ● Escape <ul style="list-style-type: none"> ○ Academic support ○ Accommodations <input type="checkbox"/> School-Based Network of Support <ul style="list-style-type: none"> ● Planned staff collaboration ● Intentional staff/student interactions ● Increased monitoring & feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Analysis of Behavior Function & Creation of Behavior Support Plan <ul style="list-style-type: none"> ● Environmental modifications ● Replacement Behaviors ● Curriculum modifications ● Reinforcement system ● Proactive strategies ● Reactive strategies ● Behavior goals ● Communication systems <input type="checkbox"/> Wrap Around Support(s) <ul style="list-style-type: none"> ● School-based network of support ● Inter-agency collaboration ● Continuous monitoring & feedback <input type="checkbox"/> District-Based Structured Alternative/Resource Setting <ul style="list-style-type: none"> ● School-wide Behavior Management System <ul style="list-style-type: none"> ○ Proactive supervision and monitoring ○ On-site community agency personnel (school resource officer, social worker, mental health)

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Adapted from SBCUSD

Interventions and Best Practices:

- **Clearly define / post the behavioral expectations.**
- **Implement procedures for all class routines - entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.**
- **TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior “looks like” (positive example) as well as what it “does not look like” (non-example).**
- **Pre-correct - Prior to directing students to perform a task, provide a description of what the expected behavior will look like. “Lunch will be in two minutes. At that time, everyone will put away all the materials, push in all the chairs and line up.”**
- **Cue / Prompt / Remind - Provide a pre-arranged / previously taught cue to remind specific students to engage in the appropriate behavior.**
- **Acknowledge students who appropriately demonstrate the expected behavior.**
- **Specifically explain HOW the behavior did not meet the stated / taught expectation. “It is disrespectful to other students when you ____.”**
- **Provide a warning - “Respect a school rule. All students are expected to talk respectfully to staff and students here at ABC School. This is your official warning.”**
- **Check for student understanding of the behavioral expectations - “Please summarize what we discussed so I ensure there is no confusion.”**
- **Evaluate the student’s skill repertoire. Determining if the student is capable of demonstrating the behavioral expectation. Evaluate behavior & academic domains.**
- **Determine the FUNCTION of the misbehavior. All behaviors serve a purpose (function). Determine what the student is gaining or avoiding by misbehaving?**
- **Provide a structured choice - clearly offer a choice between two alternatives and state the consequence for each. “You can work quietly on your assignment now and leave with the class or work with me during lunch.”**
- **Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior: Space, Time, Materials, Interactions.**
- **Collaborate with colleagues to identify behavior patterns and trends (class to class, year to year, etc.).**
- **Use a variety of consequences: Positive Reinforcement, Negative Reinforcement, Penalties and Punishments. Remember, punishment is the least effective consequence for students with antisocial behaviors.**
- **Evaluate the effectiveness of consequences. Ineffective consequences must be analyzed and modified. Seek assistance for “out of the box” ideas.**
- **Involve a problem-solving team (See Student Intervention Flow Chart).**
Adapted from SBCUSD

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Lyon County School District

RESTORATIVE DISCIPLINE PLAN

ATTENDANCE RELATED BEHAVIORS

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
<p>Excessive Tardies (minor): A student has been marked tardy five or more times in a school semester. All tardies marked during the day will count as one tardy.</p> <p>State Definition: Violations of a policy regarding attendance adopted by a board of trustees pursuant to NRS 392.122, the Written Rules of Behavior adopted by the school district pursuant to NRS 392.463, or the rules of the school as outlined in the Parent/Student handbook or disseminated by a school in regard to the number of tardies that will result in a student receiving disciplinary sanctions. Decisions on the number of tardies that will result in a student receiving disciplinary sanctions should be based on localized considerations such as the school level, age and/or development of students, and other local considerations (such as layout of the school campus or status as open or closed campus) and may be contextualized by school level or campus based on those considerations as long as there is an effort for standardization across the LEA by grade or school levels.)</p>				
Elementary	Parent contact (5th tardy)	Parent contact; Improvement Plan (6th tardy)	Parent Contact; Required Improvement Plan Review (7+ tardies)	Tier 1: <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for meeting expectations (PBIS) Tier 2: <ul style="list-style-type: none"> ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Referral to MTSS Team ● Instructional Assessment ● Conference with Admin/SRO ● Time for time ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Student Escort between classes or to and from school.
Middle	Detention; Parent contact (5th tardy)	Detention; Parent contact (6th tardy)	Detention; Parent contact (7+ tardies)	

High	Detention; Parent contact (5th tardy)	Detention; Parent contact (6th tardy)	Detention; Parent contact (7+ tardies)	45- Multiple Tardies *Excessive Tardies
ATTENDANCE RELATED BEHAVIORS (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
<p>Truancy (minor): A student who has an absence for at least one period or the equivalent of, that is not excused or exempt, shall cause the administration of the school to investigate the cause of such absence. LCSD Board Policy JED State: NRS 392.120;</p>				
Elementary	1-3 days Detention; tier 2 intervention	3-5 days Detention; required tier 2 intervention	5-10 days Detention; P/G conference; required tier 3 intervention	Tier 1: <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: <ul style="list-style-type: none"> ● Re-teaching Expectations ● Make-up assignment ● Make-up lost time ● Meet with counselor ● Meet with social worker ● Educational Project ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Campus Beautification
Middle	1 - 3 days Detention; tier 2 intervention	1 day APEP; required tier 2 intervention	3 days APEP; LCSD citation for habitual truancy ; refer to SAAB; required tier 3 intervention	

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High	1 - 3 days Detention; tier 2 intervention	1 day APEP; required tier 2 intervention	3 days APEP; LCSD citation for habitual truancy ; refer to SAAB; possible suspension of driver's license by the DMV; required tier 3 intervention	<ul style="list-style-type: none"> ● Restitution ● Check-in Check-Out ● After School Detention ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Student Study Team ● Functional Behavior Assessment ● Behavior Improvement Plan <ul style="list-style-type: none"> ○ Review of bell schedule ○ Plan of attendance ● Law Enforcement ● JPO <p style="text-align: center;">TR: Truant Truancy</p>
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ATTENDANCE RELATED BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Habitual Truancy (major): Any child who has been declared truant three (3) or more times within one school year must be declared a habitual truant. [NRS 392.140](#)

Conditions under which pupil declared habitual truant; applicability. [LCSD Board Policy JED](#)

Elementary	Habitual truancy packet completed and request for citation by the Lyon County Sheriff Office referral to SAAB Additional day(s) of Detention/ISS, required tier 3 intervention			<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Meet with counselor ● Meet with social worker ● Educational Project ● Attendance Improvement Plan ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Student Study Team
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<p>Middle</p>	<p>Habitual truancy packet completed and request for citation by the Lyon County Sheriff Office referral to SAAB</p> <p>Additional day(s) of APEP, required tier 3 intervention</p>			<ul style="list-style-type: none"> • Functional Behavior Assessment • Law Enforcement • JPO <p>HT: Habitually Truant</p> <p>*Habitual Truancy</p>
<p>High</p>	<p>Habitual truancy packet completed and request for citation by the Lyon County Sheriff Office referral to SAAB</p> <p>Additional day(s) of APEP, required tier 3 intervention</p>			<p>42</p>

VIOLATIONS OF SCHOOL RULES

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Disregard For School Rules (minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#) and/or violations of the rules of the school as outlined in the Parent/Student handbook, or disseminated by the individual school, teacher, or coach.
Example: Horseplay/pushing, Unacceptable school behavior, Nuisance item, Inappropriate display of affection (public display of affection), Throwing substance at vehicle (if NO damage occurred to the vehicle; if damage did occur to the vehicle, code to Damage of or Destruction of Property on School Grounds **

Public Display of Affection: See student handbook for full definition

<p>Elementary</p>	<p>Warning</p>	<p>Warning; possible detention</p>	<p>See Insubordination 1st offense</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p>
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Middle	Warning	1-3 days Detention	See Insubordination 1st offense	<ul style="list-style-type: none"> • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project <ul style="list-style-type: none"> ◦ Legal ramification research ◦ Review of transportation pamphlet • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Complete online DMV exam (high school) • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO • Alternative Transportation <p style="text-align: center;">2: Disorderly Conduct</p> <p style="text-align: center;">31: Public Display of Affection</p> <p style="text-align: center;">*Disregard For School Rules</p>
High	Warning	1-3 days Detention	See Insubordination 1st offense	
Horseplay: Students are engaged in mutual physical interaction without the intent of injury.				
Elementary	Warning	1-2 days Detention	3-5 days Detention	
Middle	Warning	1-3 days Detention	1-3 days APEP	
High	Warning	1-3 days Detention	1-3 days APEP	
Physical Aggression: Students are engaged in the action of pushing, shoving, and kicking that is an emotional act without premeditation or intent to harm.				
Elementary	1-2 days Detention	3-5 days Detention or 0.5-3 days ISS	0.5-3 days ISS or 1 day OSS	
Middle	1-5 days Detention	1-3 days APEP	3-5 days APEP	
High	See Violence/Harm to Student for consequences			
VIOLATIONS OF SCHOOL RULES				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes

Unauthorized Area: Students are not where they have been assigned.				
Elementary	Conference; Warning	Conference; Warning or 1-3 days Detention	1-3 days Detention/ISS	
Middle	Warning; possible truancy	1-3 days Detention; possible truancy	3-5 days Detention; possible truancy	
High	Warning; possible truancy 1-3 days Detention; possible truancy	1-3 days Detention-3-5 days Detention; possible truancy	3-5 days Detention 1-3 days APEP; possible truancy	
INSUBORDINATION (major): Offenses that involve repeatedly and willfully not following written, disseminated, known, and/or verbal rules or expectations that have been taught, even after reteaching and prompting.**				
Elementary	Warning, 1-3 days Detention	1-3 days Detention or 1-2 days ISS, Restorative conference	1-3 days ISS/OSS; Restorative Conference	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Complete online DMV exam (high school) ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement/JPO <p style="text-align: center;">20: Insubordination / Disobedience *Disregard For School Rules</p>
Middle	1-5 days Detention:	1-3 days APEP	3-5 days APEP	
High	1-5 days Detention	1-3 days APEP	3-5 days APEP	

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DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC-Codes
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Interference With Instruction (minor): Disruptive conduct in the classroom which has the effect of disrupting the instruction of other students and which are violations of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#) and/or violations of the rules of the school as outlined in the Parent/Student handbook or disseminated by the school.

Example: Class Disruption which has the effect of disrupting the instruction of other students , does not result in a large scale disturbance or disruptive behavior

Elementary	1-2 days Detention	3-5 days Detention	0.5-3 days ISS; P/G conference	Tier 1: <ul style="list-style-type: none"> Classroom lessons School wide education assemblies Positive acknowledgement for meeting expectations (PBIS) Tier 2: <ul style="list-style-type: none"> Pre-correction Re-teaching Expectations Meet with counselor Meet with social worker Educational Project Legal ramification research Referral to MTSS Team Instructional Assessment Restorative Circle/Mediation Restorative Mediation Conference with Administration or School Resource Officer Time for time Enrollment in evidenced based intervention program available at school site <li style="color: red;">Behavior Intervention Lesson from Compass (Navigate 360)
Middle	1-5 days Detention;	1-3 days APEP	3-5 days APEP	

High	1-5 days Detention	1-3 days APEP	3-5 days APEP	Tier 3: <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p style="text-align: center;">14: Classroom Disruption</p> <p style="text-align: center;">*Interference With Instruction</p>
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DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Disruption Of School Activities (Major): Willfully interfering with or disturbing persons in the general educational activities of the school through violations of the ⁴⁶ Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#) and/or violations of the rules of the school as outlined in the Parent/Student handbook or disseminated by the school. This event type is for use with large scale disturbances only.
Example: Disturbing the peace, Riot/brawl, False fire alarm, False reporting of weapon

False Fire Alarm: Student pulled the school fire alarm without a fire emergency

Elementary	1-3 days Detention/ISS; notify LCSO/LCFD	1-5 days ISS; notify LCSO/LCFD	5-10 days ISS or 1-5 OSS; notify LCSO/LCFD	Tier 1: <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time
Middle	5-10 days APEP; LCSO/LCFD notified	10 days APEP; notify LCSO/LCFD, with possible long-term suspension	10 days APEP/OSS pending long-term suspension; Notify LCSO/LCFD	
High	5-10 days short-term suspension; notify LCSO/LCFD	10 days APEP; Notify LCSO/LCFD, with possible long-term suspension	10 days APEP/OSS pending long-term suspension; Notify LCSO/LCFD	

<p>Serious Disruption of School: A student(s) action that interferes with the purpose and function of a school. Example: Disturbing the peace, Riot/brawl, False reporting of weapon</p>				<ul style="list-style-type: none"> • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO <p>33: School Disruption</p> <p>*Disruption Of School Activities</p>
Elementary	1-5 days Detention or 0.5-3 ISS	3-5 days Detention or .5-3 days ISS/OSS; possible notification of law enforcement	1-5 days ISS or 1-3 OSS; P/G conference; LCSO notification	
Middle	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP; possible long-term suspension	Notify LCSO; 1-10 days APEP/OSS; possible permanent long-term suspension/expulsion for contract violations	
High	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP	Notify LCSO for citation of "Disturbance of School"; 1-10 days APEP; possible long-term suspension	Notify LCSO; 1-10 days APEP/OSS; possible permanent long-term suspension/expulsion for contract violations.	

DISRUPTIONS OF CLASS/SCHOOL ACTIVITIES (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC-Codes
<p>Threat to School: Threats and targeted attacks against schools</p>				
Elementary	See policy JG , LCSO notification			
Middle	10 days APEP/OSS pending long-term suspension; LCSO notification			
High	10 days APEP/OSS pending long-term suspension; LCSO notification			

PROHIBITED BEHAVIORS - GENERAL

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Arson (major, or minor): Intentionally setting fire, or attempting to set fire, or intentionally engaging in malicious conduct which may reasonably be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct. See also: [NRS 205.005](#) "Set fire to" defined

Elementary	1-10 days ISS/OSS; See policy JG , LCSO notification			Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement(PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Educational Project ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Conference with Admin/SRO ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Meet with counselor Meet with social worker ● Student Study Team Functional Behavior Assessment ● Behavior Improvement Plan Law Enforcement/ JPO 48 15: Conduct prohibited by city/state/federal *Arson
Middle	10 days APEP/OSS pending long-term suspension; LCSO notification			
High	10 days APEP/OSS pending long-term suspension; LCSO notification			

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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~~Bus/Transportation-(minor)~~: A violation of the transportation policy adopted by the board of trustees pursuant to [NRS 392.4636](#).

<p style="text-align: center;">Elementary Middle High</p>	<p>Minor: Following 3 minor violations transportation will submit referral to admin; 1-3 days Detentions</p> <p>Major: Follow restorative discipline plan for specific behavior category infractions; 1-5 days transportation suspension</p> <p>*Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance</p>	<p>Minor: 1-3 days transportation suspension</p> <p>Major: Follow restorative discipline plan: 6-10 days transportation suspension</p> <p>*Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance</p>	<p>Minor: 3-10 days transportation suspension</p> <p>Major: Up to 45 days transportation suspension</p> <p>*Pursuant to NRS 392.140 suspension from transportation privileges does not excuse a student from school attendance</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement(PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Student Study Team ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p style="text-align: right;">49</p> <p style="text-align: center;">38 Transportation Violation *Bus/Transportation</p>
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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Cheating/Plagiarism (major or minor): A violation of the Code of Honor related to cheating established pursuant to [NRS 392.461](#). In general, cheating is the improper taking of information from and/or giving of information to another student, individual or other source. Plagiarism is representing another person’s work or ideas as your own without credit to the proper source and submitting it for any purpose.

Example: Altering records, Communicating false information (written or spoken), Dishonesty, Forgery.

Altering School Records: Student makes unauthorized changes to school records (grades, attendance, etc)

Elementary	Warning; 1-3 days Detention	3-5 days Detention	.5-3 days ISS; P/G conference
Middle	1-3 days APEP	3-5 days APEP	5-10 days of APEP

- Tier 1:
- Classroom lessons
 - School wide education assemblies
 - Positive acknowledgement for demonstrating expectations (PBIS)
- Tier 2:
- Pre-correction
 - Re-teaching Expectations
 - Meet with counselor
 - Meet with social worker
 - Educational Project
 - Legal ramification research
 - Referral to MTSS Team
 - Instructional Assessment
 - Restorative Circle/Mediation
 - Restorative Mediation
 - Conference with Administration or School Resource Officer
 - Time for time
 - Enrollment in evidenced based intervention program available at school site
 - **Behavior Intervention Lesson from Compass (Navigate 360)**
- Tier 3:
- Functional Behavior Assessment
 - Behavior Improvement Plan

High	1-3 days APEP	3-5 days APEP	5-10 days of APEP	<ul style="list-style-type: none"> ● Law Enforcement ● JPO <p style="text-align: center;"> 10: Altering School Records 13: Cheating 30: Plagiarism 24: Forging Documents *Cheating/Plagiarism </p>
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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Cheating/Plagiarism: Student copies or takes credit for another individuals work

Elementary	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	1-3 days ISS 5-10 days of Detention; Parent Conference	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site <li style="color: red;">● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p>
Middle	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	5-10 days of Detention; Parent Conference	
High	Redo the assignment during non-instructional time	1-3 days Detention; completion of assignment at alternate time/location	5-10 days of Detention; Parent Conference	

Forgery: when a person makes or alters a note or writing so that it is false with the intent to deceive.				<ul style="list-style-type: none"> • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO <p>30: Plagiarism</p> <p>24: Forging Documents</p> <p>*Cheating/Plagiarism</p>
Elementary	1-3 days Detention	3-5 days Detention; P/G conference	5-10 days Detention or 0.5-3 days ISS; P/G conference	
Middle	3-5 days Detention or 1 day APEP	2-3 days APEP	3-5 days APEP	
High	3-5 days Detention or 1 day APEP	2-3 days APEP	3-5 days APEP	52

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Damage to or Destruction of Property on School Grounds (major or minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#) relating to the willful or malicious destruction of or injury to real or personal property of another.

Example: Graffiti, Tampering with motor vehicles, Throwing substance at vehicle (if damage occurred to the vehicle; if damage did not occur to the vehicle then code to Disregard for School Rules, minor), Vandalism.

Elementary	Restitution; 1-3 days Detention; Over \$250 LCSO notified.	Restitution; 3-5 days Detention or 0.5-3 Day ISS; Over \$250 LCSO notified.	Restitution; possible 1-3 Day ISS/OSS ; P/G Required Conference; Over \$250 LCSO notified.	Tier 1: <ul style="list-style-type: none"> • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: <ul style="list-style-type: none"> • Pre-correction • Re-teaching Expectations
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				<ul style="list-style-type: none"> • Meet with counselor • Meet with social worker • Educational Project <ul style="list-style-type: none"> ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based • Intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> • Student Study Team • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO <p>21: Damage to School Property/Vandalism</p> <p>*Damage to or Destruction of Property on School Grounds</p>
Middle	Restitution; 3-5 days APEP, Over \$250 LCSO notified	Restitution; 5-7 days APEP; Over\$250 LCSO notified	Restitution; 7-10 days APEP; Over \$250 LCSO notified	
High	Restitution; 3-5 days APEP, Over \$250 LCSO notified	Restitution; 5-7 days APEP; Over\$250 LCSO notified	Restitution; 7-10 days APEP; Over \$250 LCSO notified	
PROHIBITED BEHAVIORS - GENERAL (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes

Dress Code Violation (minor): Violations of the dress code as outlined in the parent student handbook and/or individual school rules. This includes violations of a school uniform policy adopted pursuant to [NRS 386.855](#). **Example**: Non-dress Physical Education (PE), Indecent exposure (rule out age/development level of the student and other major prohibited behavior that more appropriately captures the behavior of the student). See LCSD Board Policy [JFJ](#)

<p>Elementary</p>	<p>Warning; corrected; P/G Contact</p>	<p>Warning; corrected</p>	<p>See Insubordination- first offense</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p>29: Inappropriate Dress *Dress Code Violation</p>
<p>Middle</p>	<p>Warning; corrected; P/G Contact</p>	<p>Warning; corrected</p>	<p>See Insubordination- first offense</p>	
<p>High</p>	<p>Warning; corrected; P/G Contact</p>	<p>Warning; corrected</p>	<p>See Insubordination- first offense</p>	

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
<p>Gang Related Behavior/Activity (major): Violations of the policy established by the board of trustees for the prohibition of activities of criminal gangs on school property pursuant to NRS 392.4635. See LCSD Board Policy JFC</p>				
<p>Elementary</p>	<p>1-3 days Detention/ISS; Gang/ Behavior Contract; notify LCSO</p>	<p>3-5- days Detention/ISS; notify LCSO/Work with SRO</p>	<p>1-3 days ISS/OSS; notify LCSO/work with SRO</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker7 ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer 55 ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Student Study Team ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p>25 Gang Activity</p> <p>*Gang Related Behavior/Activity</p>
<p>Middle</p>	<p>1-3 days APEP; notification of LCSO</p>	<p>3-5 days APEP; notification of LCSO</p>	<p>5-10 days APEP/OSS with long-term suspension; notification of LCSO</p>	
<p>High</p>	<p>3-5 days APEP; Gang/Behavior Contract; Notify LCSO</p>	<p>5-10 days APEP; Notify LCSO; Possible long-term suspension</p>	<p>10 days APEP/OSS; notify LCSO; long-term suspension/expulsion</p>	

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
<p>Habitual Disciplinary Problem (major): NRS 392.4655 Conditions under which pupil deemed habitual disciplinary problem; plan of behavior to prevent pupil from being deemed habitual disciplinary problem; appeal by parent or guardian concerning content of plan or action taken pursuant to plan. Example: See LCSD Policy JG for specific guidelines.</p>				
<p>Elementary</p>	<p>See Policy JG</p>			<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time
<p>Middle</p>	<p>10 days APEP/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers</p>			<p style="text-align: right;">56</p>

<p style="text-align: center;">High</p>	<p>10 days APEP/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers</p>			<ul style="list-style-type: none"> ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Student Study Team ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p>15 Conduct prohibited by city/state/federal</p> <p style="text-align: center;">*Habitual Disciplinary Problem</p>
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PROHIBITED BEHAVIORS - GENERAL (continued)	57
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School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC-Codes
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Impairing Health, Safety, or Welfare of Others (major or minor): Violations of any regulation adopted by the board of trustees for sanitation in the public schools and for the prevention of the spread of contagious and infectious diseases pursuant to [NRS 392.430](#). **Example:** Throwing urine on another student, spitting on another student, knowingly give someone something to ingest (putting eye drops in teacher water), poking a student with a syringe

<p style="text-align: center;">Elementary</p>	<p>See Policy JG</p>			<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor
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<p>Middle</p>	<p>10 days APEP/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers</p>			<ul style="list-style-type: none"> ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360)
<p>High</p>	<p>10 days APEP/OSS pending long-term suspension; Instructional interventions must be in place here and all progressive discipline tiers</p>			<p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p>*Impairing Health, Safety, or Welfare of Others</p>
<p>PROHIBITED BEHAVIORS - GENERAL (continued)</p>				
<p>School Level</p>	<p>1st Offense</p>	<p>2nd Offense</p>	<p>3rd Offense</p>	<p>Restorative Practice IC-Codes</p>

Inappropriate Language (minor): Violations of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#) relating to spoken language or other communications.

Example: Foul language, Disrespect/swearing, Inappropriate behavior/language, Profanity, Obscene language and gestures, Unacceptable language, Verbal abuse

Inappropriate Language (minor): Directed at a Peer

Elementary	Warning	1-3 days Detention	3-5 days Detention
Middle	Warning	1-3 days Detention	3-5 days Detention
High	Warning	1-3 days Detention	3-5 days Detention

- Tier 1:
- Classroom lessons
 - School wide education assemblies
 - Positive acknowledgement for demonstrating expectations (PBIS)
- Tier 2:
- Pre-correction
 - Re-teaching Expectations
 - Meet with counselor
 - Meet with social worker
 - Educational Project
 - Legal ramification research
 - Referral to MTSS Team
 - Instructional Assessment
 - Restorative Circle/Mediation
 - Restorative Mediation
 - Conference with Administration or School Resource Officer
 - Time for time
 - Enrollment in evidenced based intervention program available at school site
 - **Behavior Intervention Lesson from Compass (Navigate 360)**
- Tier 3:
- Functional Behavior Assessment
 - Behavior Improvement Plan
 - Law Enforcement
 - JPO
- 59
- 41: Vulgar Language /
Obscenities / Profanity**
- *Inappropriate Language**

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
Inappropriate Language (minor): Directed at a LCSD Employee				Tier 1: <ul style="list-style-type: none"> Classroom lessons School wide education assemblies Positive acknowledgement for meeting expectations (PBIS) Tier 2: <ul style="list-style-type: none"> Pre-correction Re-teaching Expectations Educational Project Referral to MTSS Team Instructional Assessment Restorative Mediation Conference with Admin/SRO Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: <ul style="list-style-type: none"> Meet with counselor Meet with social worker Functional Behavior Assessment Behavior Improvement Plan Restorative Circle/Mediation Law Enforcement / JPO
Elementary	1-3 days Detention;	3-5 days Detention; or 1 day ISS	0.5-3 days ISS_ or see insubordination	
Middle	1-3 days APEP	3-5 days APEP	5-10 days APEP	
High	1-3 days APEP	3-5 days APEP	5-10 days APEP	
Sexual Assault (major): NRS 200.366 Sexual assault: Definition; penalties; exclusions. NRS 62F.100 "Sexual offense" defined. NRS 62A.320 "Sexually motivated act" defined. NRS 62F.010 District attorney may request hearing after adjudication of delinquency in certain circumstances to determine whether unlawful act was sexually motivated; evidence; juvenile court to enter finding.				60
Elementary	Contact LCSO;			15 Conduct Prohibited by city/state/federal *Sexual Assault
Middle	Contact LCSO;			

High	Contact LCSO;			
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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice <i>IC Codes</i>
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Sexual Misconduct/Harassment (major): Violations of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#) relating to behavior or harassment that is sexual in nature.

Examples may include but are not limited to: unwelcome sexual advances or propositions; using electronic devices or technology to record or transmit nudity or sexual acts; unwanted touching; threatening to harm someone sexually; consensual sexual activity between two (2) or more students; and inappropriate or suggestive sexual behavior involving one or more students. See also: [NRS 200.571](#) Harassment: Definition; penalties.

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Sexual Harassment

Elementary	1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	1-3 Days OSS (in-school or out-of-school), depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	4-10 Days OSS depending on severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	Tier 1: <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school
Middle	3-5 days Detention or 1-3 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	3-5 days of APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	5-10 days of APEP with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	

High	1-3 days APEP/ OSS depending on Severity	Notify LCSO for possible citation, 3-5 days APEP	Notify LCSO; 5-10 days OSS, Possible long-term suspension	site ● Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO 11: Bullying Confirmed 18: Cyber Bullying Confirmed *Sexual Misconduct/Harassment
	Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or sexual harassment	

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice <i>IC Codes</i>
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Technology Violation (minor): Violations of the policy concerning use and possession of electronic devices adopted by the board of trustees pursuant to [NRS 392.4637](#).
Example: Acceptable use policy, Cell phone use violations, electronic device violation, Inappropriate use of technology violation, Internet violation, Personal communication device.

Electronic Devices/Cell phones - LCSD Policy EDBB & Individual school handbook				Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360)
Elementary	Warning	Teacher confiscates device and returns at end of class/day	Teacher confiscates device and turns into office; returned at end of day at discretion of admin, possible 1-3 days Detention	
Middle	Warning	Taken to the office; student may access device at lunch, during passing.	Taken to the office; student may access device at lunch, during passing.	

High	Warning	Taken to the office; student may access device at lunch, during passing.	Taken to the office; student may access device at lunch, during passing.	Tier 3: <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p style="text-align: center;">35: Technology Violation</p> <p style="text-align: center;">*Technology Violation</p>
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PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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<u>Pornography:</u> Student accesses online or physical content deemed to be pornography				<p><i>*Please see Restorative Practices Above</i></p> <p>35: Technology Violation</p> <p>*Technology Violation</p>
Elementary	1-3 days Detention	3-5 days Detention and computer privileges suspended for a time TBD by administration	1-3 days of ISS and computer privileges suspended for a time TBD by administration	
Middle	1-5 days APEP	5-10 days APEP; and computer privileges suspended for a time TBD by administration	10 days APEP and computer privileges suspended for a time TBD by administration	
High	1-5 days APEP	5-10 days APEP; and computer privileges suspended for a time TBD by administration	10 days APEP and computer privileges suspended for a time TBD by administration	

Theft/Possession of Stolen Property (major): Stealing or taking the property of another individual, or being in the possession of property that has been stolen, based on statutory definitions for such actions, and which is a violation of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#); a violation of the rules of the school as outlined in the Parent/Student handbook; or disseminated by the individual school, teacher, or coach. See also: [NRS 205.0832](#) Actions which constitute theft. [NRS 205.060](#) Residential burglary, burglary of a business, burglary of a motor vehicle and burglary of a structure: Definitions; penalties; venue. [Effective July 1, 2020.] [NRS 200.380](#) Definition; penalty. (Robbery) [NRS 205.220](#) Grand larceny Definition. [Effective July 1, 2020.]. **Example:** Burglary, Larceny, Robbery, Stealing, theft private property, theft personal property

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
Elementary	1-3 days Detention; notification of LCSO if over \$250, restitution	1-5 days ISS; notify LCSO if over \$250, restitution, P/G conference	3-5 days ISS or 0.5-3 days OSS; notify LCSO if over \$250, restitution, P/G conference	Tier 1: <ul style="list-style-type: none"> Classroom and school wide lessons on expectations Positive acknowledgement (PBIS) Tier 2: <ul style="list-style-type: none"> Pre-correction/Re-teaching Counselor/social worker meeting Referral to MTSS Team Instructional Assessment Restorative Circle/Mediation Conference with Admin/SRO Restitution Available Tier 2 interventions Behavior Intervention Lesson from Compass (Navigate 360) Tier 3: <ul style="list-style-type: none"> Functional Behavior Assessment Behavior Improvement Plan Law Enforcement/JPO 64 32 Receiving/Possession of Stolen Property *Theft/Possession of Stolen Property
Middle	3-5 days APEP; notification of LCSO for any item stolen over \$250	5-10 days APEP; notification of LCSO for any item stolen over \$250	Administrator Discretion; notification of LCSO for any item stolen over \$250	
High	3-5 days APEP; notification of LCSO for any item stolen over \$250	5-10 days APEP; notification of LCSO for any item stolen over \$250	Administrator Discretion; notification of LCSO for any item stolen over \$250	

PROHIBITED BEHAVIORS - GENERAL (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Trespassing (minor or major): Trespassing or presence in an unauthorized area by a student and which is a violation of the Written Rules of Behavior adopted by the school district pursuant to [NRS 392.463](#); a violation of the rules of the school as outlined in the Parent/Student handbook; or disseminated by the individual school, teacher, or coach; and which includes previous or repeated communication to the student that the area is off-limits to students. See also: [NRS 207.200](#) Unlawful trespass upon land; warning against trespassing. **Example:** Being on another campus unauthorized (middle school on high school campus), when in APEP and showing up to an event)

<p>Elementary</p>	<p>Administration decides on consequence</p>	<p>3-5 days Detention or 0.5-3 ISS</p>	<p>0.5-3 days ISS/OSS</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p>39: Unauthorized area *Trespassing</p>
<p>Middle</p>	<p>1-5 days Detention</p>	<p>1-3 days APEP</p>	<p>3-5 days APEP</p>	
<p>High</p>	<p>1-3 days Detention 1-5 days Detention</p>	<p>1 day APEP 1-3 days APEP</p>	<p>2 days APEP; student success plan- 1-3 days APEP</p>	
<p>BULLYING BEHAVIORS</p>				
<p>School Level</p>	<p>1st Offense</p>	<p>2nd Offense</p>	<p>3rd Offense</p>	<p>Restorative Practice IC Codes</p>

Bullying: See [NRS 388.122](#) "Bullying" defined and LCSD Board Policy [JFCC](#) Example: Harassment, Hazing, Intimidation, Libel/Slander, Retaliation, Stalking

<p>Elementary</p>	<p>1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>1-3 Days ISS/OSS, depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>4-10 Days ISS/OSS depending on severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p style="text-align: right;">66</p> <p style="text-align: center;">11: Bullying Confirmed</p> <p style="text-align: center;">42: Violence to other student one sided</p> <p style="text-align: center;">*Bullying</p>
<p>Middle</p>	<p>3-5 days Detention or 1-3 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>3-5 days of APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>5-10 days of APEP with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	
<p>High</p>	<p>1-3 days APEP/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>Notify LCSO for possible citation, 3-5 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	

BULLYING BEHAVIORS (continued)

<p>School Level</p>	<p>1st Offense</p>	<p>2nd Offense</p>	<p>3rd Offense</p>	<p>Restorative Practice IC Codes</p>
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Cyberbullying: [NRS 388.123](#) “Cyber-bullying” defined. “Cyber-bullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, “sexual image” has the meaning ascribed to it in [NRS 200.737](#). (Added to NRS by [2009, 687](#); A [2011, 1062](#)) See also: [NRS 200.571](#) Harassment: Definition; penalties. [NRS 200.605](#) Penalties; definition. (Hazing), [NRS 200.575](#) Stalking: Definitions; penalties; entry of finding in judgment of conviction or admonishment of rights. **Example:** Includes the following when the behavior is perpetrated via electronic means: Harassment, Hazing, Intimidation, Libel/Slander, Retaliation, Stalking.

<p>Elementary</p>	<p>1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>1-3 Days ISS/OSS, depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>4-10 Days ISS/OSS₂ depending on severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p>18: Cyberbullying Confirmed</p> <p>*Cyberbullying</p>
<p>Middle</p>	<p>3-5 days Detention or 1-3 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>3-5 days of APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>5-10 days of APEP with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>67</p>
<p>High</p>	<p>1-3 days APEP/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>Notify LCSO for possible citation, 3-5 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	

BULLYING BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
<p>Discrimination Based on Race: NRS 388.1235 “Discrimination based on race” defined. “Discrimination based on race” means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic identified in subsection 1: 1. Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and 2. That occurs in person, online or in any other setting including, without limitation, in a course of distance education.</p>				
<p>Elementary</p>	<p>1-5 Days Detention/1-3 Days ISS depending on nature and severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>1-3 Days ISS/OSS (in-school or out-of-school), depending on nature/severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>4-10 Days ISS/OSS depending on severity of incident.* Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO
<p>Middle</p>	<p>3-5 days Detention or 1-3 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>3-5 days of APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>5-10 days of APEP with possible long-term suspension. Notify LCSO Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>68</p>
<p>High</p>	<p>1-3 days APEP/ OSS depending on Severity Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>Notify LCSO for possible citation, 3-5 days APEP Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>Notify LCSO; 5-10 days OSS, Possible long-term suspension Investigated per LCSD Board Policy JFCC and deemed bullying, cyber bullying, and/or discrimination based on race</p>	<p>46: Discrimination based on race confirmed *Discrimination Based on Race</p>

SUBSTANCE USE BEHAVIORS

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC-Codes
<p>Alcohol: Possession/Use of (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of an alcoholic beverage. See also: NRS 392.464 Adoption and enforcement by trustees of disciplinary measures for pupil in possession of alcoholic beverage or controlled substance on premises of school.</p>				
Elementary	1-3 days Detention/1 day ISS; notify LCSO	1-5 days ISS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ISS or 1-3 days OSS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	<p>Tier 1:</p> <ul style="list-style-type: none"> Classroom lessons School wide education assemblies Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> Pre-correction Re-teaching Expectations Meet with counselor Meet with social worker Educational Project <ul style="list-style-type: none"> Legal ramification research Referral to MTSS Team Instructional Assessment Restorative Circle/Mediation Restorative Mediation Conference with Administration or School Resource Officer Time for time Enrollment in evidenced based intervention program available at school site Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> Functional Behavior Assessment Behavior Improvement Plan Law Enforcement JPO <p>1: Alcohol</p> <p>*Alcohol – Possession/Use of</p>
Middle	5 days APEP; mandatory referral for intervention and law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP; mandatory referral for intervention and law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP; notify Law Enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	
High	5-7 days APEP; may be reduced with completion of project success; notify law enforcement for citation Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days APEP; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	

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SUBSTANCE USE BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
<p>Drug Paraphernalia: Possession of (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to NRS 392.463, through the possession or use of drug paraphernalia.</p>				
Elementary	1-3 days Detention/1 day ISS; notify LCSO	1-3 days ISS; notify LCSO, Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ISS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	<p>Tier 1:</p> <ul style="list-style-type: none"> Classroom lessons School wide education assemblies Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> Pre-correction Re-teaching Expectations Meet with counselor Meet with social worker Educational Project <ul style="list-style-type: none"> Legal ramification research Referral to MTSS Team Instructional Assessment Restorative Circle/Mediation Restorative Mediation Conference with Administration or School Resource Officer Time for time Enrollment in evidenced based intervention program available at school site Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> Functional Behavior Assessment Behavior Improvement Plan
Middle	5 days APEP; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	

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High	7 days short-term suspension; may be reduced with completion of project success; notify law enforcement for citation Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	<ul style="list-style-type: none"> • Law Enforcement • JPO <p>17: Controlled Substance Possession/Use</p> <p>*Drug Paraphernalia—Possession of</p>
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SUBSTANCE USE BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Possession/Use of a Controlled Substance (major): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to [NRS 392.463](#), through the possession or use of a controlled substance. See also: [NRS 392.464](#) Adoption and enforcement by trustees of disciplinary measures for pupil in possession of alcoholic beverage or controlled substance on premises of school. This can include over the counter medication misuse. Note: Sale/distribution of a controlled substance is a law enforcement and not a student discipline event (see section on Behavior event types to be eliminated).

Elementary	1-3 days Detention/1 day ISS; notify LCSO	1-3 days ISS/OSS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 days ISS/OSS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	Tier 1: <ul style="list-style-type: none"> • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) Tier 2: <ul style="list-style-type: none"> • Pre-correction • Re-teaching Expectations • Meet with counselor • Meet with social worker • Educational Project <ul style="list-style-type: none"> ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment
Middle	5-7 days APEP; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days APEP; mandatory referral for intervention; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	

High	5-7 days APEP; may be reduced with completion of project success; notify law enforcement for citation Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	7-10 days APEP; notify law enforcement Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	10 days APEP; notify law enforcement; possible long-term suspension Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	<ul style="list-style-type: none"> ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p>17: Controlled Substance Possession/Use</p> <p>*Possession/Use of a Controlled Substance</p>
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SUBSTANCE USE BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC-Codes	72
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Tobacco Violation (minor): A violation of the plan to ensure that public schools are safe and free of controlled substances as adopted by the school district pursuant to [NRS 392.463](#), through the possession or use of tobacco or tobacco related products. Includes vaping (must rule out presence of a controlled substance).

Elementary	P/G notification; confiscate device/product	1-3 Days Detention; parent meeting Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	3-5 Days Detention/ISS; parent meeting Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor
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<p>Middle</p>	<p>1-3 days APEP; confiscate device/product Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team</p>	<p>3-5 days APEP Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team</p>	<p>7-10 days APEP Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team</p>	<ul style="list-style-type: none"> • Meet with social worker • Educational Project <ul style="list-style-type: none"> ◦ Legal ramification research • Referral to MTSS Team • Instructional Assessment • Restorative Circle/Mediation • Restorative Mediation • Conference with Administration or School Resource Officer • Time for time • Enrollment in evidenced based intervention program available at school site • Behavior Intervention Lesson from Compass (Navigate 360)
<p>High</p>	<p>1-3 days APEP; confiscate device/product Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team</p>	<p>3-5 days APEP Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team</p>	<p>7-10 days APEP Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team</p>	<p>Tier 3:</p> <ul style="list-style-type: none"> • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO <p>37: Tobacco</p> <p>*Tobacco Violation</p>

SUBSTANCE USE BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Sale/Distribution of a Controlled Substance: (major): Distribution of an illegal or controlled substance NRS 392.466(1)

<p>Elementary</p>	<p>1-3 days Detention/ISS; notify LCSO Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team</p>	<p>3-5 days ISS/OSS; notify LCSO; possible expulsion or permanent expulsion (11 & older) Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team</p>	<p>5-10 days ISS/OSS; notify LCSO; possible expulsion or permanent expulsion (11 & older) Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> • Classroom lessons • School wide education assemblies • Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> • Pre-correction
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<p>Middle</p>	<p>10 days APEP/OSS pending long-term suspension; expulsion, or permanent expulsion; mandatory intervention counseling; law enforcement contacted Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team</p>			<ul style="list-style-type: none"> ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360)
<p>High</p>	<p>Notify LCSO; 10 days APEP/OSS; Send home with P/G; pending long-term suspension, expulsion, or permanent expulsion Use of a targeted screener for substance use/abuse may be used for referral to school MTSS Team</p>			<p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p>16: Controlled Substance Distribution</p> <p>*Sale Distribution of a Controlled Substance⁷⁴</p>
<p>THREAT BEHAVIORS</p>				
<p>School Level</p>	<p>1st Offense</p>	<p>2nd Offense</p>	<p>3rd Offense</p>	<p>Restorative Practice IC Codes</p>

Threat to Staff (major): [NRS 392.915](#) Threatening to cause bodily harm or death to pupil or school employee by means of oral, written or electronic communication; penalties. **Note:** Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type. **Note:** Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type.

<p>Elementary</p>	<p>1-3 Detention or ISS</p>	<p>4-5 days ISS/0.5-3 days OSS; possible notification of LCSO</p>	<p>0.5-5 days OSS possible notification of LCSO</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Student Study Team
<p>Middle</p>	<p>3-10 days APEP/OSS; Habitual Discipline Behavior Contract; Instructional intervention to be discussed; possible notification of LCSO</p>	<p>7-10 days APEP/OSS; possible expulsion, deemed "habitual discipline problem" per contract; possible notification of LCSO</p>	<p>10 days OSS with possible permanent expulsion; violation of contract; possible notification of LCSO</p>	<p>75</p>

<p style="text-align: center;">High</p>	<p>3-10 days APEP/OSS, Habitual Discipline Behavior Contract; Instructional intervention to be discussed; possible notification of LCSO</p>	<p>7-10 days APEP/OSS; possible expulsion, deemed "habitual discipline problem" per contract; possible notification of LCSO</p>	<p>10 days OSS with possible permanent expulsion; violation of contract; possible notification of LCSO</p>	<ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p style="text-align: center;">36: Threat/Intimidation/Extortion</p> <p style="text-align: center;">*Threat to Staff</p>
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THREAT BEHAVIORS (continued)

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC-Codes
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Threat to Student (major): [NRS 392.915](#) Threatening to cause bodily harm or death to pupil or school employee by means of oral, written or electronic communication; penalties. **Note:** Consider requesting that a suicide/homicide assessment and/or a a threat inquiry assessment be performed in association with this behavior event type.

<p style="text-align: center;">Elementary</p>	<p>1-3 Detention_or ISS</p>	<p>4-5 Detention or ISS</p>	<p>1-3 day of ISS/OSS; possible notification of LCSO</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project
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<p>Middle</p>	<p>1-5 days APEP</p>	<p>5-10 days APEP</p>	<p>10 days APEP; possible notification of LCSO</p>	<ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360)
<p>High</p>	<p>3-10 days APEP, Habitual Discipline Behavior Contract; Instructional intervention to be discussed</p>	<p>7-10 days APEP</p>	<p>10 days APEP; possible notification of LCSO</p>	<p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p style="text-align: center;">36: Threat/Intimidation/Extortion</p> <p style="text-align: center;">*Threat to Student</p>

VIOLENT BEHAVIORS

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice <i>IC Codes</i>
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Violence/Harm to Staff (major): [NRS 200.481](#) Battery: Definitions; penalties. [NRS 392.910](#) Assaulting pupil or school employee; interference with persons peaceably assembled within school; penalties. [NRS 200.471](#) Assault: Definitions; penalties. [Effective January 1, 2020.]. Includes Assault to staff, Battery to staff. Note: Consider requesting that a suicide/homicide assessment and/or a threat inquiry assessment be performed in association with this behavior event type.

<p>Elementary</p>	<p>Notify LCSO, DO, P/G; 1-3 days Detention/ISS; possible schedule change; possible long term suspension, expulsion, or permanent expulsion (8 years and older). Battery with intent to result in bodily injury: <8 must be suspended; 8+ must be</p>	<p>Notify LCSO, DO, P/G 3-5 days ISS or 1-3 OSS; possible schedule change; possible long term suspension, expulsion, or permanent expulsion (8 years and older). Battery with intent to result in bodily injury: <8 must be suspended; 8+ must be</p>	<p style="background-color: #cccccc;"> </p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project
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	suspended, expelled, or permanently expelled	suspended, expelled, or permanently expelled		<ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p>44: Violence to staff member(s)</p> <p>*Violence/Harm to Staff</p>
Middle	10 days APEP/OSS pending possible long term suspension, expulsion, or permanent expulsion; LCSO contacted depending on severity; Instructional interventions must be in place here and for all progressive discipline tiers. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled	10 days APEP/OSS pending possible expulsion or permanent expulsion; law enforcement contacted depending on severity. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled		
High	10 days APEP/OSS pending possible long term suspension, expulsion, or permanent expulsion; LCSO contacted depending on severity; Instructional interventions must be in place here and for all progressive discipline tiers. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled	10 days APEP/OSS pending possible permanent expulsion; law enforcement contacted depending on severity. Battery with intent to result in bodily injury: Must be suspended, expelled, or permanently expelled		
VIOLENT BEHAVIORS (continued)				
School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC-Codes

Violence/Harm to Student (major): [NRS 200.481](#) Battery: Definitions; penalties. [NRS 392.910](#) Assaulting pupil or school employee; interference with persons peaceably assembled within school; penalties. [NRS 200.471](#) Assault: Definitions; penalties. [Effective January 1, 2020.] Note: Consider requesting that a suicide/homicide assessment and/or a threat inquiry assessment be performed in association with this behavior event type. **Examples:** Fighting, Hitting, Inciting/promotion/premeditation of fighting or violence, Assault to students, Battery to students, Videotaping of the event and/or distribution.

<p>Elementary</p>	<p>1-3 days Detention or .5-3 days ISS</p>	<p>3-5 days ISS or .5-3 days OSS; conference with P/G and admin/counselor; possible notification of LCSO</p>	<p>5-10 days ISS or 1-5 OSS; notify LCSO; behavior contract</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement for demonstrating expectations (PBIS) <p>Tier 2:</p> <ul style="list-style-type: none"> ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project <ul style="list-style-type: none"> ○ Legal ramification research ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site ● Behavior Intervention Lesson from Compass (Navigate 360) <p>Tier 3:</p> <ul style="list-style-type: none"> ● Functional Behavior Assessment ● Behavior Improvement Plan ● Law Enforcement ● JPO <p>43: Violence to student fighting</p> <p>22: Inciting</p> <p>*Violence/Harm to Student</p>
<p>Middle</p>	<p>1 to 5 days APEP; fight contract implemented; possible notification of LCSO</p>	<p>5 to 10 days APEP with possible long-term suspension; 2nd fight contract; possible notification of LCSO</p>	<p>10 days APEP with possible long-term suspension; notification of LCSO</p>	
<p>High</p>	<p>3-10 days APEP, Habitual Discipline Behavior Contract; Instructional intervention to be discussed; possible notification of LCSO</p>	<p>7-10 days OSS, possible long term suspension, deemed "habitual discipline problem" per contract; possible notification of LCSO</p>	<p>10 days OSS with possible long term suspension/expulsion, violation of contract.</p>	

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WEAPONS INVOLVED BEHAVIORS

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Possession/Use of Weapon (major): A pupil who is found in possession of a firearm or a dangerous weapon while on the premises of any public school, at an activity sponsored by a public school or on any school bus, where dangerous weapon and firearm are defined as (see [NRS 392.466](#)):

- (b) "Dangerous weapon" includes, without limitation, a blackjack, slingshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in [NRS 202.350](#), a butterfly knife or any other knife described in [NRS 202.350](#), a switchblade knife as defined in [NRS 202.265](#), or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person. (see [NRS 392.466](#)) (c) "Firearm" includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. § 921, as that section existed on July 1, 1995. (see [NRS 392.466](#))
- Note: [NRS 392.4634](#) – Prohibition against disciplining certain pupils for simulating firearm or dangerous weapon or wearing clothing or accessories that depict firearm or dangerous weapon; exceptions; prohibition against adoption of conflicting policy, ordinance or regulation. Consider requesting that a suicide/homicide assessment and/or a threat inquiry assessment be performed in association with this behavior event type.

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Possession/Use of a Weapon				Tier 1: ● Classroom lessons ● School wide education assemblies ● Positive acknowledgement (PBIS) Tier 2: ● Pre-correction ● Re-teaching Expectations ● Meet with counselor ● Meet with social worker ● Educational Project ● Referral to MTSS Team ● Instructional Assessment ● Restorative Circle/Mediation ● Restorative Mediation ● Conference with Administration or School Resource Officer ● Time for time ● Enrollment in evidenced based intervention program available at school site.
Elementary	Possible long-term suspension; notify law enforcement; possible expulsion/permanent expulsion (ages 11+).	Possible long-term suspension; notify law enforcement; possible expulsion/permanent expulsion (ages 11+).		
Middle	Long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Notify law enforcement; expulsion or permanent expulsion.		

High	Long-term suspension; notify law enforcement; possible expulsion, or permanent expulsion.	Notify law enforcement; expulsion or permanent expulsion		<ul style="list-style-type: none"> • Behavior Intervention Lesson from Compass (Navigate 360) <p style="text-align: center;">23: Firearm/Dangerous weapon 3: Incendiary Device *Possession/Use of Weapon</p>
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WEAPONS INVOLVED BEHAVIORS

School Level	1st Offense	2nd Offense	3rd Offense	Restorative Practice IC Codes
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Fireworks: Student is in possession of a firework on school grounds

Elementary	Possible 1-10 days Detention/ISS, depending on severity & usage; notify LCSO	Possible 5-10 days Detention/ISS (dependent on severity); notify LCSO	5-10 days OSS	Tier 3: <ul style="list-style-type: none"> • Functional Behavior Assessment • Behavior Improvement Plan • Law Enforcement • JPO
Middle	1-5 days Detention or 1-3 days APEP depending on severity; possible notification of LCSO	3-5 days APEP; possible notification of LCSO; behavior contract implemented	10 days APEP; possible notification of LCSO; behavior contract reviewed/revised	
High	5 days APEP, depending on severity & usage; notify LCSO; possible long-term suspension/expulsion	5-10 days APEP; possible long-term suspension/expulsion; notify LCSO	10 days APEP pending long-term suspension/expulsion; notify LCSO	

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Weapon not Defined Under NRS [NRS 392.466](#) Example: Pocket knife, taser , Pepper Spray

Elementary	Confiscated; 1-3 days Detention/ISS; possible notification of law enforcement;	Confiscated; Possible 3-5 days Detention/ISS; possible expulsion; P/G conference; possibly notify law enforcement	Confiscated; 5-10 days ISS or 1-5 days OSS ; P/G conference; possible permanent expulsion; possible notify law enforcement
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Middle	Confiscated; Parents must retrieve	Confiscated; parents must retrieve; 1 day APEP	Confiscated; parents must retrieve; 2 days APEP	
High	Confiscated; parents must retrieve	Confiscated; parents must retrieve; 1 day APEP	Confiscated; parents must retrieve; 2 days APEP	

WEAPONS INVOLVED BEHAVIORS

Brandishing a weapon or dangerous weapon: Student make the presence of a weapon known to another person, in order to intimidate that person, regardless of whether the weapon is directly visible to that person

Elementary	Confiscated. May be immediately removed and may be suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion (ages 11+).	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion (ages 11+).		82
Middle	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.		
High	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.	Confiscated. May be immediately removed and suspended. Possible long-term suspension; notify law enforcement; possible expulsion or permanent expulsion.		

Please note the following disclosures in regards to the LCSD Restorative Discipline Plan:

- The severity of some discipline infractions may dictate more serious consequences
- Per JG Discipline Policy: 1-10 days is defined as short term suspension, 11-179 days is defined as long term suspension, Expulsion is defined as up to 1 year/180 days
- All consequences are administered at the discretion of the LCSD designated administrator
- Criminal offenses will be reported to the Lyon County Sheriff's Office (LCSO)
- The School and/or District is not responsible for lost or stolen items
- Bus/transportation -student may not be removed from bus on the same trip of infraction
- The School and District implement several proactive measures to support student success including Positive Behavior Intervention Supports (PBIS), Social Emotional Learning (SEL), and a Multi-Tiered System of Supports (MTSS)
- The School and District promote a learning approach regarding disciplinary infractions & exercise restorative justice opportunities, when applicable.
- School's progressive discipline plan addresses all incidents as outlined in Section VII of the LCSD Discipline Policy JG
- Please note that this is a supplementary document to LCSD Board Policy JG
- For specific information about discipline infractions and applicable NRS, including that for alternative placement and transportation, refer to LCSD Policy JG
- All infractions and consequences require parent/guardian notification
- All consequences are administered at the discretion of the school administrator(s) and in accordance with LCSD Board Policy
- Should a student reach the end of the classroom discipline ladder and in the judgment of the teacher engaged in behavior that seriously interferes with teaching and learning, the student shall be sent to the Principal with a written referral indicating that the student has been removed from class pursuant to NRS 392.4645. Once this point is reached, all steps outlined in NRS 392.4645 dealing with temporary removal from the classroom will be specifically followed. Restorative practices AND instructional interventions must be used here and for all progressive discipline tiers (Temporary Alternative Placement)
- As outlined in NRS 392.4647, selected certified staff will review an alternative placement and plan with administration should a teacher request temporary removal of a student
- Once a suspension is assigned, the student is not allowed back on campus until the suspension is fulfilled. This includes all school related activities: dances, athletic events, etc.
- This plan utilizes the nine behavior categories recognized by the state

- **ISS = In School Suspension / OSS = Out of School Suspension /APEP = Alternative Placement Education Program**
- **Alternative Placement (AP) = ISS/APEP/OSS (administrator discretion)**
- **Early out may be revoked in addition to other consequences**
- *** New IC Code**
- **** NOTE: Use of this behavior code requires a citation in the behavior description narrative within the student information system of:**
 - **The specific rule or expectation that was repeatedly and willfully violated,**
 - **And a description of efforts that were employed to teach, reteach, and/or prompt the student regarding the specific rule or expectation**
- **Students who are suspended for 3 consecutive days or have 5 or more cumulative days in a year will have an Individual Student Plan (ISP) to address prevention of inappropriate behaviors and will be referred to the school MTSS (Multi-Tiered System of Supports) team for determination of appropriate interventions**
- **Schools will review discipline data quarterly to look for disproportionalities and trends**

Addressing/Protecting those who are recipients of infractions and to whom harm has been done

- **Recipients will be treated with compassion and respect for their dignity**
- **Steps will be taken to minimize retraumatization**
- **They are entitled to redress for the harm that they may have suffered**
- **They will have access to school counselors and other professionals as needed and available**
- **They will be given the opportunity to participate in restorative conferences**

Appendix A

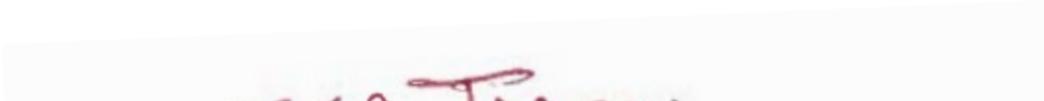
Names of Lyon County School District Discipline Plan Focus Group Participants

Adam Windsor (Parent)	Hollie Acciari (Teacher)	Matthew Gallagher (Teacher)	Lyon County School District Students
Alfredo Martinez (Administrator)	Jackie Bake (Teacher)	Melanie Carlson (Classified)	4th Grade Students at East Valley Elementary
Allura Venagas-Addington (Teacher)	Jackie Flores Montes (Teacher)	Melissa Marshek (Classified)	7th and 8th Grade Students at Dayton Intermediate
Ally Sceirine (Administrator)	Jacob McCullar (Classified)	Melissa Wood (Teacher)	Alauna Escartin (student at Fernley High)
Amanda Irwin (Teacher)	Jamie Henderson (Administrator)	Melissa Wungnema (Teacher)	Allison Pittman (student Yerington High)
Amanda Windsor (Classified)	Jaime Lovan (Parent)	Michelle Trousdale (Teacher)	Astrid Sanborn (student at Sutro Elementary)
Amanda Fellows (Teacher)	Jazzymin Bryan (Teacher)	Monica Copple (Teacher)	Audrey Sumsion (student at Sutro Elementary)
Amy Frontino (Teacher)	Jed Marciniak (Administrator)	Monie Byers (Administrator)	Aven Nauyoks (student at Dayton Elementary)
Ashle Doran (Clinical Social Worker)	Jenifer Sexson (Teacher)	Nancy LaDawn Malone (Teacher)	Bronwynn Garret (student at Silverland Middle)
Ashley Hogan (Teacher)	Jenn Golden (Teacher)	Neysia Smith (Teacher)	Caydalein Woods (student at Riverview Elementary)
Audrey Fitzsimmons (Teacher)	Jenni O'Bryant (Classified)	Nicole LaFleur (Teacher)	Cole Northington (student at East Valley Elementary)
Alauna Escartin (Student)	Jennifer Bluhm (Administrator)	Patrick Billings (Teacher)	Danny Viallobos (student at Yerington Elementary)
Barbara Kornegay (Classified)	Jennifer Young (Social Worker)	Patty Balsz (Teacher)	Dathan Hernandez (student at Yerington High)
Beth Gelmstedt (Teacher)	Jeremy Rogers (Teacher)	Patty Sanborn (Counselor)	Dianna Torres (student at Yerington High)
Blake Cooper (Administrator)	Jeremy Satalick (Administrator)	Paul Manning (Teacher)	Fallon Shultz (student at Yerington High)
Brandy Rodriguez (Teacher)	Jerri Kerns (Teacher)	Priscilla Castaneda (Teacher)	Finnigan Ross (student at Sutro Elementary)
Breanne Smith (Classified)	Jessiea Batehelor (Teacher)	Rebecca Fromherz (Teacher)	Hayden Smith (student at Silverland Middle)
Bridget Perez (Teacher)	Jessica Billings (School Counselor)	Renee Ewing (Teacher)	Jackson Hohnholz (student at Fernley High)
Brittany Harrell (Classified)	Jessica Davis (Teacher)	Rena Oliver (Counselor)	Jackson Williams (student at Silver Stage Middle)
Carolyn McConnell (Teacher)	Jessie Little (Teacher)	Rosa Keithly (Classified)	Jasper Clough (student at East Valley Elementary)
Chad Rice (Teacher)	Jessie Little (Teacher)	Royce Aldridge (Teacher)	Jasmine Florez (student at Yerington Elementary)
Chase Woodford (Administrator)	Jivonna Kenui (Parent)	Ryan Shea (Counselor)	Kellie Baumback (student at Yerington High)
Christina Woods (Classified)	John De Young (Parent)	Savannah Dyer (Teacher)	Landon Harris (student at Dayton Elementary)
Christine Koch (Teacher)	John Gavin (Counselor)	Scott Fellows (Teacher)	Leighton Soukup (student at Dayton Elementary)
Cindy Owings (Counselor)	Joseph Baptist (Teacher)	Shaun Mc Mackin (Dean)	Lilly Trunk (student at Yerington High)
Colleen Grimm (Classified)	Judie Cleary (Classified)	Shawn Romero (Administrator)	
Colleen Unterbrink (Parent)	Kalvin Scott (Counselor)	Shelly Vick (Classified)	
	Kamille Carlson (Teacher)	Stacey Miguel (School Counselor)	
	Karen Adamson (Counselor)	Stacey Woodford (Teacher)	

Connie Rivera (Teacher)	Karen Nussear (Teacher)	Stacy Spurlock (Classified)	Luke Santos (student at Yerington High)
Corinne Burns (Administrator)	Kasani Lawrance (Parent)	Stephanie Coplan (Administrator)	Mason Alarcon (student at Yerington High)
Cory Sanford (Administrator)	Kassie Parker (Parent)	Stephanie Fitch (Teacher)	Nico Mariconi (student at Smith Valley)
Cristie Thomas (Parent)	Kathy Bomba-Edgerton (Administrator)	Stephanie Lotito (Administrator)	Ralphi Sacks (student at East Valley Elementary)
Cristie Mixon (Teacher)	Katie Gillespie (Parent/Teacher)	Stephanie Sweet (Parent)	Riley Aldridge (student at Yerington High)
Dana Fenili-Doll (Parent)	Kaytlin Castaneda (Administrator)	Steve Henderson (Administrator)	Ruby DeChambeau (student at Smith Valley)
Dani Brown (Classified)	Kelly Simmons (Teacher)	Tanya Fontes (Teacher)	Sonny Romero (student at Sutro Elementary)
Danielle Williams (Parent)	Kevin Kranjcec (Administrator)	Tara Crespo (Parent)	Sophia D'Agostino (student at East Valley Elementary)
Dave Varnadoc (Teacher Classified)	Kirby Jordan (Classified)	Taylor Furr (Teacher)	Taylor Mitchell (student at Yerington High)
David Palmer (Administrator)	Kody Davis (Parent)	Teri Arends (Teacher)	Valencia Evans (student at Dayton Elementary)
David Nomicos (School Psychologist)	Korina Santos (Parent),	Tiffany Townley (Administrator)	Vinny Menesini (student at Yerington High)
DeAnn Kelsey (Teacher)	Kristin Inman (Parent)	Todd Hunt (Counselor)	Wyatt Knudson (student at Riverview Elementary)
Deby Ranft (Teacher)	Kristen Kellogg (Classified)	Tony Wilson (Administrator)	Zachary Johnson (student at East Valley Elementary)
Dee Connolly (Teacher)	Lani von Linsowe (Social Worker)	Fricia Strasdin (Teacher)	
Diana Foster (Teacher)	Laura Olave (Teacher)	Trezlyn Wieser (Parent)	
Duane Mattice (Administrator)	Le-An Roberts (Classified)	Vickie Church (Administrator)	
Dusti Houk (Administrator)	Lindsay Parsons (Teacher)	Vince Angle (Teacher)	
Elise Johnson (School Counselor)	Linsey Sousa (Teacher)	Wendy Berrington (Teacher)	
Elizabeth Barrati (Teacher)	Lori Rittenhouse (Teacher)	Xtacy Gutierrez (Teacher)	
Elizabeth Stanton (Teacher)	Lynn Jeka (Teacher)		
Elizana Coltman (Teacher)	Malinda Pope (School Counselor)		
Eric Ozolins (School Counselor)	Malaynia Wick (Teacher)		
Erika Turonuvao (Student Teacher)	Many Jo Fless (Parent)		
Erin Korf (Administrator)	Marie Bingham (Teacher)		
Ethel Hatch (Teacher)	Marie Dufresne (School Counselor)		
Farrah Alexander (Administrator)	Marjorie Mauk (Teacher)		
Gina Armstrong (School Counselor)	Matthew Adamson (Teacher)		
Hannah Fife (Teacher)			
Hannah Swindlehurst (Teacher)			

Heather Knudson (Parent)

Heather Sanchez (Parent)



LYON COUNTY SCHOOL DISTRICT LICENSED

PERSONNEL REPORT LIC 0901 – September 24, 2024

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
Dayton High	Teacher		X	(A.Lugo)	9/16/24	Allison Smith
East Valley Elementary	Teacher		X	(M. German)	8/21/24	Lonetta Joy
Fernley High	Teacher		X	(D. Chapin)	8/27/24	Diana Chapin
Fernley High	Teacher		X	(C. Ward)	8/27/24	Christopher Ward
Fernley High	Teacher		X	(R. Kulbeth)	8/21/24	Sydney Botts
Fernley High	Teacher		X	(Sub)	8/29/24	Daron Wildermuth
Fernley Intermediate	Teacher		X	(K. Ward)	8/27/24	Kelly Ward
Fernley Intermediate	Teacher		X	(M. Tarner)	8/21/24	Adine Morman
Silver Stage Elementary	Teacher		X	(B. Wass)	8/27/24	Claire Crawford
Silver Stage Middle	Teacher		X	(M. Copple)	8/28/24	Keith Herget
Silver Stage Middle	Teacher	X		(New Allocation)	8/21/24	Crystal White
Silverland Middle	Teacher		X	(B. Lopez)	8/21/24	Marcus Midkiff
Special Services	Occupational Therapist		X	(J. Hinz-Tiran)	8/27/24	Jaquelyn Hinz-Tiran
Yerington Elementary	Teacher		X	(K. Bull)	8/27/24	Sarah Hunter
Yerington Intermediate	Teacher	X		(New Allocation)	8/30/24	Theresa Scatena

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Dayton High	Teacher	8/27/24	Austin Lugo
Fernley High	Teacher	6/17/24	Shawn Sorensen
Silverland Middle	Teacher	9/6/24	Victoria Purrell

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL 0901– September 24, 2024

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
Dayton High	Paraprofessional		X	(A.Sanchez)	9/3/24	Michael Peabody
Dayton Transportation	Bus Driver		X	(M. Shane)	8/30/24	Alan Carbiener
District Wide	Bus Driver		X	(C. McNeill)	8/30/24	Deborah Shea
District Wide	Bus Driver		X	(S. McAtee)	8/30/24	Tanner Wood
District Wide	Bus Driver		X	(R. Briggs)	9/13/24	Jess McEnerney
District Office	HR Talent Mgmt & Analyst		X	(N.DeFreze)	9/16/24	Angela Madera
East Valley Elementary	Custodian		X	(L. Joy)	9/18/24	Maria Torres
Fernley High	College & Career Readiness Interventionist		X	(K. Mercado)	8/30/24	Linda Cooper-Manzanas
Fernley High	Custodian	X		(New Allocation)	9/17/24	Lisa Hanson
Fernley Intermediate	Paraprofessional		X	(E. Lopez)	9/6/24	Jasmine Chavez
Riverview Elementary	Paraprofessional		X	(M. Gutierrez)	9/16/24	Jessica Garcia
Silver Stage Middle	Paraprofessional		X	(J. Franks)	8/30/24	Emma Bates
Silver Stage Middle	School Nurse		X	(L. Curry)	9/30/24	David Owings
Sutro Elementary	Paraprofessional		X	(R. Graziano)	8/30/24	Monica Gafford
Sutro Elementary	Paraprofessional		X	(B. McAmoil)	8/30/24	Sandra Torres
Sutro Elementary	School Nurse		X	(S. Sacauskas)	8/30/24	Cheyenne Tecson
Yerington Elementary	Interventionist		X	(R. Avent)	8/30/24	Tamara Hay
Yerington Elementary	Paraprofessional		X	(D. Carney)	9/16/24	Megan Cordova
Yerington Intermediate	Custodian		X	(T. Vastbinder)	8/26/24	Adam Duncan
Yerington Intermediate	College & Career Readiness Interventionist	X		(New Allocation 23/24)	9/3/24	Elizabeth Dane

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
District Office	Maintenance IV	11/14/24	Walter Johnson
Fernley Elementary	Paraprofessional	6/17/24	Gloria Datu
Fernley High	Sign Language Interpreter	6/17/24	Kristie Watson
Smith Valley	Food Services Kitchen Lead	10/31/24	Laura Frei-Rosaschi
Sutro Elementary	School Nurse	9/6/24	Stephanie Sacauskas
Yerington Elementary	Paraprofessional	6/17/24	Cecilia Guerrero-Tadeo
Yerington Elementary	Paraprofessional	8/30/24	Debbie Carny
Yerington High	Paraprofessional	6/17/24	Maria Zambrano

	DAC	Description	Name
1	YERINGTON INTERMEDIATE SCHOOL	Xduty - Activity Director MS .5 FTE	ADAMS, MELODY
2	YERINGTON INTERMEDIATE SCHOOL	Xduty - Activity Director MS .5 FTE	NICHOLAS, DENA
3	YERINGTON INTERMEDIATE SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	ADAMS, MELODY
4	YERINGTON INTERMEDIATE SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	IRVIN, SARAH E
5	YERINGTON INTERMEDIATE SCHOOL	Xduty - Athletic Director MS	SCIARANI, ANGELA N
6	YERINGTON INTERMEDIATE SCHOOL	Xduty - Band Director MS	JEKA, CHRISTOPHER
7	YERINGTON INTERMEDIATE SCHOOL	Xduty - Choir Director MS	JEKA, LYNN
8	YERINGTON INTERMEDIATE SCHOOL	Xduty - Cross Country MS Head	SMITH-OW-WING, VICKY
9	YERINGTON INTERMEDIATE SCHOOL	Xduty - Yearbook Advisor MS .5 FTE	IRVIN, SARAH E
10	YERINGTON INTERMEDIATE SCHOOL	Xduty - Yearbook Advisor MS .5 FTE	NICHOLAS, DENA
11	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Girls 8	KEATS, MICHELLE
12	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Girls 7	PICOTTE, JEREMY
13	YERINGTON HIGH SCHOOL	Xduty - Academic Team Advisor HS	ALDRIDGE, ROYCE
14	DAYTON HIGH SCHOOL	Xduty - Volleyball HS Assist	CURRAN, MAUREEN
15	YERINGTON INTERMEDIATE SCHOOL	Xduty - Activity Director MS .5 FTE	CRANE, ELLEN
16	YERINGTON INTERMEDIATE SCHOOL	Xduty - Activity Director MS .5 FTE	BARRETT, JOELLEN
17	FERNLEY HIGH SCHOOL	Xduty - Department Head	SLOAN, ANFERNEE
18	FERNLEY HIGH SCHOOL	Xduty - Department Head	CHAPIN, DIANE
19	FERNLEY HIGH SCHOOL	Xduty - Volleyball HS Assist	LEIJA, ALEXIS
20	FERNLEY HIGH SCHOOL	Xduty - Play Director HS Fall	KARGES, ZACHARY
21	FERNLEY HIGH SCHOOL	Xduty - Play Director HS Spring	KARGES, ZACHARY
22	FERNLEY INTERMEDIATE SCHOOL	Xduty - Academic Fair, School	WELLER, JESSIE
23	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12 .5 FTE	CHAPIN, DIANE
24	FERNLEY HIGH SCHOOL	Xduty - Class Advisor 10,11,12 .5 FTE	VARNER, KRISTINIA S
25	YERINGTON HIGH SCHOOL	Xduty - Department Head	MILLER, MITCHELL
26	SILVER STAGE MIDDLE SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	COPPLE, MONICA M
27	RIVERVIEW ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES	SHARP, ALYSON M
28	RIVERVIEW ELEMENTARY SCHOOL	Xduty - Academic Fair Advisor ES	ROBINSON, DEANA
29	RIVERVIEW ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator	EICH, RENEE M
30	RIVERVIEW ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assist	LAWRENCE, KASANI Y
31	SUTRO ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	HARDER, MELISSA K
32	SUTRO ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	TAYLOR, HEATHER
33	SUTRO ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	DOLL, TERI
34	SUTRO ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	SATTERFIELD, MORGAN
35	SUTRO ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assist	TAYLOR, HEATHER
36	SILVER STAGE MIDDLE SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	SCHWARTZ, MARY
37	SILVER STAGE MIDDLE SCHOOL	Xduty - Activity Director MS .5 FTE	HACKSTAFF, MEGHANN
38	SILVER STAGE MIDDLE SCHOOL	Xduty - Volleyball 7	DALLIMORE, MEAGAN L
39	SILVER STAGE MIDDLE SCHOOL	Xduty - Yearbook Advisor MS	LEACH, RACHEL
40	SILVER STAGE MIDDLE SCHOOL	Xduty - Volleyball 8	ADKINS, ERICA
41	DAYTON HIGH SCHOOL	Xduty - Basketball Boys HS Assistant	DEJOSEPH, JAYDEN G
42	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 9	FIFE, RALEIGH
43	SILVER STAGE HIGH SCHOOL	Xduty - Yearbook Advisor HS	KESTER, KALI M
44	SILVER STAGE HIGH SCHOOL	Xduty - MTSS Program Facilitator	WALKER, PAIGE
45	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES .5 FTE	ALBARRAN, DARLENE
46	SILVER STAGE HIGH SCHOOL	Xduty - Football Assistant	FULLER, MASON
47	SILVER STAGE MIDDLE SCHOOL	Xduty - Choir Director MS	GRADILLAS, MARK
48	SILVER STAGE MIDDLE SCHOOL	Xduty - Band Director MS	GRADILLAS, MARK
49	SMITH VALLEY SCHOOLS	Xduty - Academic Team Advisor HS	ROGACZEWSKI, HEATHER
50	SMITH VALLEY SCHOOLS	Xduty - Activity Director MS	MATHESON, KRISTINA
51	SMITH VALLEY SCHOOLS	Xduty - Activity Director HS	VICK, SHELLY
52	SMITH VALLEY SCHOOLS	Xduty - Athletic Director HS Small School	VICK, DAVID
53	SMITH VALLEY SCHOOLS	Xduty - Athletic Director MS Small School	ROGACZEWSKI, HEATHER
54	SMITH VALLEY SCHOOLS	Xduty - Baseball Head	VICK, DAVID
55	SMITH VALLEY SCHOOLS	Xduty - Basketball Boys HS Head	VICK, DAVID
56	SMITH VALLEY SCHOOLS	Xduty - Basketball Girls HS Assistant	MATHESON, KRISTINA
57	SMITH VALLEY SCHOOLS	Xduty - Class Advisor 10,11,12	DECHAMBEAU, JAMIE A
58	SMITH VALLEY SCHOOLS	Xduty - Class Advisor 10,11,12	ROGACZEWSKI, HEATHER
59	DAYTON INTERMEDIATE SCHOOL	Xduty - Band Director MS	VEDOVA, AMBER

	DAC	Description	Name
60	YERINGTON HIGH SCHOOL	Xduty - Football Assistant	ANGELES, ERNIE A
61	YERINGTON HIGH SCHOOL	Xduty - Soccer Girls Head	FAUSTO, INES
62	YERINGTON HIGH SCHOOL	Xduty - Soccer Girls Assistant	Zarazua, Nayeli A
63	YERINGTON HIGH SCHOOL	Xduty - Soccer Boys Assistant	HERNANDEZ AGUIRRE, ALEXANDER
64	YERINGTON HIGH SCHOOL	Xduty - Soccer Boys Head	SANCHEZ-GUERRERO, MIGUEL
65	FERNLEY INTERMEDIATE SCHOOL	Xduty - MTSS Program Facilitator	CROW, COLLENE M
66	FERNLEY INTERMEDIATE SCHOOL	Xduty - Academic Olympics Advisor MS	CROW, COLLENE M
67	FERNLEY INTERMEDIATE SCHOOL	Xduty - Play Director MS No Class Fall	O'NEILL, MARCI
68	FERNLEY INTERMEDIATE SCHOOL	Xduty - Play Director MS No Class Spring	O'NEILL, MARCI
69	FERNLEY INTERMEDIATE SCHOOL	Xduty - Cross Country MS Head	O'NEILL, MARCI
70	FERNLEY INTERMEDIATE SCHOOL	Xduty - Cross Country MS Assistant	WICKENDEN, NATASHA
71	FERNLEY INTERMEDIATE SCHOOL	Xduty - Intramurals MS	PAULSEN, BERTON W
72	FERNLEY INTERMEDIATE SCHOOL	Xduty - Site Webmaster/School Tech Assist	MARTINEZ, PAMELA
73	FERNLEY INTERMEDIATE SCHOOL	Xduty - Track MS Assistant	WELLER, JESSIE
74	FERNLEY INTERMEDIATE SCHOOL	Xduty - Wrestling MS Head	PAULSEN, BERTON W
75	FERNLEY INTERMEDIATE SCHOOL	Xduty - Yearbook Advisor ES	TORRES, TAMMY
76	FERNLEY INTERMEDIATE SCHOOL	Xduty - Track MS Head	DICKSON, AMY L
77	SILVER STAGE MIDDLE SCHOOL	Xduty - Basketball Girls 7	WILEY, JOSHUA
78	YERINGTON HIGH SCHOOL	Xduty - Soccer Boys Assistant	HERNANDEZ AGUIRRE, ALEXANDER

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees Stephanie Lotito

SCHOOL Dayton High School

NAME OF CONFERENCE: National Athletic Directors Conference
(Do Not Use Acronyms)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Austin, Texas

DATE OF DEPARTURE: December 12, 2024 DATE OF RETURN: December 17, 2024

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
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 Athletic Directors Conference offers a unique opportunity to receive additional training, learn best practices from seasoned athletic directors, and network with my peers. The event represents an opportunity to gain new skills that will benefit our student athletes and our school as a whole. In particular, I would like to focus on education that could benefit these projects:

Athletic Program Development through:

Athletic Director Development (Leadership Training Institute - LTI - Courses)

1. LTC 506: Legal Issues II (Title IX and Sexual Harassment)
2. LTC 606: Coaching Coaches to be Leadership Educators
3. LTC 703: Student Centered Educational Athletics Performance Beyond the X's and O's
4. LTC 716: Partnering with Parents - Building a Positive Culture in Education-Based Athletics

TRAVEL APPROVED: Date 9/17/24

TRAVEL APPROVED: Date 9/18/24

Aimee Bump
Site administrator or supervisor signature
Sawon Huckaby
Superintendent or designee signature

District Office Use Only

Received by District Office

Date: 9/17/24

Board Approved: Yes () No ()

Date: _____

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

ESTIMATED EXPENSES

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

	Total	District Office	Grant	School Site	Other
BUDGET# 280.633.0000.000.2213.580.10604.32.000 Registration Fees: Attendees <u>295</u> x <u>1</u> Reg. fee \$ <u>295</u>	\$ 295	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.2213.580.10604.32.000 Travel By: <u>Air</u> \$ <u>400</u> (Air, district car, private car for personal convenience, etc.)	\$ 400	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.2213.580.10604.32.000 Lodging: Room rate \$ <u>173</u> x <u>5</u> nights \$ <u>865 + tax</u>	\$ 865 + tax	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u>					
Meals: Breakfast \$ <u>20</u> x <u>3</u> days \$ <u>60</u>	\$ 60	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>22</u> x <u>3</u> days \$ <u>66</u>	\$ 66	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>33</u> x <u>3</u> days \$ <u>99</u>	\$ 99	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5</u> x <u>5</u> days \$ <u>25</u>	\$ 25	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days <u>4</u> x \$ <u>0</u> /day		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation)	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL EXPENSES	\$ 1810	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Conference Information

Conference Dates & Times: December 13, 2024 2:30PM to December 17, 2024 4:00PM

Name of where conference/training is being held
(i.e. Hotel, School, College, Convention Center): Austin Convention Center

Airline Information

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

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

Date & Time you wish to DEPART: December 12, 2024 6:00AM

Date & Time you wish to RETURN: December 17, 2024 6:00PM

List any special notes here:

95

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) : \$164

All travelers agree to share lodging as appropriate?

Yes No

Register under what name(s)?

Stephanie Lotito

Name, Address, Phone number of
lodging establishment:

Marriott Austin Downtown, 304 East Cesar Chavez Street, Austin, Texas 78701 (512)457-1111

DEADLINE DATE: November 15, 2024

Code Information: _____

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval.



FY 2025 Per Diem Rates for Austin, Texas

Meals & Incidental Expenses (M&IE) rates and breakdown

Primary Destination	County	M&IE Total	Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel
Austin	Travis	\$80	\$20	\$22	\$33	\$5	\$60.00



FY 2025 Per Diem Rates for Austin, Texas

Daily lodging rates (excluding taxes) | October 2024 - September 2025

Primary Destination	County	2024 Oct	Nov	Dec	2025 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Austin	Travis	\$173	\$173	\$173	\$187	\$187	\$187	\$173	\$173	\$173	\$173	\$173	\$173



DEC 12 - 17
 ✈️ RNO → AUS Modify

✈️ Depart: RNO → AUS

Reno/Tahoe, NV - RNO to Austin, TX - AUS

[Government taxes & fees included](#) \$ Points
 All fares are rounded up to the nearest dollar.

TUE Dec 10 WED Dec 11 **THU Dec 12** FRI Dec 13 SAT Dec 14

Low Fare Calendar

First 2 bags fly free®
 Weight, size & excess limits apply

Sort by Stops Filter by All day

Departing flights	Number of stops	Duration	Business Select	Anytime	Wanna Get Away <i>plus</i>	Wanna Get Away
Low fare # 1505 / 1534 6:00 AM → 1:25 PM Change planes PHX	1 stop	5h 25m	\$320	\$270 <i>2 left</i>	\$210 <i>2 left</i>	\$190 <i>2 left</i>
Low fare # 1505 / 554 6:00 AM → 3:45 PM Change planes PHX	1 stop	7h 45m	\$320	\$270	\$210	\$190
# 2187 / 3584 6:20 AM → 1:10 PM Change planes LAS	1 stop	4h 50m	\$338	\$288	\$228	\$208
# 2187 / 358 6:20 AM → 3:10 PM Change planes LAS	1 stop	6h 50m	\$369	\$319	\$259	\$239
Low fare # 2473 / 4923 6:40 AM → 2:10 PM Change planes DEN	1 stop	5h 30m	\$320	\$270	\$210	\$190
# 2473 / 571 6:40 AM → 3:35 PM Change planes DEN	1 stop	6h 55m	\$338	\$288	\$228	\$208
# 578 / 2408 7:00 AM → 3:15 PM Change planes OAK	1 stop	6h 15m	\$338	\$288	\$228	\$208
Low fare # 1063 / 1307 7:20 AM → 2:25 PM Change planes LGB	1 stop	5h 5m	\$320	\$270	\$210	\$190
# 1400 / 2560 7:45 AM → 5:45 PM Change planes LAS	1 stop	8h 0m	\$338	\$288	\$228	\$208
# 1400 / 358 7:45 AM → 3:10 PM Change planes LAS	1 stop	5h 25m	\$369	\$319	\$259	\$239
Low fare # 1348 / 1186 8:15 AM → 4:00 PM Change planes SAN	1 stop	5h 45m	\$320	\$270	\$210	\$190

1350 / 2560

9:20AM → **5:45**PM

1 stop
Change planes LAS 6h 25m

\$784

\$734

\$228

\$208

2661 / 2560

11:00AM → **5:45**PM

1 stop
Change planes LAS 4h 45m

\$338

\$288
4 left

\$228
4 left

\$208
4 left

2661 / 3955

11:00AM → **8:40**PM

1 stop
Change planes LAS 7h 40m

\$338

\$288

\$228

\$208

1411 / 3592

11:25AM → **8:05**PM

1 stop
Change planes DEN 6h 40m

\$338

\$288

\$228

\$208

Low fare # 2779 / 3891

1:10PM → **10:25**PM

1 stop
Change planes LAS 7h 15m

\$320

\$270
5 left

\$210
5 left

\$190
5 left

2779 / 3955

1:10PM → **8:40**PM

1 stop
Change planes LAS 5h 30m

\$338

\$288

\$228

\$208

3614 / 962

1:40PM → **10:00**PM

1 stop
Change planes DEN 6h 20m

\$338

\$288

\$228

\$208

Low fare # 965 / 490

2:35PM → **9:25**PM

1 stop
Change planes PHX 4h 50m

\$320

\$270

\$210

\$190

Low fare # 4236 / 3891

2:40PM → **10:25**PM

1 stop
Change planes LAS 5h 45m

\$320

\$270

\$210

\$190

Low fare Fastest # 3290 / 3891

3:45PM → **10:25**PM

1 stop
Change planes LAS 4h 40m

\$320

\$270

\$210

\$190

578 / 849

7:00AM → **5:15**PM

2 stops
Change planes OAK 8h 15m

\$374

\$324
4 left

\$264
4 left

\$244
4 left

1600 / 1072

10:10AM → **7:20**PM

2 stops
Change planes LAX 7h 10m

\$325

\$275

\$215

\$195

1600 / 3592

10:10AM → **8:05**PM

2 stops
Change planes DEN 7h 55m

\$343

\$293

\$233

\$213

2661 / 490

11:00AM → **9:25**PM

2 stops
Change planes LAS 8h 25m

\$364

\$314

\$254

\$234

2779 / 490

1:10PM → **9:25**PM

2 stops
Change planes LAS 6h 15m

\$358

\$308
2 left

\$248
2 left

\$228
2 left

Conference Schedule

[Print Schedule](#) 

All events are held in Central Standard Time (CST).

Friday, December 13

Incoming NIAAA Board Member Orientation

- 9 a.m. – 9:45 a.m.

NIAAA Board Meeting

- 10:30 a.m. – 2 p.m.

NIAAA Publications Committee

- 12 p.m. – 8 p.m.

NIAAA Hall of Fame Committee

- 2 p.m. – 8 p.m.

NIAAA Logo Shop

- 2:30 p.m. – 6 p.m.

NIAAA Meet the Candidate

- 2:30 p.m. – 6 p.m.

Registration

- 2:30 p.m. – 6 p.m.

LTI National Presentation Faculty

- 3 p.m. – 4:30 p.m.

NIAAA Sports Facilities Committee

- 3 p.m. – 6 p.m.

2023 Outgoing Cohort: Leadership, Mentoring

- 5 p.m. – 7:45 p.m.

NIAAA Endowment Committee

- 5 p.m. – 8 p.m.

LTI Session I: 511, 608, 618, 621, 626, 700, 707,
710A, 720

- 5:30 p.m. – 9:30 p.m.

Hot Topic Session

- 5:45 p.m. – 6:45 p.m.

- 8 a.m. – 11 a.m.

NIAAA International Advisory

- 8 a.m. – 12 p.m.

NIAAA Sports Turf Seminar

- 8 a.m. – 12 p.m.

*Buses leave at 8 a.m.

Registration

- 8:30 a.m. – 5 p.m.

AD Advisory Committee

- 9:30 a.m. – 10 a.m.

First-Time Attendees Orientation

- 10 a.m. – 10:45 a.m.

NIAAA Committee Chairs

- 10:15 a.m. – 11:15 a.m.

NEDC Executive Committee Meeting

- 11 a.m. – 12 p.m.

"Talking & Trading"

- 11 a.m. – 12 p.m.

New Committee Member Orientation

- 12 p.m. – 12:45 p.m.

NIAAA Coaches Education Committee

- 12:15 p.m. – 2 p.m.

LTI Session II: 502, 510, 614, 615, 635, 640, 701, 706, 709, 712, 726

- 12:30 p.m. – 4:30 p.m.

Spouse/Guest Welcome Reception

- 1 p.m. – 2:30 p.m.

NIAAA Certification Committee

- 1 p.m. – 4 p.m.

NIAAA Committees (Credentials, DEIB, Health, Membership, Mentoring, NIAN, QPA, Resolutions, Retired)

- 2 p.m. – 4:45 p.m.

NIAAA Logo Shop

- 3 p.m. – 5 p.m.

First Workshop Session

- 3:30 p.m. – 4:30 p.m.

Opening General Session – At-Large Speeches & Scholarship Awards

- 5 p.m. – 6:30 p.m.



One of only two members on the Denver Broncos Thunderstorm Skydive Team, he is seen each week during game season flying into the Denver Broncos Stadium at 60+mph, ending with a soft tip-toe landing on the ten yard line. He brings to the stage over 20+ years of successful audience engagement through humor, awe-inspiring moments, prolific storytelling, and 'edge-of-the seat' content.

[View Full Bio](#)

Opening Reception

- 6:30 p.m.

Catholic Mass

- 7:30 p.m.

Non-Denominational Chapel

- 7:30 p.m.

Sunday, December 15

NIAAA DEIB Fellowship

- 7:30 a.m. – 9 a.m.

NIAAA Past President Meeting

- 7:30 a.m. – 9 a.m.

NIAAA CAA Test Study Session

- 8 a.m. – 8:45 a.m.

NIAAA CIAA Test Study Session

- 8 a.m. – 8:45 a.m.

NIAAA Blue Ribbon Panel

- 8 a.m. – 10 a.m.

Registration

- 8 a.m. – 4 p.m.

Second Workshop Session

- 8:45 a.m. – 9:45 a.m.

Guest Breakfast

- 9 a.m.

2024 Incoming Cohorts: District AD, Leadership, Mentoring, QPA

- 9:30 a.m. – 1 p.m.

Third Workshop Session

• 11 a.m. – 6 p.m.

NIAAA State Award/HOF Chairs

- 11:45 a.m. – 12:45 p.m.

NIAAA State Membership Chairs

- 11:45 a.m. – 12:45 p.m.

NIAAA State Mentoring Chairs

- 11:45 a.m. – 12:45 p.m.

NIAAA Lapel Pin Exchange

- 12 p.m. – 12:30 p.m.

Exhibit Show Door Prize Drawings

- 12:15 p.m. – 12:45 p.m.

NIAAA Section Meetings

- 1 p.m. – 2:15 p.m.

Exhibit Show Ice Cream Social

- 2:30 p.m.

Gift Pick-Up

- 2:30 p.m. – 6 p.m.

Exhibit Show Passport Drawings

- 3 p.m.

LTI Session III: 503, 506, 601, 611, 617, 619, 631, 633, 705, 718, 721, 724

- 3:30 p.m. – 7:30 p.m.

Exhibit Show Reception

- 4:30 p.m. – 6 p.m.

Exhibit Show Passport Drawings

- 5:30 p.m.

Monday, December 16

LTI Information Booth

- 7 a.m. – 8 a.m.

NIAAA State Liaisons & Executive Directors Breakfast Meeting

- 7:30 a.m. – 9:30 a.m.

LTI Session IV: 504, 603, 627, 628, 630, 638, 703, 714, 715, 727, 790

- 7:30 a.m. – 11:30 a.m.

NIAAA Certified Test Administrators

- 8 a.m. – 9 a.m.

NFHS State High School Associations Roundtable

• 8:30 a.m. – 11:30 a.m.

NIAAA Logo Shop

- 8:30 a.m. – 11:30 a.m.

Exhibit Show Door Prize Drawings

- 9 a.m. – 9:45 a.m.

Gift Pick-Up

- 9:30 a.m. – 11:30 a.m.

NEDC Meeting

- 9:45 a.m. – 11:30 a.m.

Fourth Workshop Session

- 10 a.m. – 11 a.m.

Exhibit Show Passport Drawings

- 11:15 a.m.

Conference Luncheon

- 11:45 a.m. – 1:15 p.m.

Fifth Workshop Session

- 1:30 p.m. – 2:30 p.m.

"Give & Take" Forum Networking

- 2:45 p.m. – 3:45 p.m.

NIAAA Delegate Assembly

- 3:30 p.m. – 4:45 p.m.

LTI Session V: 501, 508, 613, 616, 625, 704, 716, 717, 719, 723, 799

- 4 p.m. – 8 p.m.

Tuesday, December 17

NIAAA Board Breakfast

- 7 a.m. – 8:45 a.m.

NIAAA Professional Development Coordinators

- 7 a.m. – 9 a.m.

Sixth Workshop Session

- 8:15 a.m. – 9:15 a.m.

NIAAA CAA/CIAA Exam

- 9 a.m. – 11 a.m.

NIAAA Retired ADs Breakfast

- 9 a.m. – 11 a.m.

Hot Topic Session

- 9:30 a.m. – 10:30 a.m.

NIAAA Annual Meeting followed by State Door Prize

Drawings

- 2:30 p.m. – 4 p.m.

Hall of Fame & Awards Banquet

- 6 p.m.

Closing General Session Speaker



Stephen Mackey, better known to tens of thousands of students and educators as Coach Mackey, is a player development coach, and Wall Street Journal Best Selling author, based in Texas.

In January 2017, Mackey asked the question: “What would it take to help one million athletes and coaches connect the dots between sports and life?” The answer to that question became [2Words Character Development](#).

[View Full Bio](#)

Wednesday, December 18

NIAAA Board Meeting

- 7 a.m. – 10:30 a.m.

Workshop Schedule

Session 1 – Saturday, December 14 | 3:30 p.m. – 4:30 p.m.

1. Securing Sponsorships for Interscholastic Athletic Funding
2. Best Practices for Coach Evaluations
3. Navigating NIL Legislation: Impact and Implications
4. Capturing Student Voice to Enhance Athletic Program Administration
5. Sports Psychology for the Interscholastic Student-Athletes
6. Working with Athletic Department Support Staff and Volunteers
7. Encouraging Female Involvement in Athletics
8. Strategies for Engaging Your School Community to Embrace Your Mission

Session 2 – Sunday, December 15 | 8:45 – 9:45 a.m.

9. Fostering Inclusivity in Athletic Teams and Leagues
10. Developing Effective Professional Development Sessions for Coaches
11. Hazing: predictive Behaviors and Preventative Measures
12. Game Day Management from A to Z
13. NCAA Eligibility Center Update for DI, DII, & DIII

-
- 21. Developing and Implementing Effective EAPs
 - 22. Setting Appropriate Boundaries Between Staff and Student-Athletes
 - 23. School Culture: A Collective Responsibility
 - 24. Importance of Work-Life Balance for Athletic Administrators

Session 4 – Monday, December 16 | 10 – 11 a.m.

- 25. Enhancing Curb Appeal on a Limited Budget
- 26. Future Trends, Challenges, and Opportunities in International School Athletics
- 27. Proactive Strategies for Partnering with Parents
- 28. Developing an Officials Training Curriculum for PE
- 29. Building a Positive Brand Identity
- 30. CMAA Certification Process: Written, Oral, or QPA
- 31. Enhancing Game Day: Integrating Technology for Fans
- 32. Hot Topics in Sports Medicine

Session 5 – Monday, December 16 | 1:30 p.m. – 2:30 p.m.

- 33. Creating Leadership Opportunities Beyond Sports
- 34. The Role of High School Strength and Conditioning
- 35. Becoming an International Athletic Administrator
- 36. Guiding Coaches Through Adversity
- 37. Utilizing the NIAAA Quality Program Assessment for Total Program Evaluation
- 38. Digital Organizational Tools for Athletic Departments
- 39. Importance of Copyright Compliance for Athletic Administrators
- 40. 100 Practical Hacks for Athletic Administrators

Session 6 – Tuesday, December 17 | 8:15 a.m. – 9:15 a.m.

- 41. Addressing Entitlement in Your Athletic Program
- 42. Building Robust Programs for Students with Disabilities
- 43. Aligning Middle and High School Athletic Programs
- 44. Title IX: Updates and Best Practices
- 45. Developing Loyal Coaches: Strategies for Retention
- 46. Developing Championship Sportsmanship Beyond the Game
- 47. Effective Strategies to Navigate Difficult Conversations
- 48. Maximizing Your Reach on Social Media



For more information,
please visit www.nfhs.org
or www.niaaa.org.

#ADConf24

Register

Registration for the 2024 National Athletic Directors Conference is now open! Please feel free to use our budget request letter to get approval for attendance at this year's conference.

[Register](#)

[Budget Request](#) 

Please Read Carefully

1. All registrations must be paid by credit card only.
2. Upon completion of your registration, an email confirmation will be sent. If you do not receive an e-mail confirmation by November 30, please call 317-587-1450 and ask for conference registration.
3. In order to provide ample workshop seating, please select one workshop from each session that is of interest to you. You will be able to attend any workshop you choose. This is for planning purposes only.
4. The guest registration fee is \$55 and includes:
 - Saturday reception for families of registered athletic administrators
 - Sunday program with breakfast (guest only)
 - Admittance into the exhibit hall
 - Admittance to opening and closing general sessions
 - The guest registration does not include the luncheon, banquet, or any optional activities
5. Luncheon and/or banquet tickets may be purchased in advance for \$60 and \$90, respectively.
6. Guests who do not wish to purchase a \$55 guest ticket will not be allowed entry into any area of the conference.
7. To enter the Exhibit Hall only, a \$25 Exhibit Hall Pass* may be purchased. This pass will not work in other areas of the conference. Under no circumstances will a guest who is not registered for the conference be admitted into the exhibit hall.
 - *Do not purchase an Exhibit Hall Pass if you have purchased a regular, retired, or guest registration*

LTI Course		
By November 22, 2024	\$95	\$180
After November 22, 2024	\$110	\$195
We offer most of our courses at the conference. Each course is four hours long.		
Guest Registration	\$55	Saturday reception, Sunday special event, admittance to exhibit hall and general sessions
Luncheon Ticket	\$60	NFHS Citation Award Presentations; lunch included
Banquet Ticket	\$90	NIAAA Awards Presentations; dinner included
NIAAA Endowment Golf Tournament	TBA	Breakfast included

Payment by credit card only. A 100% refund will be given if cancellation notice is given by Friday, November 22, 2024 11:59 EST. Starting November 23, 2024, based on the extenuating circumstances, the registration fee may be refunded minus a \$50 cancellation charge. This is not guaranteed and is at the discretion of conference management. Refunds will not include the following tickets: **Guest Badge, additional NFHS Citation Luncheon Ticket, additional NIAAA Awards and Hall of Fame Banquet, and NIAAA Endowment Golf Tournament.** LTI courses will be charged \$25 per course cancelled from November 23 to December 11. On or after December 12 there is no refund for any conference event.



For more information, please visit www.nfhs.org or www.niaaa.org.

#ADConf24

Hotel Reservations

We have multiple hotel options for NADC attendees! You will receive a link to secure a hotel room after you register for the conference.

Pricing

Rate: \$164.00 per night + 17% tax

Hilton Austin

500 East 4th St Austin, TX 78701

JW Marriott Austin

110 East 2nd Street Austin, Texas 78701

Marriott Austin Downtown

304 East Cesar Chavez Street Austin, Texas 78701



For more information,
please visit www.nfhs.org
or www.niaaa.org.

#ADConf24

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees Kevin Kranjcec

SCHOOL Dayton Intermediate School

NAME OF CONFERENCE: Association for Career and Technical Education VISION 2024
(Do Not Use Acronyms)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: San Antonio, Texas

DATE OF DEPARTURE: 12/3/24

DATE OF RETURN: 12/7/24

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

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

VISION offers comprehensive programming covering high-quality CTE in secondary and postsecondary environments and emerging trends in the field to help career and technical educators thrive in their careers. VISION provides attendees with a rich array of networking opportunities, an Expo, hundreds of concurrent program sessions, and numerous networking opportunities.

TRAVEL APPROVED: Date 9-10-24

TRAVEL APPROVED: Date 9/10/24



Site administrator or supervisor signature



Superintendent or designee signature

District Office Use Only

Received by District Office

Date: 9/10/24

Board Approved: Yes () No ()

Date: _____

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

ESTIMATED EXPENSES

If funded by a grant or other, specify grant/other name here: Perkins Local Formula

	<u>Total</u>	<i>District Office</i>	<i>Grant</i>	<i>School Site</i>	<i>Other</i>
BUDGET# 280.631.0000.300.2213.330.10000.00.000 Registration Fees: Attendees <u>1</u> x <u>610</u> Reg. fee \$	610	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.631.0000.580.10000.00.000 Travel By: <u>Air</u> \$	568.96	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>(Air, district car, private car for personal convenience, etc.)</i>					
BUDGET# 280.631.0000.580.10000.00.000 Lodging: Room rate \$ <u>189</u> x <u>4</u> nights \$	756	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u></i>					
Meals: Breakfast \$ <u>18</u> x <u>4</u> days \$	72	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>20</u> x <u>4</u> days \$	80	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>31</u> x <u>5</u> days \$	155	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5</u> x <u>25</u> days \$	25	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days <u> </u> X \$ <u> </u> /day		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$	100	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation) \$	2,366.96	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL EXPENSES	\$ 2,366.96				

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

Conference Information

Conference Dates & Times: **December 4th-7th**

Name of where conference/training is being held
(i.e. Hotel, School, College, Convention Center): **Henry B. González Convention Center 900 E. Market Street San Antonio, Texas 78205**

Airline Information

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

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

Date & Time you wish to DEPART: **Tuesday Dec. 3rd 1:55pm**

Date & Time you wish to RETURN: **Saturday Dec 7th 6:50pm**

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) : **137**

All travelers agree to share lodging as appropriate?

Yes No

Register under what name(s)?

Kevin Kranjcec

Name, Address, Phone number of
lodging establishment:

432 West Market St. San Antonio, Texas 78205

DEADLINE DATE : _____

Code Information: _____

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval.

FY 2025 Per Diem Rates for san Antonio, Texas

Change fiscal year: or [New Search](#)

Daily lodging rates (excluding taxes) | October 2024 - September 2025

Cities not appearing below may be located within a county for which rates are listed. To determine the county a destination is located in, visit the [Census Geocoder](#).

Primary Destination ⓘ	County ⓘ	2024 Oct	Nov	Dec	2025 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
San Antonio	Bexar	\$137	\$137	\$137	\$137	\$161	\$161	\$137	\$137	\$137	\$137	\$137	\$137

Meals & Incidental Expenses (M&IE) rates and breakdown

The M&IE total is the full daily amount for a single calendar day when that day is neither the first nor last day of travel. The amount received on the first and last day of travel equals 75% of the M&IE total. See [M&IE breakdowns](#) for information related to the individual meal amounts.

Primary Destination ⓘ	County ⓘ	M&IE Total	Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel
San Antonio	Bexar	\$74	\$18	\$20	\$31	\$5	\$55.50

Additional per diem topics

- [Meals & Incidental Expenses breakdown \(M&IE\)](#)
- [FAQs](#)
- [State tax exemption forms](#)
- [Factors influencing lodging rates](#)
- [Per diem highlights](#)
- [Fire safe hotels](#)
- [Have a per diem question?](#)
- [Downloadable per diem files](#)

Need more information?

- [Rates for Alaska, Hawaii, U.S. territories and possessions \(set by DoD\)](#)
- [Rates in foreign countries \(set by State Dept.\)](#)
- [Federal travel regulations](#)

Related topics

- [Travel resources](#)
- [E-Gov Travel](#)
- [FedRooms](#)
- [POV mileage reimbursement rates](#)





Trip & Price Details

Price Payment Confirmation

✈ Flight Modify

	Tue 12/3	# 1411 / 1162 RNO 11:25 AM	→	SAT 6:35 PM	5 hr 10 min	1 stop	Wanna Get Away Only 3 left!	Price per Passenger	\$483.50
								Taxes and fees per Passenger	\$85.46
								Total per Passenger	\$568.96
	Sat 12/7	# 298 / 1407 SAT 1:55 PM	→	RNO 6:50 PM	6 hr 55 min	1 stop	Wanna Get Away Only 5 left!	Passenger(s)	x1
								Flight total	\$568.96
									or from \$56/mo* with uplift Learn more

Helpful Information:

- All fares and fare ranges are subject to change until purchased and are per person for each way of travel.
- Starting July 1, 2023 (12:00 a.m. CT), for Wanna Get Away® or Wanna Get Away Plus™ reward travel reservations (booked with points): If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, any points used for booking will be forfeited, along with any taxes and fees associated with your reward travel reservation. For Anytime or Business Select® reward travel reservations: the points used for booking will be redeposited to the purchaser's Rapid Rewards® account, and any taxes and fees associated with the reward travel reservation will be converted into a Transferable Flight Credit™ for future use.
- Cash + Points bookings will not earn Rapid Rewards points, tier qualifying points for A-List or A-List Preferred status, or Companion Pass qualifying points.

✈ Flight Extras

Upgrade to Wanna Get Away *plus*

Prices shown per passenger, per one-way.

- ✓ Free same-day confirmed change (taxes and fees may apply)⁶
- ✓ Transferable Flight Credit™⁵
- ✓ 8 Rapid Rewards points per dollar per qualifying flight¹¹

⁶Please read the [fare rules](#) associated with this purchase.

Upgrade departing trip for \$20

Upgrade returning trip for \$20

Upgrade both for \$40

Apply upgrade



RATES

[ACTE W9 Form](#) | [Letter of Justification](#)

ATTENDEE REGISTRATION

	Advance by Oct. 13	Regular
VISION Attendee Rates		
ACTE Member	\$610	\$660
Non-member	\$800	\$850
ACTE Gala	\$90	\$90
One Day VISION Attendee Rates		
ACTE Member	\$340	\$340
Non-member	\$465	\$465

	Advance by Oct. 13	Regular
Companion Event: NAAE		
ACTE Member	\$610	\$660
NAAE Member	\$565	\$615
ACTE Non-Member	\$800	\$850
NAAE Non-Member	\$800	\$850

	Regular
Companion Event: CTE Research Conference	
ACTE Member	\$495

Non-Member	\$800
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Pre-Conference VISION Tours & Workshops on Dec. 4	Rates
Fox Tech High School Tour	\$80
Henry B. Gonzalez Convention Center Tour	\$90
The Institute of CyberSecurity and Innovation at North East ISD Tour	\$90
Activating Abilities: Building Students' Confidence and Fostering Teamwork	\$175
Broadening the Pipeline: Strategies to Recruit the CTE Educator Workforce	\$175
CTE Admin 101: Total Program Management for New CTE Administrators	\$175
CTE Admin 201: Mastering CTE Data for Program Success	\$175
Classroom and Behavioral Management for New CTE Teachers	\$175
Empowering Educators: Integrating AI into Diverse Disciplines of CTE	\$175
Girls in CTE: Strategies for Recruiting and Retaining Nontraditional Students	\$175
Global Career Readiness: Going Beyond DEI	\$175
How to Build a Talent Pipeline from Kindergarten to Career	\$175
Instructional Excellence for New CTE Teachers	\$175
Optimizing CTOS: Mastering Management with AI	\$175
Preparing Tomorrow's Workforce Through Career Connected Learning	\$175
Supporting Students with Disabilities in CTE	\$175
Reaching and Teaching English Learners in CTE Classrooms	\$175
Revitalizing CTE Instruction: Innovative Strategies for Seasoned Educators	\$210
State Leadership Training	\$25
An Ultimate Talent Development Strategy	\$175
Workforce Readiness: Strategic Instruction for Integrating Employability Skills	\$175

Catapult Masterclass	Career Readiness	Employer Partnerships	Instructional Excellence	Student Recruitment & Marketing	Work-based learning
ACTE Member	\$895.50	\$895.50	\$895.50	\$895.50	\$895.50
Non-Member	\$995	\$995	\$995	\$995	\$995

What does the registration fee include?

The full conference registration fee includes access to all general sessions, 400+ concurrent sessions and the Expo. Workshops and the Awards Gala are an additional cost. Meals are not included, with the exception of the Awards Gala (additional fee) and First-time Attendee Orientation.

What is your speaker/presenter registration policy?

All speakers and presenters are required to register for CareerTech VISION. All accepted speakers/presenters will receive additional information to register online. If you have questions about registering as a speaker/presenter please contact Jessica Rivera at jrivera@acteonline.org.

What is your cancellation policy?

Confirmed registrants may cancel and receive a full refund, minus a \$100 administrative fee through Sept. 13, 2024, for standard conference registration fees. Fifty percent of the standard conference registration fee will be refunded for cancellations received from Sept. 14, 2024 through Oct. 11, 2024. Cancellation requests received after Oct. 11, 2024 are nonrefundable.

Please note, no refunds are provided for Individual Gala ticket holders who opt to join a Sponsored Gala Table.

Substitutions Substitutions are allowed by individuals within the same institution/company. Substitutions should have the same membership classification so that the payment is an even exchange transfer of payment. Please email your request for the substitute attendee to registration@acteonline.org with the following information for the substitute: First and Last Name Badge Name Organization/School Address Email

Your Stay

[Edit Stay](#)

 Homewood Suites by Hilton San Antonio-Riverwalk/Downtown

 Tue, Dec 3 – Sat, Dec 7, 2024 (4 nights)

 1 room for 1 adult

Payment and Guest Details

Step 3 of 3

Total for stay

\$897.41

[Hide price details](#)

Price in \$USD

1 Bedroom 1 Queen Bed

Acte Overflow Block

03 Dec 2024

\$189.00

04 Dec 2024

\$189.00

05 Dec 2024

\$189.00

06 Dec 2024

\$189.00

Total room charge

\$756.00

Mandatory Charge: 1.68 % per room, per stay

Total fees

\$12.66

16.75 % per room, per night

Total taxes

\$128.75

Total for stay: \$897.41

 **Arrival Essentials**

Check-in **4:00 PM** Check-out **11:00 AM** Currency **US Dollar** Parking **Valet**

 **Guarantee and Cancellation Policy**

[Book now, pay later](#)

There is a Credit Card required for this reservation. **Free cancellation before 11:59 PM local hotel time on 02 Dec 2024.**

All fields are required unless marked optional.

 **Payment**

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees Rebecca Mayer

SCHOOL Fernley High School

NAME OF CONFERENCE: MBA Conclave 2024
(Do Not Use Acronyms)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Columbus, Ohio

DATE OF DEPARTURE: 10/11/2024

DATE OF RETURN: 10/13/2024

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.

This conference is built specifically for high school Business and Marketing teachers & administrators. Conclave provides a comprehensive overview of contemporary curricula, pedagogy, and program development strategies, including dialogue with leading educators and industry executives. This would be an invaluable professional development experience for me. Below are a few learning opportunities that would lead directly to positive outcomes for our students.

- ~ Presentations by senior-level executives sharing the latest trends & best practices in business.
- ~Sessions on instructional best practices by teacher leaders from across the country.
- ~Industry-validated standards & adaptations for programs of study & performance-oriented courses.
- ~Focus on technology integration to differentiate instruction and enhance learning.
- ~Detailed information regarding proof-of-learning assessments, including industry-based certification.
- ~Use of student organization to apply & reinforce learning, provide leadership development, & engage students in the learning process.

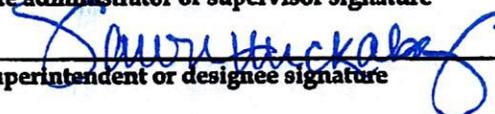
The information I'll bring back will help streamline the time and costs to keep our courses up to date with the fast pace of business. In addition, I'll use the strategies to learn to help advance other projects at our school.

TRAVEL APPROVED: Date 9.13.24



Site administrator or supervisor signature

TRAVEL APPROVED: Date 9-17-24



Superintendent or designee signature

District Office Use Only

Received by District Office Date: 9-17-24

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

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

ESTIMATED EXPENSES

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

BUDGET# 280.631.0000.300.2200.330.10000.00.000 Total
 Registration Fees: Attendees 1 x 395 Reg. fee \$ 395.00

District Office	Grant	School Site	Other
	✓		

BUDGET# 280.631.0000.300.2213.5280.10000.00.000
 Travel By: Plane \$ 752.21
 (Air, district car, private car for personal convenience, etc.)

	✓		
--	---	--	--

BUDGET# 280.631.0000.300.2213.580.10000.00.000
 Lodging: Room rate \$ 211.89 x 3 nights \$ 635.67

	✓		
--	---	--	--

(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 \$ 20.00 x 1 days \$ 20.00
 Lunch \$ 22.00 x 2 days \$ 44.00
 Dinner \$ 33.00 x 4 days \$ 132.00
 Incidental \$ 5.00 x 4 days \$ 20.00

Substitutes: # of Days 2 x \$ 145.00/day 290.00

	✓		
--	---	--	--

Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$ 190.25

	✓		
--	---	--	--

Other Miscellaneous expenses: (attach explanation) \$ _____
TOTAL EXPENSES \$ 2,479.13

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

Conference Information

Conference Dates & Times:	October 11th - October 13th Start 9 am Ends 2 pm
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Hyatt Regency Columbus

Airline Information

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

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

Date & Time you wish to DEPART:	10/10 - 7 am United Airlines
Date & Time you wish to RETURN:	10/13 - 5:51 pm United Airlines
List any special notes here:	Window Seat please

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) : 122.00 All travelers agree to share lodging as appropriate? Yes No

Register under what name(s)?

Rebecca A. Mayer

Name, Address, Phone number of lodging establishment:

Hyatt Regency Columbus (614)463-1234 350 N. High Street Columbus OH 43215

DEADLINE DATE : _____

Code Information: _____

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval.

MBA Research Conclave 2024
October 11th - 13th
Rebecca Mayer

I would also like to sign up for “The Celebration Dinner” and the Stadium Tour. However, since they are both at the same time. My first choice is Empowered session (Free), then the stadium.

Registration Information

Columbus, OH: MBA Research Conclave takes place Friday, October 11 – Sunday, October 13, 2024.

Conference registration includes access to all sessions, including general sessions, concurrent sessions, and quick stops, breakfast and lunch for Saturday and Sunday, and access to the exhibit hall. Registration before August 31, 2024, includes a free ticket to *The Celebration!*

Tours are available for an additional fee. Sign up and pay for tours when registering for the conference. Learn more about our [pre-conference tour](#).

Pre-conference workshops are available at no additional cost. There is limited seating. Sign up for a pre-conference workshop when you register. [Click here to learn more.](#)

Conference Registration	\$395
Pre-Conference Tour - Ohio Stadium VIP Tour (sign up when you register for the conference)	\$55
Pre-Conference Workshops (sign up when you register for the conference)	No Charge
Cancellation Fee (100% refund before October 1, 2024)	

Payment Information

Pay by Credit Card

Payment is due when you register for the conference. We accept American Express, Discover, MasterCard, and Visa.

Pay with Checks or Purchase Orders

If paying by check or purchase order, send payment to:

MBA Research & Curriculum Center
PO Box 12279
Columbus, OH 43212

Cancellations and Refunds

Contact customer service at Service@MBAResearch.org if you need to cancel your registration.

Questions?

Check out our [FAQs!](#) You can also email us at Service@MBAResearch.org; we will gladly help.

REGISTER NOW

MBA Research Conclave 2024
October 11th - 13th
Rebecca Mayer

2024 Pre-Conference Workshops

Pre-Conference Workshops are available at no cost. Sign up for Pre-Conference Workshops when registering for Conclave.

Empowered: Engaging Students for Success in the Real World
Friday, October 11, 2024 | 9:00 a.m. - 12:00 p.m.

WARNING: Fun, engaging, hands-on PD session! Empowered focuses on helping you create an exciting, individualized classroom where learning is not just for the moment but for a lifetime. Students learn to think critically and build skills to create value for themselves and others with our Foundational Principles of success. Leave this session with activities to help establish your classroom culture and impact your classroom immediately!

HSB Teachers Only: Getting the Most Out of Your Learning Center
Friday, October 11, 2024 | 9:00 a.m. - 11:00 a.m.

The Learning Center is an integral part of the HSB curriculum. Spend time with us as we take a deep dive into the most pressing "how-to" requests that HSB teachers ask. Learn how to retrieve instructional materials, navigate the Learning Center platform, and learn what's available to get the most out of the resources for you and your students. **NOTE: You must have an active Learning Center account to participate in this workshop. This is a 2-hr workshop. Following the session, an additional hour will be available for FAQ, collaborating with other HSB teachers, or working one-on-one with the trainers.**

Non-HSB Teachers Only: The Learning Center: Getting Started and Getting Your Questions Answered
Friday, October 11, 2024 | 9:00 a.m. - 11:00 a.m.

If you have not explored the Learning Center, now is the time. Whether you are a new teacher or a veteran teacher, the Learning Center provides numerous resources to integrate into your classroom. Come see how to set up a course, access topic-specific content, access the test item bank, and more! Also, bring your Learning Center questions to help troubleshoot issues and eliminate any obstacles you have in using this innovative resource. **NOTE: An active Learning Center account is required to participate in this workshop. This is a 2-hr workshop. Following the session, an additional hour will be available for FAQ, collaborating with other teachers, or working one-on-one with the trainers.**

MBA Research Conclave 2024
 October 11th - 13th
 Rebecca Mayer
 896.33Hotel:

WORLD OF HYATT



Hyatt Regency Columbus

1 King Bed
 The Conclave on Oct 11-13, 2024
 1 Room Request
 MBA Research

[Sign in for faster booking, or continue as a guest.](#)

Contact Information

Prefix	Given / First Name	Surname / Last Name

Price Summary

Total Cost Per Room*

Room Rate	\$219.00
Tax	\$199.00
City Tax	\$199.00
Nat. Tax	\$199.00
State Tax	\$199.00
Taxes & Fees	\$139.30
STATE TAX	\$19.00
TAX COLLECTOR TAX	\$19.00
REG. DISC. DUTY	\$19.00

*Charges in tax and fees will affect the total price.

Air travel

ROUNDTRIP (1 TRAVELER)

[Revise this trip](#)

Reno RNO to Columbus CMH

Oct 10 • 7:00 am to 4:39 pm • 1 stop

> [Show details](#)

Columbus CMH to Reno RNO

Oct 13 • 5:51 pm to 10:11 pm • 1 stop

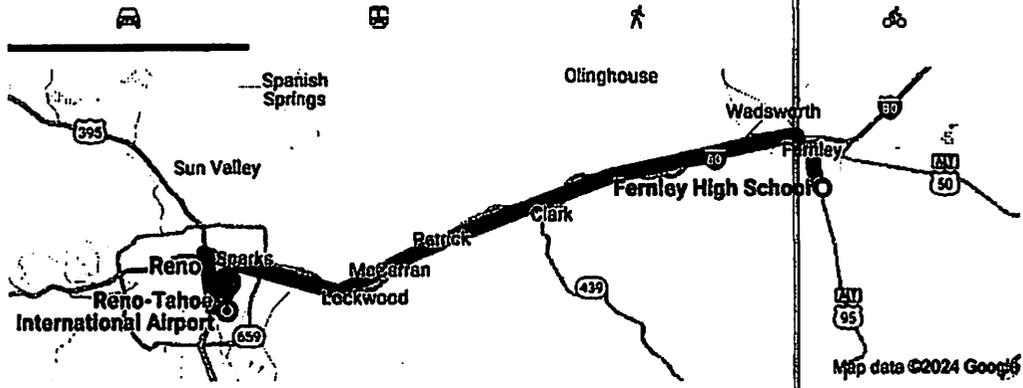
> [Show details](#)

Fare	\$653.96
> Taxes and fees	\$98.25
Total due	\$752.21

or starting from \$80/month

MBA Research Conclave 2024
October 11th - 13th
Rebecca Mayer

- Fernley High School, 1300 US-95 ALT, Fernley, NV 89408
- Reno-Tahoe International Airport, 2001 E Plumb Ln, Reno, NV 89502



41 min (37.5 mi) via I-80 W

Directions

I would like to take the pre-workshop Empowered:

FY 2025 Per Diem Rates for columbus, Ohio

Change fiscal year: or [New Search](#)

Daily lodging rates (excluding taxes) | October 2024 - September 2025

Cities not appearing below may be located within a county for which rates are listed. To determine the county a destination is located in, visit the [Census Geocoder](#).

Primary Destination	County	2024 Oct	Nov	Dec	2025 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Columbus	Franklin	\$131	\$131	\$131	\$131	\$131	\$131	\$131	\$131	\$131	\$131	\$131	\$131

Meals & Incidental Expenses (M&IE) rates and breakdown

The M&IE total is the full daily amount for a single calendar day when that day is neither the first nor last day of travel. The amount received on the first and last day of travel equals 75% of the M&IE total. See [M&IE breakdowns](#) for information related to the individual meal amounts.

Primary Destination	County	M&IE Total	Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel
Columbus	Franklin	\$80	\$20	\$22	\$33	\$5	\$60.00

Additional per diem topics

- [Meals & Incidental Expenses breakdown \(M&IE\)](#)
- [FAQs](#)
- [State tax exemption forms](#)
- [Factors influencing lodging rates](#)
- [Per diem highlights](#)
- [Fire safe hotels](#)
- [Have a per diem question?](#)
- [Downloadable per diem files](#)

Need more information?

- [Rates for Alaska, Hawaii, U.S. territories and possessions \(set by DoD\)](#)
- [Rates in foreign countries \(set by State Dept.\)](#)
- [Federal travel regulations](#)

Related topics

- [Travel resources](#)
- [E-Gov Travel](#)
- [FedRooms](#)
- [POV mileage reimbursement rates](#)



Hyatt Regency Columbus

1 King Bed
Thu, Oct 10, 2024 - Sun, Oct 13, 2024
47 1 Room, 1 Guest
Advance Purchase Rate

[Sign In](#) for faster booking, or continue as a guest.

Contact Information

Prefix Given / First Name Surname / Last Name

-

Email

Phone Number

US +1

Text Me Updates (Optional)
 By turning on the switch, I provide my signature to agree to receive automated texts with info about reservations, offers & promos from Hyatt and its agents to the number I provided. Consent to texts is not a requirement or condition of purchase. Msg & data rates apply. I agree to the [Terms](#) [↗](#).

Off

Payment Information

Credit Card

Card Number MM/YY CVC

We accept all major credit cards.

Save this card for future use (Optional)

Price Summary

Total Cost Per Room*	\$635.67
3 Night Stay	\$541.00
Taxes & Fees	\$94.67
Show Price Details ▼	

*Changes in taxes or fees will affect the total price.

Earn up to \$300 in Hyatt credit



Plus, 10,000 Bonus Points

Price for stay:	\$635.67
Hyatt credit:	-\$300.00
Total after Hyatt credit:	\$335.67

[LEARN MORE & APPLY NOW](#) [↗](#)

Price for stay and Hyatt credit may post on separate statements.

Membership has its rewards

Enjoy free nights, member rates, room upgrades and more. It's fast and easy to join.

Join World of Hyatt for free

(Optional)



Create Password

Show

Password length must be between 8 and 35 characters (special characters are permitted.)

By joining, you are agreeing to the World of Hyatt [Terms & Conditions](#). [↗](#) We collect and use your personal information in accordance with our [Privacy Policies](#). [↗](#)

Special Requests



For Travel Planners and Advisors



Terms & Conditions

Deposit Policy

Credit Card Deposit Required

Cancellation Policy

Full Prepayment At Time Of Booking/Non Refundable/No Changes

I accept the deposit and cancellation policy. I have read and acknowledge the use of my personal information in accordance with the [Hyatt Privacy Policies](#).

BOOK MY STAY

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: See LCSD Board Policy DG: Travel Policy for all requirements.

Name(s) of Attendees Rachel Hansen

SCHOOL Riverview Elementary School

NAME OF CONFERENCE: Elementary and Secondary Education Act - Title 1
(Do Not Use Acronyms)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Austin ,TX

DATE OF DEPARTURE: 2-18-2025

DATE OF RETURN: 2-21-2025

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

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

Every three years, if a school receives Title 1 funding, they are asked to attend the Elementary and Secondary Education Act - Title 1 conference (ESEA). This conference allows for principals and school leaders to learn from one another and keep up to date on the latest research based studies. Riverview is able to network with schools, educators, and scientists from around the country on curriculum, instructional practices improving school culture and climate, and STEM based practices. Attending this conference has a positive impact on our school climate, culture, and student learning by enabling leaders to bring back new practices, ideas, and energy to the building. Ultimately having an impact throughout our entire school community. ESEA conferences are amazing learning opportunities for any who are able to attend.

TRAVEL APPROVED: Date 9/18/24

Rachel Hansen mh
Site administrator or supervisor signature

TRAVEL APPROVED: Date 9/18/24

Saurabh Kulkarni
Superintendent or designee signature

District Office Use Only

Received by District Office

Date: 9/18/24

Board Approved: Yes () No ()

Date: _____

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

ESTIMATED EXPENSES

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

	<u>Total</u>	District Office	Grant	School Site	Other
BUDGET# 280.633.0000.000.2213.330.10211.10 Registration Fees: Attendees X Reg. fee	\$ 649.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.2213.330.10211.10 Travel By: Air (Air, district car, private car for personal convenience, etc.)	\$ 487.96	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.2213.330.10211.10 Lodging: Room rate \$ 412 x 3 nights	\$ 1236.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u>					
Meals: Breakfast \$ 20 x 3 days	\$ 60	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lunch \$ 22 x 2 days	\$ 44	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dinner \$ 33 x 3 days	\$ 99	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Incidental \$ 5 x 4 days	\$ 20	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days X \$ /day		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)	\$ 100	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation)	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL EXPENSES	\$ 2695.96				

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

Conference Information

Conference Dates & Times: 2/19/25 - 2/21/25

Name of where conference/training is being held
(i.e. Hotel, School, College, Convention Center): Austin Convention Center

Airline Information

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

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

Date & Time you wish to DEPART: 2/18/25, 7:45am

Date & Time you wish to RETURN: 2/21/25, 4:10pm

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): 187

All travelers agree to share lodging as appropriate?

Yes No

Register under what name(s)?

Rachel Hansen

Name, Address, Phone number of
lodging establishment:

Westin Downtown Austin, 310 E 5th, Austin TX, 512-391-2333

DEADLINE DATE :

Code Information:

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval.

NATIONAL ESEA CONFERENCE

[EXHIBIT](#)
[PRESENT](#)
[ATTEND](#)

[SCHEDULE](#)
[HOTELS & TRAVEL](#)
[REGISTER NOW](#)

February 19-21, 2025
Austin, TX & Online



2025 National ESEA Conference

February 19-21, 2025
Austin, TX & Online

The National ESEA Conference is intentionally aimed at coordination among federal education programs under the Elementary and Secondary Education Act (ESEA) and other federal programs.

Join us at the Austin Convention Center or virtually as we unite to address a shared goal – how to best meet the needs of disadvantaged students.

Integrate with nationally recognized education leaders and experts; presentations offer content you can't find anywhere else

Network with colleagues from across the nation; new connections can turbocharge your career

Discover relevant educational products and hear from [amazing keynotes](#)

Celebrate [exceptional schools](#) from across the country

FOCUS

ON IMPROVEMENT

This conference serves as a valuable reminder to prioritize the continual progress towards improvement. It urges us to make a conscious effort to exchange effective strategies and best practices that empower us as educators to reshape the educational opportunities for children.

This year's theme implores us to be deliberate in identifying our constant areas of focus, whether refining instruction to elevate student achievement or self-improvement. Having a clear focus on our student's academic growth and an unyielding belief in the possibility of improvement, we approach this Conference as an invaluable opportunity to enhance our collective capacity to make today better than yesterday and build improved tomorrows for our students and those dedicated to their service.

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Austin – Get Excited

Austin, Texas is a melting pot of culture, creativity, and innovation, making it truly one-of-a-kind. From the iconic live music venues on 6th Street to the natural beauty of Barton Springs, there's something for everyone in Austin. Come experience the perfect blend of southern charm and urban excitement.

Join thought leaders, educators, and innovators from around the US as we converge in the dynamic heart of Texas. Explore cutting-edge pedagogies, exchange groundbreaking ideas, and collaborate to shape the next generation of learning. From inspiring keynotes to interactive workshops, this conference promises to ignite your passion for education and empower you with actionable insights.

Don't miss this opportunity to be part of the action in Austin!

NATIONAL ESEA CONFERENCE

[EXHIBIT
PRESENT
ATTEND](#)

[SCHEDULE
HOTELS & TRAVEL
REGISTER NOW](#)

**February 19-21, 2025
Austin, TX & Online**

Westin Austin Downtown

Pricing:

\$412 (including all taxes and fees)

[Make a Reservation](#)

\$432 - triple occupancy

\$452 - quad occupancy

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Get swept up in the excitement of 6th Street at The Westin Austin Downtown. Lined with blues clubs, country bars and food trucks, 6th Street is an icon of Austin's Live Music Capital identity. Host friends for dinner at Stella San Jac, our signature restaurant, offering outdoor seating and an open kitchen. After hours, visit the rooftop lounge and bar, Azul, for a refreshing cocktail by the fire pits. Azul is the highest rooftop bar in Austin.

Address:

310 East 5th St
Austin, TX 78701

One block from the Austin Convention Center



Amenities:

- Free WiFi & Remote Printing
- Free public computers with high-speed Internet access
- Plush Bedding
- 24/7 Eat & Drink - Gallery Kitchen
- 24/7 Gallery Market - grab 'n go items
- Free in-room coffee & tea
- 24-hour StayFit Gym
- Business services

Parking:

On-Site/Valet: \$55 per day

View hotel policies on the [Hotels & Travel Page](#)

Registration Types & Prices

INDIVIDUAL REGISTRATION In-Person & Virtual

\$649 – EARLY BIRD PRICE

Available June 3 - November 30, 2024

\$719 – STANDARD PRICE

Starting December 1, 2024

[Download the Attendee Guide for More Information](#)

NOTE: If paying by check, the check must be received no later than February 14, 2025.

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GROUP REGISTRATION 10 or more people

\$609/each

June 3 - November 30

No Group Packages available after November 30, 2024

[Group Registration FAQs](#)

REGISTER NOW

Exhibit Hall Schedule

The National ESEA Conference includes two full days of exhibits inside the Exhibit Hall and many Conference sessions presented by exhibitors. Be sure to carve out some time on Wednesday and Thursday to get acquainted with exhibiting organizations and learn about their products and services.



FY 2025 Per Diem Rates for Texas

Change fiscal year: or

[New Search](#)

Daily lodging rates (excluding taxes) | October 2024 - September 2025

135

Cities not appearing below may be located within a county for which rates are listed. To determine the county a destination is located in, visit the [Census Geocoder](#).

Primary Destination ⁱ	County ⁱ	2024 Oct	Nov	Dec	2025 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Standard Rate	Applies for all locations without specified rates	\$110	\$110	\$110	\$110	\$110	\$110	\$110	\$110	\$110	\$110	\$110	\$110
Arlington / Fort Worth / Grapevine	Tarrant / City of Grapevine	\$181	\$181	\$181	\$181	\$181	\$181	\$181	\$181	\$181	\$181	\$181	\$181
Austin	Travis	\$173	\$173	\$173	\$187	\$187	\$187	\$173	\$173	\$173	\$173	\$173	\$173
Big Spring	Howard	\$114	\$114	\$114	\$114	\$114	\$114	\$114	\$114	\$114	\$114	\$114	\$114
Dallas	Dallas	\$170	\$170	\$170	\$191	\$191	\$191	\$170	\$170	\$170	\$170	\$170	\$170
Galveston	Galveston	\$111	\$111	\$111	\$111	\$111	\$111	\$111	\$111	\$146	\$146	\$111	\$111
Houston	Montgomery / Fort Bend / Harris	\$128	\$128	\$128	\$128	\$128	\$128	\$128	\$128	\$128	\$128	\$128	\$128
Midland / Odessa	Midland / Andrews / Ector / Martin	\$132	\$118	\$118	\$118	\$132	\$132	\$132	\$132	\$132	\$132	\$132	\$132
Pecos	Reeves	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121	\$121
Plano	Collin	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123	\$123

[Top](#)

Meals & Incidental Expenses (M&IE) rates and breakdown

The M&IE total is the full daily amount for a single calendar day when that day is neither the first nor last day of travel. The amount received on the first and last day of travel equals 75% of the M&IE total. See [M&IE breakdowns](#) for information related to the individual meal amounts.

Primary Destination 	County 	M&IE Total	Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel
Standard Rate	Applies for all locations without specified rates	\$68	\$16	\$19	\$28	\$5	\$51.00
Arlington / Fort Worth / Grapevine	Tarrant / City of Grapevine	\$80	\$20	\$22	\$33	\$5	\$60.00
Austin	Travis	\$80	\$20	\$22	\$33	\$5	\$60.00
Big Spring	Howard	\$68	\$16	\$19	\$28	\$5	\$51.00
Dallas	Dallas	\$80	\$20	\$22	\$33	\$5	\$60.00
Galveston	Galveston	\$74	\$18	\$20	\$31	\$5	\$55.50
Houston	Montgomery / Fort Bend / Harris	\$80	\$20	\$22	\$33	\$5	\$60.00
Midland / Odessa	Midland / Andrews / Ector / Martin	\$74	\$18	\$20	\$31	\$5	\$55.50
Pecos	Reeves	\$74	\$18	\$20	\$31	\$5	\$55.50
Plano	Collin	\$80	\$20	\$22	\$33	\$5	\$60.00

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Additional per diem topics

- [Meals & Incidental Expenses breakdown \(M&IE\)](#)
- [FAQs](#)
- [State tax exemption forms](#)
- [Factors influencing lodging rates](#)
- [Per diem highlights](#)
- [Fire safe hotels](#)
- [Have a per diem question?](#)
- [Downloadable per diem files](#)

Need more information?

- [Rates for Alaska, Hawaii, U.S. territories and possessions \(set by DoD\)](#)
- [Rates in foreign countries \(set by State Dept.\)](#)
- [Federal travel regulations](#)

Related topics

- [Travel resources](#)
- [E-Gov Travel](#)
- [FedRooms](#)
- [POV mileage reimbursement rates](#)

[Top](#)

Trip & Price Details

Price

Payment

Confirmation

✈ Flight Modify

✈	Tue 2/18	# 5031 / 358 RNO → AUS 7:45 AM 2:55 PM	5 hr 10 min	1 stop ✈	<u>Wanna Get Away</u>	Price per Passenger	\$408.15
						Taxes and fees per Passenger	\$79.81
						Total per Passenger	\$487.96
✈	Fri 2/21	# 1900 / 4237 AUS → RNO 12:05 PM 4:10 PM	6 hr 5 min	1 stop ✈	<u>Wanna Get Away</u>	Passenger(s)	x1
						Flight total	\$487.96
							or from \$48/mo ¹³⁷ with uplift Learn more

Helpful Information:

- All fares and fare ranges are subject to change until purchased and are per person for each way of travel.
- Starting July 1, 2023 (12:00 a.m. CT), for Wanna Get Away® or Wanna Get Away Plus™ reward travel reservations (booked with points): If you do not cancel your reservation at least 10 minutes before the flight's original scheduled departure time, any points used for booking will be forfeited, along with any taxes and fees associated with your reward travel reservation. For Anytime or Business Select® reward travel reservations: the points used for booking will be redeposited to the purchaser's Rapid Rewards® account, and any taxes and fees associated with the reward travel reservation will be converted into a Transferable Flight Credit™ for future use.
- Cash + Points bookings will not earn Rapid Rewards points, tier qualifying points for A-List or A-List Preferred status, or Companion Pass qualifying points.

✈ Flight Extras

Upgrade to Wanna Get Away *plus*

Prices shown per passenger, per one-way.

- ✓ Free same-day confirmed change (taxes and fees may apply)⁶
- ✓ Transferable Flight Credit™⁵
- ✓ 8 Rapid Rewards points per dollar per qualifying flight¹¹

⁶Please read the [fare rules](#) associated with this purchase.

Upgrade departing trip for \$21

Upgrade returning trip for \$20

Upgrade both for \$41

Apply upgrade

Get a ride

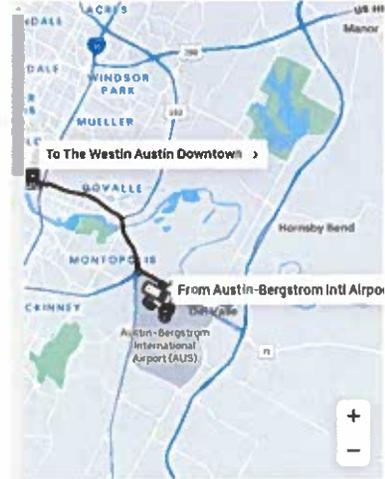
- Austin-Bergstrom Intl Airport
- The Westin Austin Downtown
- Pickup now
- For me

Choose a ride

Recommended

	Comfort 4 3 mins away - 10:27 AM Faster	\$19.32
	UberX 4 3 mins away - 10:28 AM Affordable rides all to yourself	\$17.03
	UberXL 6 3 mins away - 10:28 AM Affordable rides for groups up to 6	\$20.07

PayPal - rachelhqn@aol.com Request Comfort



LYON COUNTY SCHOOL DISTRICT

*Staff Travel Report
to
School Board of Trustees*

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Margaret Heim.

Please Download & TYPE the following information.

Staff Member:	<u>Patrick Whitehead</u>	School:	<u>Fernley High School</u>
Conference:	<u>Educator's Rising</u>	Staff Assignment	<u>Teacher</u>
Do not use acronyms	<u>Washington DC</u>	Dates Attended:	<u>6/27-7/1</u>
Location of Conference:	<u>Washington DC</u>		

General Overview: Do not use acronyms

Educator's Rising is a CTSO community-based movement from PDK International. The program is focused on training students from middle school through high school in the field of teaching and education. Utilizing an original, tailored curriculum, students learn the "ins-and-outs" of the teaching industry, working towards competing in national conference competitions ranging from lesson plan writing to education law (and nearly 40 other competitions). Educator's Rising is being used by districts across the United States to directly feed "Grow Your Own" programs to fulfill vacancies in their teaching positions. Students who complete the Educator's Rising program in high school move on to attain their higher education degrees in education and return to the field of education.

My participation focused on the three-day curriculum introduction where I joined current and new teachers from around the country to learn the design and carry-through of the Educator's Rising Curriculum. This curriculum is entirely online and helps to guide the Educator's Rising instructor to train students from the introductory level through the mastery level of the Educator's Rising curriculum.

How will this impact student learning in a positive way?

As I currently teach the EDU 110/112 dual credit classes at Fernley High School, this invaluable resource of time-tested curriculum will be a significant boost to what I can offer my students. Furthermore, the extended support offered by Educator's Rising will assist in further developing the Teaching and Training CT course at FHS by providing my future assistance in extending the depth of the program. Through Educator's Rising I am connected to hundreds of teachers across the nation that have education programs at every step of the process, from introductory programs to full-fledged "Grow Your Own" programs that are already bringing back college-degreed students who are filling positions in their school and districts.

Overall, the resources and connections offered by Educator's Rising will deeply enhance Lyon County's "Grow Your Own" program as more Teaching Education instructors get connected to the program. I believe that if Educator's Rising becomes more of a fundamental guide in LCSD, we can develop a teacher feeder program that will help to offset our future shortages in the teaching industry.

How will I implement what I learned and how will I share this information with my colleagues?

I will supplement my WNC curriculum (EDU 110/112) using the Educator's Rising Curriculum. Additionally, I have signed up for monthly online trainings through the program to gain assistance and ideas on deepening the connected between the curriculum and students. Furthermore, I will use a variety of the online features of the Educator's Rising curriculum as featured in their "Year 1 Implementation". This includes guidance on their five core units: Building Your Mindset, Individuals Inside Institutions, Classroom Culture and Anti-Bias Instruction, The Basics of Instruction, and Inside Skilled Teachers Toolboxes. Combined with what is already taught through the WNC course, this will absolutely modernize this course and help fill any gaps that currently exist in driving the curriculum to better connect students to the field of teaching.

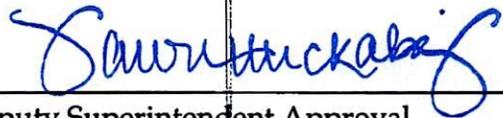
Other Comments:



Site Principal/Supervisor Approval

8.29.24

Date



Deputy Superintendent Approval

8/29/24

Date

Information Technology
Service Ticket Report
08/01/24 - 08/31/24

Created 08/01/24 - 08/31/24

Ticket Type	DO	AdultEd	SDDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	12	0	1	0	0	4	0	12	3	0	8	2	17	11	1	1	15	1	4	7	1	1	2	1	104
Normal	28	5	15	4	0	27	24	62	26	4	26	22	84	60	38	24	36	26	25	28	18	28	42	38	690
Project	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	40	5	16	4	0	31	24	74	29	4	34	24	101	71	39	25	51	27	29	35	19	29	44	39	794

Closed 08/01/24 - 08/31/24

Ticket Type	DO	AdultEd	SDDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Closed	8	0	1	0	0	3	0	8	2	0	7	1	14	7	0	10	1	3	6	1	0	2	1	75
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	3
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	8	0	1	0	0	3	0	8	2	0	7	1	15	9	0	10	1	3	6	1	0	2	1	78
Normal	Closed	22	6	10	4	0	17	18	34	18	4	21	22	76	80	27	11	28	23	22	26	19	45	42	38
	Cancelled	0	0	0	0	0	0	0	0	0	0	2	1	0	0	1	1	0	0	0	1	0	0	0	6
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	22	6	10	4	0	17	18	34	18	4	21	24	77	80	27	12	29	23	22	27	19	45	42	38
Project	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	Closed	30	6	11	4	0	20	18	42	20	4	28	23	90	87	27	11	38	24	25	32	20	45	44	39
	Cancelled	0	0	0	0	0	0	0	0	0	0	2	2	2	0	1	1	0	0	1	0	0	0	0	9
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	30	6	11	4	0	20	18	42	20	4	28	25	92	89	27	12	39	24	25	33	20	45	44	39

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Closed by Site/District Tech

Technician Type	DO	AdultEd	SDDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Site Tech	0	0	0	0	0	0	6	2	0	0	2	5	4	4	0	2	4	0	0	2	0	1	7	1	40
I. T. Tech	22	6	9	4	0	20	11	36	19	4	25	15	84	75	24	10	35	22	22	30	17	42	36	32	600
Oasis Support	8	0	2	0	0	0	1	4	1	0	1	1	2	2	3	0	0	0	3	1	1	0	0	4	34

Information Technology
Service Ticket Report
08/01/24 - 08/31/24

Open as of 08/31/24

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Open	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	
	Total	0	0	0	0	0	0	0	2	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	1	4
Normal	Open	19	0	4	0	0	25	0	12	8	0	12	4	39	47	5	9	53	1	2	0	26	23	59	72	420
	Pending	0	0	0	0	0	0	0	1	0	0	2	1	1	8	1	0	3	0	0	0	0	2	0	0	19
	On Hold	1	0	0	0	0	8	23	16	44	0	2	11	44	32	12	31	64	0	0	4	2	0	3	5	302
	Total	20	0	4	0	0	33	23	29	52	0	16	16	84	87	18	40	120	1	2	4	28	25	62	77	741
Project	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	Total	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
Total	Open	19	0	4	0	0	25	0	14	8	0	12	4	39	47	5	9	54	1	2	0	26	23	60	72	424
	Pending	0	0	0	0	0	0	0	1	0	0	2	1	1	8	1	0	3	0	0	0	0	2	0	0	19
	On Hold	2	0	0	0	0	8	24	16	44	0	2	11	44	32	12	32	64	0	0	4	2	0	3	5	305
	Total	21	0	4	0	0	33	24	31	52	0	16	16	84	87	18	41	121	1	2	4	28	25	63	77	748

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Yearly Closed Comparison	DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
2024	210	44	36	25	0	149	199	241	327	6	123	101	629	278	199	98	617	176	275	276	85	251	270	143	4758
2023	179	42	16	14	0	178	187	286	309	3	109	129	561	280	198	140	1137	121	188	199	77	231	170	188	5729
2022	243	8	19	9	0	208	129	236	227	4	175	161	534	231	165	182	767	162	194	207	80	133	184	186	5735
2021	240	21	23	1	1	169	183	218	167	17	147	138	475	225	211	163	266	138	120	116	111	130	197	173	4838

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1610

Voucher Date: 06/30/2024

Prepared By: _____

Printed: 08/08/2024 12:42:50 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$897,410.08 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$859,041.99
240	State Grants	\$135.85
280	Federal Funds	\$38,232.24
		<hr/> \$897,410.08

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1610

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
ACE HARDWARE	200	100.170.0000.000.2700.610.10000.00.00	General Supplies	\$249.75
		Check #: 2148		
			Vendor Total:	\$249.75
ALHAMBRA WATER	97540	100.109.0000.000.2213.615.10000.00.00	Snacks, Food & Beverages	\$108.88
		Check #: 2149		
			Vendor Total:	\$108.88
AMAZON BUSINESS		100.101.0000.000.2510.610.10000.00.00	General Supplies	\$1,104.43
		Check #: 2150		
		100.122.0000.000.2410.610.10202.10.00	General Supplies	\$84.69
		Check #: 2150		
		100.122.0000.000.2410.615.10202.10.00	Snacks, Food & Beverages	\$59.96
		Check #: 2150		
		100.122.0000.100.1000.610.10202.10.00	General Supplies	(\$106.57)
		Check #: 2150		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$124.10
		Check #: 2150		
		100.123.0000.100.1000.610.10203.10.00	General Supplies	\$110.26
		Check #: 2150		
		100.125.0000.000.2220.610.10205.10.00	General Supplies	\$80.27
		Check #: 2150		
		100.125.0000.000.2620.610.10205.10.00	General Supplies	\$154.50
		Check #: 2150		
		100.125.0000.100.1000.610.10205.10.00	General Supplies	\$201.57
		Check #: 2150		
		100.127.0000.100.1000.610.10210.10.00	General Supplies	\$229.37
		Check #: 2150		
		100.133.0000.100.1000.610.10303.10.00	General Supplies	\$423.44
		Check #: 2150		
		100.135.0000.000.2410.610.10305.31.00	General Supplies	\$29.99
		Check #: 2150		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1610

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.135.0000.100.1000.616.10305.31.00 Check #: 2150	Teacher Supplies	\$66.27
		100.136.0000.000.2410.610.10208.31.00 Check #: 2150	General Supplies	\$263.45
		100.136.0000.000.2410.650.10208.31.00 Check #: 2150	Supplies-Information Technology-related	\$12.78
		100.136.0000.100.1000.610.10208.31.00 Check #: 2150	General Supplies	\$747.52
		100.170.0000.000.2700.610.10000.00.00 Check #: 2150	General Supplies	\$613.91
		280.633.0000.100.2100.610.10203.10.00 Check #: 2150	General Supplies	\$3,064.84
		280.633.0000.100.2100.610.10208.31.00 Check #: 2150	General Supplies	\$251.17
		280.633.0000.100.2100.610.10303.10.00 Check #: 2150	General Supplies	\$237.37
		280.633.0000.100.2100.610.10305.31.00 Check #: 2150	General Supplies	\$5,013.41
		280.633.0000.100.3300.610.10208.31.00 Check #: 2150	General Supplies	\$352.69
		280.688.0000.000.2100.610.10000.00.00 Check #: 2150	General Supplies	(\$33.51)
		280.719.0000.440.1000.610.10203.10.00 Check #: 2150	General Supplies	\$2,953.81
		280.719.0000.440.1000.610.10205.10.00 Check #: 2150	General Supplies	\$482.60
		280.719.0000.440.1000.610.10208.31.00 Check #: 2150	General Supplies	\$2,547.29
		280.719.0000.440.1000.610.10305.31.00 Check #: 2150	General Supplies	\$655.95
		280.719.0000.440.1000.618.10203.10.00 Check #: 2150	Student Incentive Summer School Supplies	\$2,704.23
		280.719.0000.440.1000.618.10208.31.00 Check #: 2150	Student Incentive Summer School Supplies	\$6,465.20

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1610

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.719.0000.440.1000.618.10303.10.00 Check #: 2150	Student Incentive Summer School Supplies	\$789.79
		280.719.0000.440.1000.618.10305.31.00 Check #: 2150	Student Incentive Summer School Supplies	\$9,534.61
		280.735.0000.000.2100.610.10000.00.00 Check #: 2150	General Supplies	(\$45.15)
			Vendor Total:	\$39,174.24
APEX CYBER SYSTEMS		100.101.0000.000.2660.654.10201.10.00 Check #: 2151	Supplies – IT Related <\$999 > 1 year useful life	\$37,081.78
			Vendor Total:	\$37,081.78
BELL PHOTOGRAPHERS		100.101.0000.000.2510.610.10000.00.00 Check #: 2152	General Supplies	\$8,121.97
			Vendor Total:	\$8,121.97
BOOKSOURCE		280.633.0000.100.2200.640.10205.10.00 Check #: 2153	Books and Periodicals	\$3,257.94
			Vendor Total:	\$3,257.94
BSN SPORTS		100.101.0000.920.1000.610.10302.20.00 Check #: 2154	General Supplies	\$1,661.18
		100.101.0000.920.1000.610.10604.32.00 Check #: 2154	General Supplies	\$11,315.00
		100.101.0000.920.1000.610.10605.32.00 Check #: 2154	General Supplies	\$8,588.01
		100.101.0000.920.1000.730.10604.32.00 Check #: 2154	Equipment	\$31,595.00
			Vendor Total:	\$53,159.19
C & L COATINGS, INC	2652	100.108.0000.000.2620.610.10000.00.00 Check #: 2155	General Supplies	\$22,325.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1610

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$22,325.00
CENGAGE LEARNING	100780	240.300.0000.310.1000.653.10602.32.00	Web-based and similar programs	\$135.85
		Check #: 2156		
			Vendor Total:	\$135.85
COGNIA INC		100.101.0000.000.2320.340.10000.00.00	Other Professional Services	\$7,200.00
		Check #: 2157		
			Vendor Total:	\$7,200.00
COWEE, PHIL		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$206.76
		Check #: 2158		
			Vendor Total:	\$206.76
COWGER, ERIKA G		100.101.0000.000.2320.533.10000.00.00	Telephone – Land Line phone services	\$499.20
		Check #: 2159		
			Vendor Total:	\$499.20
DECKER, INC.	5403	100.129.0000.000.2620.610.10209.10.00	General Supplies	\$73.95
		Check #: 2160		
			Vendor Total:	\$73.95
DEERE & COMPANY		100.101.0000.000.2630.731.10000.00.00	Machinery	\$26,401.20
		Check #: 2161		
			Vendor Total:	\$26,401.20
FARR, DARIN		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$142.68
		Check #: 2162		
			Vendor Total:	\$142.68
FOLLET CONTENT SOLUTIONS, LLC	7820			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1610

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.104.0000.000.2210.651.10000.00.00	Supplies – Technology – Software	\$166,547.78
		Check #: 2163		
			Vendor Total:	\$166,547.78
GENESIS FLOOR COVERING UTAH, LLC		100.108.0000.000.2620.430.10202.10.00	Repairs and Maintenance Services	\$44,080.00
		Check #: 2164		
		100.108.0000.000.2620.430.10211.10.00	Repairs and Maintenance Services	\$49,514.00
		Check #: 2164		
		100.108.0000.000.2620.430.10303.10.00	Repairs and Maintenance Services	\$44,033.00
		Check #: 2164		
			Vendor Total:	\$137,627.00
GOPHER SPORT	8661	100.123.0000.100.1000.610.10203.10.00	General Supplies	\$110.39
		Check #: 2165		
			Vendor Total:	\$110.39
GREGERSEN, LAURETTE		100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services	\$499.20
		Check #: 2166		
			Vendor Total:	\$499.20
HARRIS WELDING SUPPLY		100.161.0000.384.1000.610.10601.32.00	General Supplies	\$154.16
		Check #: 2167		
			Vendor Total:	\$154.16
HILLYARD INC.		100.108.0000.000.2620.612.10000.00.00	Inventoried Supplies/Equipment <\$5000	\$16,839.35
		Check #: 2168		
		100.108.0000.000.2620.612.10201.10.00	Inventoried Supplies/Equipment <\$5000	\$9,172.86
		Check #: 2168		
		100.108.0000.000.2620.612.10203.10.00	Inventoried Supplies/Equipment <\$5000	\$9,172.81
		Check #: 2168		
		100.108.0000.000.2620.612.10205.10.00	Inventoried Supplies/Equipment <\$5000	\$9,172.86
		Check #: 2168		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1610

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.612.10206.10.00 Check #: 2168	Inventoried Supplies/Equipment <\$5000	\$9,172.86
		100.108.0000.000.2620.612.10208.31.00 Check #: 2168	Inventoried Supplies/Equipment <\$5000	\$9,172.86
		100.108.0000.000.2620.612.10209.10.00 Check #: 2168	Inventoried Supplies/Equipment <\$5000	\$9,172.86
		100.108.0000.000.2620.612.10210.10.00 Check #: 2168	Inventoried Supplies/Equipment <\$5000	\$9,172.86
		100.108.0000.000.2620.612.10211.10.00 Check #: 2168	Inventoried Supplies/Equipment <\$5000	\$9,172.86
		100.108.0000.000.2620.612.10303.10.00 Check #: 2168	Inventoried Supplies/Equipment <\$5000	\$17,666.30
		100.108.0000.000.2620.612.10304.20.00 Check #: 2168	Inventoried Supplies/Equipment <\$5000	\$9,172.81
		100.108.0000.000.2620.612.10305.31.00 Check #: 2168	Inventoried Supplies/Equipment <\$5000	\$9,172.86
		100.108.0000.000.2620.612.10604.32.00 Check #: 2168	Inventoried Supplies/Equipment <\$5000	\$17,666.30
		100.108.0000.000.2620.612.10605.32.00 Check #: 2168	Inventoried Supplies/Equipment <\$5000	\$9,172.86
			Vendor Total:	\$153,073.31
HUCKABY, DAWN		100.101.0000.000.2320.533.10000.00.00 Check #: 2169	Telephone – Land Line phone services	\$499.20
			Vendor Total:	\$499.20
LAHONTAN PARAMEDICAL		100.170.0000.000.2710.340.10000.00.00 Check #: 2170	Other Professional Services	\$100.00
			Vendor Total:	\$100.00
LOUIE'S HOME CENTER		100.108.0000.000.2620.610.10604.32.00 Check #: 2171	General Supplies	\$76.08
			Vendor Total:	\$76.08

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1610

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
LOWE'S BUSINESS ACCOUNT	11835	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$330.32
		Check #: 2172		
		100.108.0000.000.2620.610.10302.20.00	General Supplies	\$98.62
		Check #: 2172		
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$35.20
		Check #: 2172		
		100.108.0000.000.2620.610.10601.32.00	General Supplies	\$161.91
		Check #: 2172		
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$286.91
		Check #: 2172		
			Vendor Total:	\$912.96
LYON COUNTY SCHOOL DIST._99346	99346	100.101.0000.000.2310.610.10000.00.00	General Supplies	\$363.00
		Check #: 2173		
		100.101.0000.000.2320.610.10000.00.00	General Supplies	\$947.50
		Check #: 2173		
			Vendor Total:	\$1,310.50
MAUPIN, COX, & LEGOY	22060	100.101.0000.000.2320.340.10000.00.00	Other Professional Services	\$4,361.64
		Check #: 2174		
			Vendor Total:	\$4,361.64
MCINTYRE II, NEAL E		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$89.90
		Check #: 2175		
			Vendor Total:	\$89.90
MOUND HOUSE HARDWARE & STORAGE	96223	100.136.0000.000.2620.610.10208.31.00	General Supplies	\$172.02
		Check #: 2176		
			Vendor Total:	\$172.02
MOYLE, HEATHER				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1610

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.109.0000.000.2210.533.10000.00.00	Telephone – Land Line phone services	\$499.20
		Check #: 2177		
			Vendor Total:	\$499.20
NAPA AUTO & TRUCK PARTS_99614	99614	100.170.0000.000.2710.614.10000.00.00	Parts	\$452.70
		Check #: 2178		
			Vendor Total:	\$452.70
NELSON ELECTRIC COMPANY, INC.		100.108.0000.000.2620.430.10601.32.00	Repairs and Maintenance Services	\$20,710.00
		Check #: 2179		
			Vendor Total:	\$20,710.00
OASIS ONLINE		100.107.0000.000.2580.352.10000.00.00	Other Technical Services	\$3,237.50
		Check #: 2180		
			Vendor Total:	\$3,237.50
ORKIN PEST CONTROL		100.106.0000.000.2515.610.10000.00.00	General Supplies	\$95.99
		Check #: 2181		
			Vendor Total:	\$95.99
PERMA-BOUND	16180	100.126.0000.000.2220.640.10206.10.00	Books and Periodicals	\$237.31
		Check #: 2182		
			Vendor Total:	\$237.31
PETERS, PATRICK		100.165.0000.000.2410.615.10605.32.00	Snacks, Food & Beverages	\$31.98
		Check #: 2183		
			Vendor Total:	\$31.98
PETERSON, BRIDGET		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$343.47
		Check #: 2184		
			Vendor Total:	\$343.47

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1610

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
R&J PAINTING LLC		100.108.0000.000.2620.430.10000.00.00	Repairs and Maintenance Services	\$29,508.00
		Check #: 2185		
		100.108.0000.000.2620.430.10303.10.00	Repairs and Maintenance Services	\$17,193.00
		Check #: 2185		
			Vendor Total:	\$46,701.00
RACHEL STEWART	20166	100.101.0000.000.2320.533.10000.00.00	Telephone – Land Line phone services	\$499.20
		Check #: 2186		
			Vendor Total:	\$499.20
RODRIGUEZ, KYLE V		100.101.0000.000.2510.533.10000.00.00	Telephone – Land Line phone services	\$499.20
		Check #: 2187		
			Vendor Total:	\$499.20
ROYAL CARPET ONE FLOOR & HOME		100.108.0000.000.2620.430.10210.10.00	Repairs and Maintenance Services	\$9,728.56
		Check #: 2188		
			Vendor Total:	\$9,728.56
SHEA, LISA	18849	100.101.0000.000.2510.533.10000.00.00	Telephone – Land Line phone services	\$499.20
		Check #: 2189		
			Vendor Total:	\$499.20
SILVER STATE INTERNATIONAL		100.170.0000.000.2710.614.10000.00.00	Parts	\$2,067.61
		Check #: 2190		
			Vendor Total:	\$2,067.61
SLAKEY BROTHERS INC.	19350	100.108.0000.000.2620.610.10205.10.00	General Supplies	\$13,520.00
		Check #: 2191		
			Vendor Total:	\$13,520.00
SPETH, TRISTA				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1610

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$361.13
		Check #: 2192		
			Vendor Total:	\$361.13
SPIRIT MONKEY, LLC				
		100.129.0000.100.1000.610.10209.10.00	General Supplies	\$1,258.00
		Check #: 2193		
			Vendor Total:	\$1,258.00
SUMMIT FIRE & SECURITY				
		100.123.0000.000.2620.430.10203.10.00	Repairs and Maintenance Services	\$751.50
		Check #: 2194		
			Vendor Total:	\$751.50
TAHOE SUPPLY CO.	11238			
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$245.48
		Check #: 2195		
			Vendor Total:	\$245.48
VILLINES, HOLLY				
		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$178.56
		Check #: 2196		
			Vendor Total:	\$178.56
W I D A	103264			
		100.109.0000.000.2220.650.10000.00.00	Supplies-Information Technology-related	\$20,583.01
		Check #: 2197		
			Vendor Total:	\$20,583.01
WALKER LAKE DISPOSAL INC.	102157			
		100.134.0000.000.2620.421.10304.20.00	Garbage / Disposal	\$506.00
		Check #: 2198		
			Vendor Total:	\$506.00
WARD'S NATURAL SCIENCE_103009	103009			
		100.161.0000.192.1000.610.10601.32.00	General Supplies	\$60.14
		Check #: 2199		
			Vendor Total:	\$60.14

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1610

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
WAYLAND SMITH, JAMIE		100.123.0000.000.2410.533.10203.10.00	Telephone – Land Line phone services	\$499.20
		Check #: 2200		
			Vendor Total:	\$499.20
WESTERN NEVADA COLLEGE_99219	99219	100.104.0000.100.1000.560.10000.00.00	Tuition	\$95,375.36
		Check #: 2201		
			Vendor Total:	\$95,375.36
WILLIAM V. MACGILL & CO.	22793	100.136.0000.000.2130.610.10208.31.00	General Supplies	\$241.34
		Check #: 2202		
			Vendor Total:	\$241.34
XEROX CORPORATION		100.122.0000.000.2410.430.10202.10.00	Repairs and Maintenance Services	\$159.81
		Check #: 2203		
		100.122.0000.000.2410.442.10202.10.00	Rental of Equipment and Vehicles	\$221.06
		Check #: 2203		
		100.132.0000.000.2410.442.10302.20.00	Rental of Equipment and Vehicles	\$343.61
		Check #: 2203		
		100.132.0000.100.1000.430.10302.20.00	Repairs and Maintenance Services	\$104.21
		Check #: 2203		
		100.133.0000.000.2410.442.10303.10.00	Rental of Equipment and Vehicles	\$242.42
		Check #: 2203		
		100.133.0000.100.1000.430.10303.10.00	Repairs and Maintenance Services	\$367.80
		Check #: 2203		
			Vendor Total:	\$1,438.91
ZEPTIVE, INC.		100.101.0000.000.2670.612.10603.32.00	Inventoried Supplies/Equipment <\$5000	\$13,116.00
		Check #: 2204		
			Vendor Total:	\$13,116.00
			Grand Total:	\$897,410.08

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1611

Voucher Date: 06/30/2024

Prepared By: _____

Printed: 08/15/2024 10:05:08 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$515,240.63 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$200,805.70
240	State Grants	(\$504.54)
250	Special Education	\$820.32
280	Federal Funds	\$20,154.00
290	Food Service Funds	\$293,965.15
		<hr/> \$515,240.63

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1611

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services	\$9,426.93
		Check #: 2217		
		100.136.0000.000.2410.533.10208.31.00	Telephone – Land Line phone services	\$303.15
		Check #: 2217		
			Vendor Total:	\$9,730.08
A T & T MONTHLY STATEMENT	99712	100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services	\$185.41
		Check #: 2218		
			Vendor Total:	\$185.41
ACE HARDWARE	200	100.122.0000.000.2620.430.10202.10.00	Repairs and Maintenance Services	\$243.30
		Check #: 2219		
			Vendor Total:	\$243.30
ADVANCED INTEGRATED PEST MANAGEMENT		100.121.0000.000.2620.430.10201.10.00	Repairs and Maintenance Services	\$358.00
		Check #: 2220		
		100.122.0000.000.2620.430.10202.10.00	Repairs and Maintenance Services	\$150.00
		Check #: 2220		
		100.134.0000.000.2620.610.10304.20.00	General Supplies	\$262.00
		Check #: 2220		
			Vendor Total:	\$770.00
AMAZON BUSINESS		100.101.0000.000.2320.610.10000.00.00	General Supplies	\$695.92
		Check #: 2221		
		100.101.0000.000.2510.610.10000.00.00	General Supplies	\$3.99
		Check #: 2221		
		100.109.0000.000.2220.650.10000.00.00	Supplies–Information Technology–related	\$606.58
		Check #: 2221		
		100.122.0000.000.2410.610.10202.10.00	General Supplies	\$521.56
		Check #: 2221		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1611

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.123.0000.100.1000.610.10203.10.00 Check #: 2221	General Supplies	\$22.97
		100.126.0000.000.2410.610.10206.10.00 Check #: 2221	General Supplies	\$47.55
		100.126.0000.100.1000.610.10206.10.00 Check #: 2221	General Supplies	\$255.23
		100.127.0000.000.2410.610.10210.10.00 Check #: 2221	General Supplies	\$299.66
		100.127.0000.100.1000.610.10210.10.00 Check #: 2221	General Supplies	\$396.16
		100.162.0000.000.2410.650.10602.50.00 Check #: 2221	Supplies-Information Technology-related	\$670.47
		100.162.0000.000.2620.610.10602.50.00 Check #: 2221	General Supplies	\$582.60
		100.162.0000.100.1000.616.10602.50.00 Check #: 2221	Teacher Supplies	\$43.84
		240.300.0000.300.1000.610.10000.00.00 Check #: 2221	General Supplies	(\$504.54)
		280.633.0000.100.1000.640.10202.10.00 Check #: 2221	Books and Periodicals	\$4,567.99
		280.633.0000.100.2100.610.10206.10.00 Check #: 2221	General Supplies	\$261.86
		280.633.0000.100.2100.610.10210.10.00 Check #: 2221	General Supplies	\$3,001.67
		280.719.0000.440.1000.610.10201.10.00 Check #: 2221	General Supplies	\$1,815.16
		280.719.0000.440.1000.610.10202.10.00 Check #: 2221	General Supplies	\$1,073.29
		280.719.0000.440.1000.610.10203.10.00 Check #: 2221	General Supplies	\$447.81
		280.719.0000.440.1000.610.10206.10.00 Check #: 2221	General Supplies	\$569.08
		280.719.0000.440.1000.618.10208.31.00 Check #: 2221	Student Incentive Summer School Supplies	\$2,458.41

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1611

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.719.0000.440.1000.618.10210.10.00	Student Incentive Summer School Supplies	\$513.07
		Check #: 2221		
			Vendor Total:	\$18,350.33
BIRD, CHARBELL		290.180.0000.000.0000.000.10000.00.48	Deferred Revenues	\$106.35
		Check #: 2222		
			Vendor Total:	\$106.35
BURNS, CORRINE		100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services	\$499.20
		Check #: 2223		
			Vendor Total:	\$499.20
CHARTWELLS		290.180.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$6,632.15
		Check #: 2224		
		290.180.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles	\$3,912.00
		Check #: 2224		
		290.180.0000.000.3100.570.10000.00.00	Food Service Management	\$74,863.94
		Check #: 2224		
		290.180.0000.000.3100.610.10000.00.00	General Supplies	\$850.61
		Check #: 2224		
		290.180.0000.000.3100.615.10000.00.00	Snacks, Food & Beverages	\$71.01
		Check #: 2224		
		290.180.0000.000.3100.630.10000.00.00	Food	\$205,638.48
		Check #: 2224		
			Vendor Total:	\$291,968.19
COOMBS, SHANNON		100.122.0000.000.2410.610.10202.10.00	General Supplies	\$38.97
		Check #: 2225		
		100.122.0000.000.2410.615.10202.10.00	Snacks, Food & Beverages	\$1,487.41
		Check #: 2225		
			Vendor Total:	\$1,526.38
D & S WASTE REMOVAL, INC	4960			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1611

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.122.0000.000.2620.430.10202.10.00	Repairs and Maintenance Services	\$439.61
		Check #: 2226		
			Vendor Total:	\$439.61
DECKER, INC.	5403			
		100.162.0000.000.2620.610.10602.50.00	General Supplies	\$2,396.98
		Check #: 2227		
			Vendor Total:	\$2,396.98
FRONTIER	21702			
		100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services	\$154.72
		Check #: 2228		
			Vendor Total:	\$154.72
GENESIS FLOOR COVERING UTAH, LLC				
		100.108.0000.000.2620.430.10209.10.00	Repairs and Maintenance Services	\$16,107.00
		Check #: 2229		
			Vendor Total:	\$16,107.00
GLOBAL EQUIPMENT COMPANY_97390	97390			
		100.135.0000.000.2620.610.10305.31.00	General Supplies	\$1,007.69
		Check #: 2230		
			Vendor Total:	\$1,007.69
HOME DEPOT	9654			
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$304.05
		Check #: 2231		
			Vendor Total:	\$304.05
INLAND SUPPLY CO., INC.	10000			
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$61.97
		Check #: 2232		
			Vendor Total:	\$61.97
Krystina Joyner				
		100.122.0000.000.2410.610.10202.10.00	General Supplies	\$112.40
		Check #: 2233		
			Vendor Total:	\$112.40

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1611

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
LAVASH, CHAYANNE		290.000.0000.000.0000.000.10000.00.48	Deferred Revenues	\$49.45
		Check #: 2234		
			Vendor Total:	\$49.45
LYON COUNTY SCHOOL DIST._99346	99346	100.127.0000.100.1000.615.10210.10.00	Snacks, Food & Beverages	\$120.00
		Check #: 2235		
			Vendor Total:	\$120.00
LYON COUNTY SHERIFF	P101	100.101.0000.000.2660.340.10000.00.00	Other Professional Services	\$21,721.76
		Check #: 2236		
			Vendor Total:	\$21,721.76
MONTROSE GLASS		100.108.0000.000.2620.430.10000.00.00	Repairs and Maintenance Services	\$27,248.90
		Check #: 2237		
		100.108.0000.000.2620.430.10602.50.00	Repairs and Maintenance Services	\$3,186.53
		Check #: 2237		
			Vendor Total:	\$30,435.43
MOUND HOUSE HARDWARE & STORAGE	96223	100.121.0000.000.2620.610.10201.10.00	General Supplies	\$222.73
		Check #: 2238		
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$415.20
		Check #: 2238		
			Vendor Total:	\$637.93
N N F O A	13587	100.101.0000.920.1000.340.10601.32.00	Other Professional Services	\$6,932.60
		Check #: 2239		
		100.101.0000.920.1000.340.10603.32.00	Other Professional Services	\$5,567.40
		Check #: 2239		
		100.101.0000.920.1000.340.10604.32.00	Other Professional Services	\$4,317.40
		Check #: 2239		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1611

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.920.1000.340.10605.32.00	Other Professional Services	\$1,498.10
		Check #: 2239		
			Vendor Total:	\$18,315.50
NAPA AUTO & TRUCK PARTS_99614	99614	100.170.0000.000.2710.614.10000.00.00	Parts	\$274.19
		Check #: 2240		
			Vendor Total:	\$274.19
NEVADA DEPARTMENT OF AGRICULTURE	14535	290.180.0000.000.3100.630.10000.00.00	Food	\$1,830.04
		Check #: 2241		
			Vendor Total:	\$1,830.04
NEVADA DEPT OF EDUCATION_102249	102249	250.105.0000.000.2318.340.10000.00.00	Other Professional Services	\$820.32
		Check #: 2242		
			Vendor Total:	\$820.32
PETERBILT TRUCK PARTS & EQUIPMENT LLC	21060	100.170.0000.000.2710.614.10000.00.00	Parts	\$6,109.94
		Check #: 2243		
			Vendor Total:	\$6,109.94
PITNEY BOWES INC	98355	100.126.0000.000.2410.531.10206.10.00	Postage	\$127.80
		Check #: 2244		
			Vendor Total:	\$127.80
PROGRESS PUBLICATIONS INC	16785	100.127.0000.100.1000.610.10210.10.00	General Supplies	\$544.50
		Check #: 2245		
			Vendor Total:	\$544.50
RALEY'S		100.122.0000.000.2410.615.10202.10.00	Snacks, Food & Beverages	\$10.18
		Check #: 2246		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1611

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		290.180.0000.000.3100.630.10000.00.00	Food	\$11.12
		Check #: 2246		
			Vendor Total:	\$21.30
RASH, ROBIN L		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$49.97
		Check #: 2247		
			Vendor Total:	\$49.97
SAVAGE AND SON		100.108.0000.000.2620.430.10303.10.00	Repairs and Maintenance Services	\$9,693.00
		Check #: 2248		
			Vendor Total:	\$9,693.00
SHRED-IT USA		100.121.0000.000.2410.610.10201.10.00	General Supplies	\$37.00
		Check #: 2249		
		100.121.0000.000.2620.610.10201.10.00	General Supplies	\$37.00
		Check #: 2249		
			Vendor Total:	\$74.00
SIERRA NEVADA JOURNEYS		280.633.0000.100.3300.610.10201.10.00	General Supplies	\$500.00
		Check #: 2250		
			Vendor Total:	\$500.00
STAPLES TECHNOLOGY SOLUTIONS		100.101.0000.100.1000.654.10000.00.00	Supplies – IT Related <\$999 > 1 year useful life	\$50,591.70
		Check #: 2251		
			Vendor Total:	\$50,591.70
THOMPSON ADVERTISING		280.633.0000.100.3300.610.10205.10.00	General Supplies	\$3,909.98
		Check #: 2252		
			Vendor Total:	\$3,909.98
TYLER TECHNOLOGIES, INC.	103232	100.101.0000.000.2510.651.10000.00.00	Supplies – Technology – Software	\$6,932.02
		Check #: 2253		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1611

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
VESTIS				\$6,932.02
		100.121.0000.000.2620.422.10201.10.00	Janitorial / Custodial Services	\$69.52
		Check #: 2254		
		100.127.0000.000.2620.422.10210.10.00	Janitorial / Custodial Services	\$226.86
		Check #: 2254		
				Vendor Total:
VISTA LEARNING, NFP				\$296.38
		100.102.0000.000.2570.653.10000.00.00	Web-based and similar programs	\$199.50
		Check #: 2255		
				Vendor Total:
WALKER, MICHAEL				\$199.50
		100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services	\$499.20
		Check #: 2256		
		100.127.0000.100.1000.610.10210.10.00	General Supplies	\$50.18
		Check #: 2256		
		280.633.0000.100.2213.580.10210.10.00	Travel	\$1,035.68
		Check #: 2256		
				Vendor Total:
WASTE MANAGEMENT	22180			\$1,585.06
		100.127.0000.000.2410.421.10210.10.00	Garbage / Disposal	\$107.84
		Check #: 2257		
				Vendor Total:
WILLIAM V. MACGILL & CO.	22793			\$107.84
		100.122.0000.000.2130.610.10202.10.00	General Supplies	\$70.46
		Check #: 2258		
		100.127.0000.000.2130.610.10210.10.00	General Supplies	\$878.98
		Check #: 2258		
		100.163.0000.000.2130.610.10603.32.00	General Supplies	\$69.03
		Check #: 2258		
				Vendor Total:
WORTHINGTON DIRECT	22996			\$1,018.47

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1611

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.127.0000.000.2410.610.10210.10.00 Check #: 2259	General Supplies	\$8,145.37
			Vendor Total:	\$8,145.37
XEROX CORPORATION		100.121.0000.000.2410.430.10201.10.00 Check #: 2260	Repairs and Maintenance Services	\$1,177.66
		100.121.0000.000.2410.442.10201.10.00 Check #: 2260	Rental of Equipment and Vehicles	\$667.48
		100.123.0000.000.2410.442.10203.10.00 Check #: 2260	Rental of Equipment and Vehicles	\$1,686.41
		100.123.0000.100.1000.430.10203.10.00 Check #: 2260	Repairs and Maintenance Services	\$213.24
		100.123.0000.100.1000.610.10203.10.00 Check #: 2260	General Supplies	\$389.45
		100.127.0000.000.2410.442.10210.10.00 Check #: 2260	Rental of Equipment and Vehicles	\$743.07
		100.127.0000.100.1000.430.10210.10.00 Check #: 2260	Repairs and Maintenance Services	\$698.43
			Vendor Total:	\$5,575.74
YERINGTON HIGH SCHOOL_23180	23180	100.101.0000.920.1000.519.10603.32.00 Check #: 2261	Student Transportation Purchased From Other Source	\$1,550.00
			Vendor Total:	\$1,550.00
YTL INTERNATIONAL, INC		100.163.0000.000.2620.610.10603.32.00 Check #: 2262	General Supplies	\$39.78
			Vendor Total:	\$39.78
			Grand Total:	\$515,240.63

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1623 Voucher Date: 06/30/2024 Prepared By: _____

Printed: 08/23/2024 03:07:29 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$731,416.67 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2023 to June 30, 2024 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$180,064.57
290	Food Service Funds	\$551,352.10
		<hr/> \$731,416.67

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1623

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.109.0000.000.2213.610.10000.00.00	General Supplies	(\$23.90)
		Check #: 2345		
		100.121.0000.000.2410.610.10201.10.00	General Supplies	\$4,602.05
		Check #: 2345		
		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$1,650.00
		Check #: 2345		
		100.161.0000.000.2220.610.10601.32.00	General Supplies	\$18.99
		Check #: 2345		
		100.162.0000.000.2620.610.10602.50.00	General Supplies	\$639.96
		Check #: 2345		
			Vendor Total:	\$6,887.10
BRYSON SALES & SERVICE	2380			
		100.170.0000.000.2710.614.10000.00.00	Parts	\$2,986.90
		Check #: 2346		
			Vendor Total:	\$2,986.90
BSN SPORTS				
		100.101.0000.920.1000.610.10601.32.00	General Supplies	\$5,281.01
		Check #: 2347		
		100.101.0000.920.1000.610.10603.00.00	General Supplies	\$84.00
		Check #: 2347		
			Vendor Total:	\$5,365.01
BUILDING CONTROL SERVICES	101439			
		100.101.0000.000.2620.612.10000.00.00	Inventoried Supplies/Equipment <\$5000	\$71,185.00
		Check #: 2348		
			Vendor Total:	\$71,185.00
CHARTWELLS				
		290.180.0000.000.3100.332.10000.00.00	Training & Development – Instruct Non–Licensed	\$700.00
		Check #: 2349		
		290.180.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$289.00
		Check #: 2349		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1623

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		290.180.0000.000.3100.570.10000.00.00	Food Service Management	\$104,830.22
		Check #: 2349		
		290.180.0000.000.3100.610.10000.00.00	General Supplies	\$2,853.43
		Check #: 2349		
		290.180.0000.000.3100.612.10000.00.00	Inventoried Supplies/Equipment <\$5000	\$51,738.60
		Check #: 2349		
		290.180.0000.000.3100.615.10000.00.00	Snacks, Food & Beverages	\$163.63
		Check #: 2349		
		290.180.0000.000.3100.630.10000.00.00	Food	\$366,840.21
		Check #: 2349		
			Vendor Total:	\$527,415.09
CMC TIRE				
		100.170.0000.000.2730.611.10000.00.00	Tires/Flooring	\$29,497.50
		Check #: 2350		
			Vendor Total:	\$29,497.50
GOPHER SPORT	8661			
		100.127.0000.100.1000.610.10210.10.00	General Supplies	\$131.87
		Check #: 2351		
			Vendor Total:	\$131.87
HARRIS WELDING SUPPLY				
		100.161.0000.384.1000.430.10601.32.00	Repairs and Maintenance Services	\$1,358.44
		Check #: 2352		
			Vendor Total:	\$1,358.44
INFINITE CAMPUS				
		100.107.0000.000.2580.352.10000.00.00	Other Technical Services	\$18,170.00
		Check #: 2353		
			Vendor Total:	\$18,170.00
N N V O A, LLC	13590			
		100.101.0000.920.1000.340.10000.00.00	Other Professional Services	\$18,500.00
		Check #: 2354		
			Vendor Total:	\$18,500.00
NEVADA DEPARTMENT OF AGRICULTURE	14535			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1623

06/30/2024

Fiscal Year: 2023-2024

Vendor Remit Name	Vendor #	Account	Description	Amount
		290.180.0000.000.3100.630.10000.00.00	Food	\$23,919.45
		Check #: 2355		
			Vendor Total:	\$23,919.45
SANDOVAL, ORALIA		290.000.0000.000.0000.000.10000.00.48	Deferred Revenues	\$17.56
		Check #: 2356		
			Vendor Total:	\$17.56
SHRED-IT USA		100.106.0000.000.2515.421.10000.00.00	Garbage / Disposal	\$42.00
		Check #: 2357		
			Vendor Total:	\$42.00
TAHOE SUPPLY CO.	11238	100.161.0000.000.2620.610.10601.32.00	General Supplies	\$1,457.76
		Check #: 2358		
			Vendor Total:	\$1,457.76
XEROX CORPORATION		100.101.0000.000.2510.442.10000.00.00	Rental of Equipment and Vehicles	\$353.50
		Check #: 2359		
		100.101.0000.000.2510.610.10000.00.00	General Supplies	\$17,183.24
		Check #: 2359		
		100.134.0000.000.2620.442.10304.20.00	Rental of Equipment and Vehicles	\$6,946.25
		Check #: 2359		
			Vendor Total:	\$24,482.99
			Grand Total:	\$731,416.67

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1001 Voucher Date: 07/29/2024 Prepared By: _____

Printed: 08/01/2024 11:01:38 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$33,874.44 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$33,666.44
290	Food Service Funds	\$208.00
		<hr/> <hr/>
		\$33,874.44

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1001

07/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$33.84
			Vendor Total:	\$33.84
BIG R FERNLEY		100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$214.04
		100.108.0000.000.2630.610.10000.00.00 0	General Supplies	\$86.47
		100.126.0000.000.2620.610.10206.10.00 0	General Supplies	\$225.83
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$56.72
			Vendor Total:	\$583.06
CLARK & ASSOCIATES OF NEVADA, INC.		100.102.0000.000.2570.340.10000.00.00 0	Other Professional Services	170 \$1,966.21
			Vendor Total:	\$1,966.21
CLARK PEST CONTROL		100.108.0000.000.2630.340.10601.32.00 0	Other Professional Services	\$132.00
		100.108.0000.000.2630.340.10605.32.00 0	Other Professional Services	\$132.00
			Vendor Total:	\$264.00
MYERS RESTAURANT SUPPLY, LLC		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$205.00
			Vendor Total:	\$205.00
OFFICE DEPOT	15366	100.125.0000.000.2410.610.10205.10.00 0	General Supplies	\$127.12
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies	\$2,335.78
		100.128.0000.100.1000.610.10211.10.00 0	General Supplies	\$29.98

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1001

07/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$2,492.88
STATE OF NEVADA_98141	98141	100.102.0000.000.2329.210.10000.00.00 0	Group Insurance	\$25,132.19
			Vendor Total:	\$25,132.19
WALKER LAKE DISPOSAL INC.	102157	100.108.0000.000.2610.421.10000.00.00 0	Garbage / Disposal	\$1,012.00
		290.180.0000.000.3100.421.10000.00.00 0	Garbage / Disposal	\$208.00
			Vendor Total:	\$1,220.00
WESTERN NEVADA SUPPLY	22580	100.108.0000.000.2620.610.10303.10.00 0	General Supplies	\$1,826.18
			Vendor Total:	\$1,826.18
WILLIAM V. MACGILL & CO.	22793	100.122.0000.000.2130.610.10202.10.00 0	General Supplies	\$151.08
			Vendor Total:	\$151.08
			Grand Total:	\$33,874.44

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1013

Voucher Date: 08/01/2024

Prepared By: _____

Printed: 09/17/2024 09:36:09 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$3,784.48 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

Fund	Amount
100 General Fund	\$3,784.48
	\$3,784.48

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1013

08/01/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.161.0000.000.2410.533.10601.32.00	Telephone – Land Line phone services	\$743.73
		Check #: 2144		
			Vendor Total:	\$743.73
JOSTENS_97170	97170	100.161.0000.000.2410.610.10601.32.00	General Supplies	\$23.50
		Check #: 2145		
			Vendor Total:	\$23.50
THE OFFICE SHIPPING & MAILBOXES	101458	100.161.0000.000.2410.531.10601.32.00	Postage	\$664.91
		Check #: 2146		
			Vendor Total:	\$664.91
XEROX CORPORATION		100.161.0000.100.1000.430.10601.32.00	Repairs and Maintenance Services	\$1,476.85
		Check #: 2147		
		100.161.0000.100.1000.442.10601.32.00	Rental of Equipment and Vehicles	\$875.49
		Check #: 2147		
			Vendor Total:	\$2,352.34
			Grand Total:	\$3,784.48

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1014 Voucher Date: 08/08/2024 Prepared By: _____

Printed: 09/17/2024 09:39:43 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$2,641,630.67 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$210,458.97
340	Governmental Services Tax (GST)	\$1,416,371.43
360	Bond Issues	\$1,014,800.27
		<hr/> <hr/>
		\$2,641,630.67

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1014

08/08/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
BSN SPORTS				
		100.123.0000.920.1000.610.10203.10.00 0	General Supplies	\$923.96
			Vendor Total:	\$923.96
INFINITE CAMPUS				
		100.107.0000.000.2580.352.10000.00.00 0	Other Technical Services	\$87,319.75
			Vendor Total:	\$87,319.75
OASIS ONLINE				
		100.107.0000.000.2580.352.10000.00.00 0	Other Technical Services	\$17,325.00
			Vendor Total:	\$17,325.00
PACIFIC STATES COMMUNICATIONS OF NV, INC				
		100.107.0000.000.2580.350.10000.00.00 0	Technical Services	\$2,024.00
			Vendor Total:	\$2,024.00
SKY FIBER INTERNET				
		100.107.0000.000.2580.535.10000.00.00 0	Data Communications, Internet, Video, T-lines, etc	\$102,866.26
			Vendor Total:	\$102,866.26
TRANE U.S. INC				
		340.101.0000.000.4700.450.10209.10.00 0	Construction Services	\$530,553.19
		340.101.0000.000.4700.450.10304.20.00 0	Construction Services	\$529,055.19
		340.101.0000.000.4700.450.10604.32.00 0	Construction Services	\$356,763.05
		360.023.0000.000.4700.450.10209.10.00 0	Construction Services	\$559,624.72
		360.023.0000.000.4700.450.10210.10.00 0	Construction Services	\$455,175.55
			Vendor Total:	\$2,431,171.70

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1014

08/08/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
				Grand Total: \$2,641,630.67

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1015 Voucher Date: 08/08/2024 Prepared By: _____

Printed: 09/17/2024 09:38:12 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$108,250.83 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

Fund	Amount
100 General Fund	\$108,250.83
	<hr/>
	\$108,250.83

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1015

08/08/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
CITY OF FERNLEY_7501	7501	100.108.0000.000.2610.411.10000.00.00	Water / Sewer	\$68,192.28
		Check #: 2205		
			Vendor Total:	\$68,192.28
FRONTIER	21702	100.163.0000.000.2410.550.10603.32.00	Printing and Binding	\$262.08
		Check #: 2206		
			Vendor Total:	\$262.08
MASON VALLEY PRINTING	96748	100.163.0000.000.2410.550.10603.32.00	Printing and Binding	\$816.20
		Check #: 2207		
			Vendor Total:	\$816.20
NASSP/NHS	101272	100.163.0000.000.2410.810.10603.32.00	Dues and Fees	\$385.00
		Check #: 2208		
			Vendor Total:	\$385.00
PURCHASE POWER	16968	100.163.0000.000.2410.531.10603.32.00	Postage	\$94.43
		Check #: 2209		
			Vendor Total:	\$94.43
SILVER SPRINGS MUTUAL WATER CO	19183	100.108.0000.000.2610.411.10000.00.00	Water / Sewer	\$29,035.37
		Check #: 2210		
		100.170.0000.000.2730.411.10000.00.00	Water / Sewer	\$78.00
		Check #: 2210		
			Vendor Total:	\$29,113.37
UNR BOARD OF REGENTS_101716	101716	100.101.0000.000.2213.560.10000.00.00	Tuition	\$2,123.60
		Check #: 2211		
			Vendor Total:	\$2,123.60
WARREN REED INSURANCE	22150			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1015

08/08/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2510.520.10000.00.00	Insurance (Other Than Employee Benefits)	\$125.50
		Check #: 2212		
			Vendor Total:	\$125.50
WELLS FARGO VENDOR FINANCIAL SERVICES				
		100.162.0000.000.2410.442.10602.50.00	Rental of Equipment and Vehicles	\$959.32
		Check #: 2213		
			Vendor Total:	\$959.32
WESTERN GOVERNORS UNIVERSITY				
		100.101.0000.000.2213.560.10000.00.00	Tuition	\$4,025.00
		Check #: 2214		
			Vendor Total:	\$4,025.00
WESTERN NEVADA COLLEGE_99219	99219			
		100.101.0000.000.2213.560.10000.00.00	Tuition	\$1,123.00
		Check #: 2215		
			Vendor Total:	\$1,123.00
XEROX CORPORATION				
		100.163.0000.000.2410.442.10603.32.00	Rental of Equipment and Vehicles	\$461.84
		Check #: 2216		
		100.163.0000.100.1000.430.10603.32.00	Repairs and Maintenance Services	\$569.21
		Check #: 2216		
			Vendor Total:	\$1,031.05
			Grand Total:	\$108,250.83

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1016 Voucher Date: 08/15/2024 Prepared By: _____

Printed: 08/15/2024 01:00:17 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$1,254,465.96 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$1,178,159.86
250	Special Education	\$31.10
360	Bond Issues	\$76,275.00
		<hr/>
		\$1,254,465.96

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1016

08/15/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.108.0000.000.2620.532.10000.00.00	Voice/Voicemail	\$34.04
			Check #: 2263	
		100.170.0000.000.2710.533.10000.00.00	Telephone – Land Line phone services	\$118.33
			Check #: 2263	
		100.170.0000.000.2710.534.10000.00.00	Telephone – Cell phone services	\$233.89
			Check #: 2263	
			Vendor Total:	\$386.26
A T & T MONTHLY STATEMENT	99712	100.129.0000.000.2410.533.10209.10.00	Telephone – Land Line phone services	\$91.58
			Check #: 2264	
			Vendor Total:	\$91.58
CONCENTRA		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$154.00
			Check #: 2265	
			Vendor Total:	\$154.00
Cresco Resco		100.108.0000.000.2620.610.10208.31.00	General Supplies	\$1,310.58
			Check #: 2266	
			Vendor Total:	\$1,310.58
CUMMINGS, CHERYL		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$87.08
			Check #: 2267	
			Vendor Total:	\$87.08
DELTA FIRE SYSTEMS, INC.		100.108.0000.000.2620.430.10206.10.00	Repairs and Maintenance Services	\$5,291.56
			Check #: 2268	
			Vendor Total:	\$5,291.56
GREGERSEN, LAURETTE		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$225.03
			Check #: 2269	
			Vendor Total:	\$225.03

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1016

08/15/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
JOSTENS_97170	97170	100.161.0000.000.2410.610.10601.32.00	General Supplies Check #: 2270	\$55.00
Vendor Total:				\$55.00
LAHONTAN PARAMEDICAL		100.170.0000.000.2710.340.10000.00.00	Other Professional Services Check #: 2271	\$75.00
Vendor Total:				\$75.00
LANGUAGE TESTING INTERNATIONAL, INC		100.104.0000.000.2240.351.10000.00.00	Data Processing and Coding Services Check #: 2272	\$20.00
Vendor Total:				\$20.00
LOUIE'S HOME CENTER		100.108.0000.000.2620.610.10000.00.00	General Supplies Check #: 2273	\$10.69
Vendor Total:				\$10.69
MOUND HOUSE HARDWARE & STORAGE	96223	100.108.0000.000.2630.610.10000.00.00	General Supplies Check #: 2274	\$58.08
Vendor Total:				\$58.08
MRC SMART TECHNOLOGY		100.170.0000.000.2710.442.10000.00.00	Rental of Equipment and Vehicles Check #: 2275	\$302.02
Vendor Total:				\$302.02
NEVADA ASSOC OF SCHOOL BOARDS	14340	100.101.0000.000.2310.810.10000.00.00	Dues and Fees Check #: 2276	\$14,649.43
Vendor Total:				\$14,649.43
NEVADA PUBLIC AGENCY INSURANCE POOL	97141	100.101.0000.000.2310.890.10000.00.00	Miscellaneous Expenditures Check #: 2277	\$8,568.17

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1016

08/15/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$8,568.17
NEVADA STATE HEALTH LABORTATORY	100718	100.162.0000.000.2620.430.10602.50.00	Repairs and Maintenance Services	\$12.00
		Check #: 2278		
			Vendor Total:	\$12.00
ORBIS TECH SERVICES LLC		100.128.0000.100.1000.650.10211.10.00	Supplies-Information Technology-related	\$306.76
		Check #: 2279		
			Vendor Total:	\$306.76
PURCHASE POWER	16968	100.128.0000.000.2410.531.10211.10.00	Postage	\$191.73
		Check #: 2280		
			Vendor Total:	\$191.73
REFRIGERATION SUPPLIES DISTRIBUTOR	96586	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$61.15
		Check #: 2281		
			Vendor Total:	\$61.15
RENNER EQUIPMENT	102923	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$21.27
		Check #: 2282		
			Vendor Total:	\$21.27
RICOH AMERICAS CORP	102825	100.128.0000.000.2410.430.10211.10.00	Repairs and Maintenance Services	\$919.86
		Check #: 2283		
			Vendor Total:	\$919.86
SHRED-IT USA		100.127.0000.000.2410.421.10210.10.00	Garbage / Disposal	\$36.00
		Check #: 2284		
			Vendor Total:	\$36.00
SIERRA COAST ROOFING, INC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1016

08/15/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		360.023.0000.000.4700.450.10205.10.00	Construction Services	\$4,637.50
		Check #: 2285		
		360.023.0000.000.4700.450.10209.10.00	Construction Services	\$67,000.00
		Check #: 2285		
		360.023.0000.000.4700.450.10304.10.00	Construction Services	\$4,637.50
		Check #: 2285		
			Vendor Total:	<u>\$76,275.00</u>
SILVER SPRINGS G.I.D	19181			
		100.108.0000.000.2610.411.10000.00.00	Water / Sewer	\$2,323.20
		Check #: 2286		
			Vendor Total:	<u>\$2,323.20</u>
SILVER STATE INDUSTRIES_19209	19209			
		100.170.0000.000.2710.550.10000.00.00	Printing and Binding	\$1,993.00
		Check #: 2287		
			Vendor Total:	<u>\$1,993.00</u>
THE PARTS HOUSE	23100			
		100.170.0000.000.2710.614.10000.00.00	Parts	\$1,753.24
		Check #: 2288		
			Vendor Total:	<u>\$1,753.24</u>
TRUCKEE-CARSON IRRIGATION	21020			
		100.108.0000.000.2620.810.10000.00.00	Dues and Fees	\$2,938.49
		Check #: 2289		
			Vendor Total:	<u>\$2,938.49</u>
USPS-POC	3478			
		100.101.0000.000.2320.531.10000.00.00	Postage	\$1,000.00
		Check #: 2290		
			Vendor Total:	<u>\$1,000.00</u>
VESTIS				
		100.127.0000.000.2620.422.10210.10.00	Janitorial / Custodial Services	\$340.29
		Check #: 2291		
			Vendor Total:	<u>\$340.29</u>
WARREN REED INSURANCE	22150			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1016

08/15/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2320.520.10000.00.00 Check #: 2292	Insurance (Other Than Employee Benefits)	\$184,833.20
		100.101.0000.000.2610.520.10000.00.00 Check #: 2292	Insurance (Other Than Employee Benefits)	\$792,225.01
		100.170.0000.000.2710.520.10000.00.00 Check #: 2292	Insurance (Other Than Employee Benefits)	\$153,000.00
			Vendor Total:	\$1,130,058.21
WASTE MANAGEMENT	22180			
		100.108.0000.000.2610.421.10000.00.00 Check #: 2293	Garbage / Disposal	\$300.65
			Vendor Total:	\$300.65
WEDCO INC.	22320			
		100.108.0000.000.2620.610.10601.32.00 Check #: 2294	General Supplies	(\$90.00)
		100.108.0000.000.2620.610.10602.50.00 Check #: 2294	General Supplies	185
		100.108.0000.000.2620.610.10603.32.00 Check #: 2294	General Supplies	\$392.00
			Vendor Total:	\$181.58
			Vendor Total:	\$483.58
XEROX CORPORATION				
		100.123.0000.000.2410.442.10203.10.00 Check #: 2295	Rental of Equipment and Vehicles	\$54.12
		100.123.0000.100.1000.430.10203.10.00 Check #: 2295	Repairs and Maintenance Services	\$18.97
		100.125.0000.000.2410.442.10205.10.00 Check #: 2295	Rental of Equipment and Vehicles	\$1,699.60
		100.128.0000.000.2410.430.10211.10.00 Check #: 2295	Repairs and Maintenance Services	\$709.43
		100.129.0000.000.2410.442.10209.10.00 Check #: 2295	Rental of Equipment and Vehicles	\$441.53
		100.129.0000.100.1000.430.10209.10.00 Check #: 2295	Repairs and Maintenance Services	\$492.09

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1016

08/15/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.162.0000.000.2410.430.10602.50.00 Check #: 2295	Repairs and Maintenance Services	\$60.85
		100.162.0000.000.2410.442.10602.50.00 Check #: 2295	Rental of Equipment and Vehicles	\$336.40
		100.162.0000.103.1000.430.10602.50.00 Check #: 2295	Repairs and Maintenance Services	\$76.68
		250.105.0000.200.2319.430.10000.00.00 Check #: 2295	Repairs and Maintenance Services	\$31.10
			Vendor Total:	\$3,920.77
XEROX FINANCIAL SERVICES		100.170.0000.000.2710.442.10000.00.00 Check #: 2296	Rental of Equipment and Vehicles	\$246.28
			Vendor Total:	\$246.28
			Grand Total:	\$1,254,465.96

End of Report

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1017

08/15/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$58.18
		100.108.0000.000.2620.610.10603.32.00 0	General Supplies	\$8.23
			Vendor Total:	\$66.41
AMAZON BUSINESS		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$22.71
		100.127.0000.100.1000.610.10210.10.00 0	General Supplies	\$1,194.09
		100.129.0000.000.2620.610.10209.10.00 0	General Supplies	\$384.08
		100.136.0000.100.1000.610.10208.31.00 0	General Supplies	\$835.56
			Vendor Total:	\$2,436.44
APPLE COMPUTER_1112	1112	100.107.0000.000.2580.652.10000.00.00 0	Inventoried Supplies/Equipment – IT Related <\$5000	\$2,588.00
		100.122.0000.000.2410.652.10202.10.00 0	Inventoried Supplies/Equipment – IT Related <\$5000	\$1,928.00
			Vendor Total:	\$4,516.00
AUTO & TRUCK ELECTRIC,INC	1382	100.170.0000.000.2730.617.10000.00.00 0	Batt & Antifreeze	\$1,160.00
			Vendor Total:	\$1,160.00
BIG R FERNLEY		100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$303.40
		100.108.0000.000.2620.610.10203.10.00 0	General Supplies	\$42.89
		100.108.0000.000.2620.610.10210.10.00 0	General Supplies	\$73.94
			Vendor Total:	\$420.23

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1017

08/15/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
BRADY INDUSTRIES				
		100.123.0000.000.2620.610.10203.10.00 0	General Supplies	\$545.74
			Vendor Total:	\$545.74
CODEHS, INC.				
		100.104.0000.100.1000.653.10000.00.00 0	Web-based and similar programs	\$158,800.00
			Vendor Total:	\$158,800.00
GENE WATSON				
22210		100.108.0000.000.2620.422.10000.00.00 0	Janitorial / Custodial Services	\$2,668.64
			Vendor Total:	\$2,668.64
INLAND SUPPLY CO., INC.				
10000		100.126.0000.000.2620.610.10206.10.00 0	General Supplies	\$5,739.85
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$36.80
			Vendor Total:	\$5,776.65
JIM MENESINI PETROLEUM				
		100.170.0000.000.2730.626.10000.00.00 0	Gasoline	\$8,055.13
			Vendor Total:	\$8,055.13
NAPA AUTO & TRUCK PARTS_99614				
99614		100.129.0000.000.2620.610.10209.10.00 0	General Supplies	\$299.96
			Vendor Total:	\$299.96
NAVIGATE 360, LLC				
		100.162.0000.000.2410.810.10602.50.00 0	Dues and Fees	\$1,648.00
			Vendor Total:	\$1,648.00
OASIS ONLINE				
		100.107.0000.000.2580.352.10000.00.00 0	Other Technical Services	\$17,325.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1017

08/15/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
PETERBILT TRUCK PARTS & EQUIPMENT LLC	21060			\$17,325.00
		100.170.0000.000.2710.614.10000.00.00	Parts	\$2,621.70
		0		
		360.011.0000.000.2650.732.10000.00.00	Vehicles	\$231,116.00
		0		
				Vendor Total:
PHI DELTA KAPPA INTERNATIONAL, EDUCATORS				\$233,737.70
		280.776.0000.391.1000.641.10000.00.00	Textbooks	\$44,000.00
		0		
				Vendor Total:
PILOT THOMAS LOGISTICS, LLC				\$44,000.00
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$1,243.41
		0		190
				Vendor Total:
PRESENCE LEARNING, INC				\$1,243.41
		250.101.0000.200.2150.340.10000.00.00	Other Professional Services	\$16,500.00
		0		
				Vendor Total:
ROCHESTER 100 INC.				\$16,500.00
		100.123.0000.100.1000.610.10203.10.00	General Supplies	\$698.83
		0		
				Vendor Total:
ROYAL CARPET ONE FLOOR & HOME				\$698.83
		100.108.0000.000.2620.430.10209.10.00	Repairs and Maintenance Services	\$6,510.84
		0		
				Vendor Total:
SPECIALIZED ELEVATOR SERVICES HOLDINGS				\$6,510.84
		100.108.0000.000.2620.430.10604.32.00	Repairs and Maintenance Services	\$324.00
		0		
				Vendor Total:
				\$324.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1017

08/15/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
STICKS & STONES BLDG. MATERIALS				
		100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$218.09
			Vendor Total:	\$218.09
ULINE	102057			
		100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$580.46
		100.129.0000.000.2620.610.10209.10.00 0	General Supplies	\$480.79
			Vendor Total:	\$1,061.25
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2610.421.10000.00.00 0	Garbage / Disposal	\$3,002.00
			Vendor Total:	\$3,002.00
WILLIAM V. MACGILL & CO.	22793			
		100.128.0000.100.1000.610.10211.10.00 0	General Supplies	\$371.02
			Vendor Total:	\$371.02
			Grand Total:	\$511,385.34

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1019 Voucher Date: 08/22/2024 Prepared By: _____

Printed: 09/17/2024 09:41:18 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$1,020,053.99 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$221,406.37
280	Federal Funds	\$7,154.62
290	Food Service Funds	\$208.00
310	Residential Construction Tax	\$438,629.01
340	Governmental Services Tax (GST)	\$208,000.00
360	Bond Issues	\$144,655.99
		<hr/> <hr/>
		\$1,020,053.99

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1019

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
1000BULBS.COM		100.108.0000.000.2620.610.10603.32.00 0	General Supplies	\$1,677.90
			Vendor Total:	\$1,677.90
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$95.00
		100.122.0000.000.2620.610.10202.10.00 0	General Supplies	\$571.21
		100.170.0000.000.2700.610.10000.00.00 0	General Supplies	\$270.34
			Vendor Total:	\$936.55
AIR FILTER SALES AND SERVICE	98789	100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$7,918.18
			Vendor Total:	\$7,918.18
AMAZON BUSINESS		100.101.0000.000.2320.610.10000.00.00 0	General Supplies	\$690.46
		100.101.0000.000.2510.610.10000.00.00 0	General Supplies	\$572.47
		100.102.0000.000.2570.610.10000.00.00 0	General Supplies	\$26.32
		100.109.0000.000.2213.610.10000.00.00 0	General Supplies	\$55.82
		100.122.0000.000.2220.610.10202.10.00 0	General Supplies	\$66.18
		100.122.0000.000.2410.610.10202.10.00 0	General Supplies	\$410.50
		100.122.0000.100.1000.610.10202.10.00 0	General Supplies	\$877.67
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies	\$3,444.54
		100.123.0000.100.1000.616.10203.10.00 0	Teacher Supplies	\$291.32

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1019

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.125.0000.000.2130.610.10205.10.00 0	General Supplies	\$8.48
		100.125.0000.000.2410.610.10205.10.00 0	General Supplies	\$434.90
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies	\$424.04
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies	\$3,123.28
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$202.00
		100.128.0000.100.1000.610.10211.10.00 0	General Supplies	\$506.16
		100.162.0000.000.2620.610.10602.50.00 0	General Supplies	\$402.93
		100.170.0000.000.2700.610.10000.00.00 0	General Supplies	\$671.35
		280.629.0000.100.1000.640.10000.00.00 0	Books and Periodicals	\$532.61
		280.688.0000.000.2100.610.10000.00.00 0	General Supplies	\$6,164.41
		280.688.0000.000.2100.640.10000.00.00 0	Books and Periodicals	\$457.60
			Vendor Total:	\$19,363.04
AMERICAN SWING PRODUCTS, INC		100.123.0000.000.2620.610.10203.10.00 0	General Supplies	\$981.26
			Vendor Total:	\$981.26
BIG R FERNLEY		100.123.0000.000.2620.610.10203.10.00 0	General Supplies	\$334.48
		100.129.0000.000.2620.610.10209.10.00 0	General Supplies	\$315.76
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$31.84
		100.161.0000.383.1000.610.10601.32.00 0	General Supplies	\$56.99

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1019

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$739.07
BRADY INDUSTRIES		100.123.0000.000.2620.610.10203.10.00 0	General Supplies	\$28.56
			Vendor Total:	\$28.56
BSN SPORTS		100.161.0000.920.1000.610.10601.32.00 0	General Supplies	\$92.00
			Vendor Total:	\$92.00
CAPITAL GLASS, INC.	2879	100.123.0000.000.2620.430.10203.10.00 0	Repairs and Maintenance Services	\$528.80
			Vendor Total:	\$528.80
DELL, INC USA		100.107.0000.000.2580.650.10000.00.00 0	Supplies-Information Technology-related	\$665.76
			Vendor Total:	\$665.76
DYKMAN ELECTRICAL INC.		100.108.0000.000.2620.610.10304.20.00 0	General Supplies	\$1,333.83
			Vendor Total:	\$1,333.83
FATBEAM, LLC		100.107.0000.000.2580.535.10000.00.00 0	Data Communications, Internet, Video, T-lines, etc	\$580.00
			Vendor Total:	\$580.00
FLOORING SOLUTIONS OF NEVADA, INC.		100.108.0000.000.4700.450.10302.20.00 0	Construction Services	\$22,075.75
		310.034.0000.000.4700.450.10601.32.00 0	Construction Services	\$246,727.72
		310.035.0000.000.4700.450.10604.32.00 0	Construction Services	\$191,901.29
			Vendor Total:	\$460,704.76

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1019

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
FOLLET CONTENT SOLUTIONS, LLC	7820	100.104.0000.000.2210.651.10000.00.00 0	Supplies - Technology - Software	\$670.19
		100.104.0000.000.2210.651.10201.10.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10202.10.00 0	Supplies - Technology - Software	\$2,568.28
		100.104.0000.000.2210.651.10203.10.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10205.10.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10206.10.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10208.31.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10209.10.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10210.10.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10211.10.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10302.20.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10303.10.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10304.20.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10305.31.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10601.32.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10602.50.00 0	Supplies - Technology - Software	\$670.18
		100.104.0000.000.2210.651.10603.32.00 0	Supplies - Technology - Software	\$1,619.23
		100.104.0000.000.2210.651.10604.32.00 0	Supplies - Technology - Software	\$1,619.23

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1019

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.104.0000.000.2210.651.10605.32.00 0	Supplies – Technology – Software	\$1,619.23
			Vendor Total:	\$29,816.33
INLAND SUPPLY CO., INC.	10000			
		100.122.0000.000.2620.610.10202.10.00 0	General Supplies	\$4,022.97
		100.128.0000.000.2620.430.10211.10.00 0	Repairs and Maintenance Services	\$837.81
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$130.85
			Vendor Total:	\$4,991.63
JNA CONSULTING GROUP	100066			
		360.012.0000.000.2300.340.10000.00.00 0	Other Professional Services	\$51,741.47
			Vendor Total:	\$51,741.47
LUMOS AND ASSOCIATES, INC	11860			
		360.023.0000.000.4300.340.10000.00.00 0	Other Professional Services	\$7,673.35
			Vendor Total:	\$7,673.35
OASIS ONLINE				
		100.107.0000.000.2580.352.10000.00.00 0	Other Technical Services	\$1,465.75
			Vendor Total:	\$1,465.75
PACIFIC STATES COMMUNICATIONS OF NV, INC				
		100.107.0000.000.2580.350.10000.00.00 0	Technical Services	\$2,024.00
			Vendor Total:	\$2,024.00
PAPE MACHINERY INC				
		100.108.0000.000.2630.610.10000.00.00 0	General Supplies	\$465.96
			Vendor Total:	\$465.96
R&J PAINTING LLC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1019

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.430.10000.00.00 0	Repairs and Maintenance Services	\$7,500.00
			Vendor Total:	\$7,500.00
SHERMAN & HOWARD, LLC		360.012.0000.000.2300.340.10000.00.00 0	Other Professional Services	\$85,241.17
			Vendor Total:	\$85,241.17
SILVER STATE INTERNATIONAL		100.170.0000.000.2710.614.10000.00.00 0	Parts	\$4,439.65
			Vendor Total:	\$4,439.65
SKY FIBER INTERNET		100.107.0000.000.2580.535.10000.00.00 0	Data Communications, Internet, Video, T-lines, etc	\$60,358.26
			Vendor Total:	\$60,358.26
STAPLES ADVANTAGE	99736	100.123.0000.000.2220.610.10203.10.00 0	General Supplies	\$173.84
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies	\$94.73
		100.126.0000.100.1000.610.10206.10.00 0	General Supplies	\$1,081.55
		100.134.0000.100.1000.610.10304.20.00 0	General Supplies	\$3,617.21
		100.135.0000.100.1000.610.10305.31.00 0	General Supplies	\$7,882.70
		100.135.0000.100.1000.650.10305.31.00 0	Supplies-Information Technology-related	\$1,853.47
			Vendor Total:	\$14,703.50
SUMMIT COMPANIES		100.108.0000.000.2620.490.10201.10.00 0	Other Purchased Property Services	\$819.00
		100.108.0000.000.2620.490.10202.10.00 0	Other Purchased Property Services	\$297.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1019

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.490.10203.10.00 0	Other Purchased Property Services	\$297.00
		100.108.0000.000.2620.490.10205.10.00 0	Other Purchased Property Services	\$297.00
		100.108.0000.000.2620.490.10206.10.00 0	Other Purchased Property Services	\$297.00
		100.108.0000.000.2620.490.10208.31.00 0	Other Purchased Property Services	\$297.00
		100.108.0000.000.2620.490.10209.10.00 0	Other Purchased Property Services	\$312.00
		100.108.0000.000.2620.490.10210.10.00 0	Other Purchased Property Services	\$297.00
		100.108.0000.000.2620.490.10211.10.00 0	Other Purchased Property Services	\$297.00
		100.108.0000.000.2620.490.10303.10.00 0	Other Purchased Property Services	\$891.00
		100.108.0000.000.2620.490.10304.20.00 0	Other Purchased Property Services	\$297.00
		100.108.0000.000.2620.490.10305.31.00 0	Other Purchased Property Services	\$297.00
		100.108.0000.000.2620.490.10601.32.00 0	Other Purchased Property Services	\$1,485.00
		100.108.0000.000.2620.490.10602.50.00 0	Other Purchased Property Services	\$297.00
		100.108.0000.000.2620.490.10603.32.00 0	Other Purchased Property Services	\$594.00
		100.108.0000.000.2620.490.10604.32.00 0	Other Purchased Property Services	\$1,188.00
		100.108.0000.000.2620.490.10605.32.00 0	Other Purchased Property Services	\$297.00
		100.163.0000.000.2620.430.10603.32.00 0	Repairs and Maintenance Services	\$1,540.50
			Vendor Total:	\$10,096.50
TRANE U.S. INC		100.108.0000.000.2620.730.10303.10.00 0	Equipment	\$30,108.37

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1019

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		340.101.0000.000.4700.352.10605.32.00 0	Other Technical Services	\$208,000.00
			Vendor Total:	\$238,108.37
ULINE	102057			
		100.123.0000.000.2620.610.10203.10.00 0	General Supplies	\$500.79
		100.170.0000.000.2700.610.10000.00.00 0	General Supplies	\$1,387.43
			Vendor Total:	\$1,888.22
WALKER LAKE DISPOSAL INC.	102157			
		290.180.0000.000.3100.421.10000.00.00 0	Garbage / Disposal	\$208.00
			Vendor Total:	\$208.00
WESTERN NEVADA SUPPLY	22580			
		100.108.0000.000.2620.610.10201.10.00 0	General Supplies	(\$35.52)
		100.108.0000.000.2620.610.10208.31.00 0	General Supplies	\$2,992.04
		100.108.0000.000.2620.610.10210.10.00 0	General Supplies	\$825.60
			Vendor Total:	\$3,782.12
			Grand Total:	\$1,020,053.99

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1020 Voucher Date: 08/22/2024 Prepared By: _____

Printed: 08/22/2024 03:24:58 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$750,764.83 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$58,208.64
230	Adult Education	\$129.12
250	Special Education	\$195.87
280	Federal Funds	\$9,495.00
290	Food Service Funds	\$1,255.54
340	Governmental Services Tax (GST)	\$42,620.00
360	Bond Issues	\$638,860.66
		<hr/> <hr/>
		\$750,764.83

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1020

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.101.0000.000.2320.533.10000.00.00	Telephone – Land Line phone services Check #: 2297	\$816.77
		100.161.0000.000.2410.533.10601.32.00	Telephone – Land Line phone services Check #: 2297	\$123.88
			Vendor Total:	\$940.65
ADVANCED INTEGRATED PEST MANAGEMENT		100.122.0000.000.2620.430.10202.10.00	Repairs and Maintenance Services Check #: 2298	\$150.00
		100.125.0000.000.2620.430.10205.10.00	Repairs and Maintenance Services Check #: 2298	\$138.00
			Vendor Total:	\$288.00
ALHAMBRA WATER	97540	100.107.0000.000.2580.610.10000.00.00	General Supplies Check #: 2299	\$32.47
			Vendor Total:	\$32.47
BUSWEST		100.170.0000.000.2710.614.10000.00.00	Parts Check #: 2300	\$409.94
			Vendor Total:	\$409.94
CINTAS CORP		100.161.0000.000.2620.610.10601.32.00	General Supplies Check #: 2301	\$263.10
			Vendor Total:	\$263.10
CLEARLY IP, INC		100.107.0000.000.2580.533.10000.00.00	Telephone – Land Line phone services Check #: 2302	\$42.97
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services Check #: 2302	\$43.04
		100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services Check #: 2302	\$43.04

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1020

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.123.0000.000.2410.533.10203.10.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.125.0000.000.2410.533.10205.10.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.126.0000.000.2410.533.10206.10.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.127.0000.000.2410.533.10210.10.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.128.0000.000.2410.533.10211.10.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.129.0000.000.2410.533.10209.10.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.132.0000.000.2410.533.10302.20.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.133.0000.000.2410.533.10303.10.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.134.0000.000.2410.533.10304.20.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.135.0000.000.2410.533.10305.31.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.136.0000.000.2410.533.10208.31.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.161.0000.000.2410.533.10601.32.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.162.0000.000.2410.533.10602.50.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.163.0000.000.2410.533.10603.32.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.164.0000.000.2410.533.10604.32.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.165.0000.000.2410.533.10605.32.00 Check #: 2302	Telephone – Land Line phone services	\$43.04
		100.170.0000.000.2710.533.10000.00.00 Check #: 2302	Telephone – Land Line phone services	\$43.04

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1020

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		230.231.0000.610.2500.533.10000.00.00	Telephone – Land Line phone services	\$129.12
		Check #: 2302		
			Vendor Total:	\$989.85
CONVERGEONE, INC		100.107.0000.000.2580.651.10000.00.00	Supplies – Technology – Software	\$19,058.80
		Check #: 2303		
			Vendor Total:	\$19,058.80
CTR ROOFING LTD		360.022.0000.000.4700.450.10205.10.00	Construction Services	\$142,975.00
		Check #: 2304		
		360.022.0000.000.4700.450.10210.10.00	Construction Services	\$343,078.25
		Check #: 2304		
			Vendor Total:	\$486,053.25
D & S WASTE REMOVAL, INC	4960			204
		100.107.0000.000.2580.421.10000.00.00	Garbage / Disposal	\$258.99
		Check #: 2305		
		100.108.0000.000.2610.421.10000.00.00	Garbage / Disposal	\$3,622.61
		Check #: 2305		
		100.108.0000.000.2620.421.10000.00.00	Garbage / Disposal	\$123.50
		Check #: 2305		
		100.170.0000.000.2730.421.10000.00.00	Garbage / Disposal	\$258.99
		Check #: 2305		
		290.182.0000.000.3100.421.10000.00.00	Garbage / Disposal	\$1,185.73
		Check #: 2305		
			Vendor Total:	\$5,449.82
DELTA FIRE SYSTEMS, INC.		100.108.0000.000.2620.430.10209.10.00	Repairs and Maintenance Services	\$2,215.00
		Check #: 2306		
			Vendor Total:	\$2,215.00
EDPUZZLE, INC		100.161.0000.100.1000.610.10601.32.00	General Supplies	\$2,380.00
		Check #: 2307		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1020

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$2,380.00
EVASOVIC, LES		100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$12.00
		Check #: 2308		
			Vendor Total:	\$12.00
FAMX, INC.		100.161.0000.920.1000.653.10601.32.00	Web-based and similar programs	\$720.00
		Check #: 2309		
			Vendor Total:	\$720.00
FRONTIER	21702	100.101.0000.000.2320.533.10000.00.00	Telephone – Land Line phone services	\$293.44
		Check #: 2310		
			Vendor Total:	\$293.44
FRONTIER	21702	100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services	\$152.74
		Check #: 2311		
			Vendor Total:	\$152.74
GROUP WEST CONSTRUCTION, INC		360.023.0000.000.4500.450.10000.00.00	Construction Services	\$152,807.41
		Check #: 2312		
			Vendor Total:	\$152,807.41
HOLSTIN, DAPHNE S		100.101.0000.000.2213.560.10000.00.00	Tuition	\$164.92
		Check #: 2313		
			Vendor Total:	\$164.92
INDUSTRIAL PLUMBING SUPPLY	96453	100.161.0000.000.2620.610.10601.32.00	General Supplies	\$1,113.58
		Check #: 2314		
			Vendor Total:	\$1,113.58
LEMOS, RODNEY				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1020

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$125.00
		Check #: 2315		
			Vendor Total:	\$125.00
LOBBYGUARD SOLUTIONS, LLC				
		100.161.0000.000.2410.651.10601.32.00	Supplies - Technology - Software	\$500.00
		Check #: 2316		
			Vendor Total:	\$500.00
LOUIE'S HOME CENTER				
		100.108.0000.000.2620.610.10210.10.00	General Supplies	\$18.76
		Check #: 2317		
			Vendor Total:	\$18.76
LUNDBERG, JAYNE				
		250.101.0000.200.1000.610.10000.00.00	General Supplies	\$152.62
		Check #: 2318		206
			Vendor Total:	\$152.62
LYON COUNTY TREASURER	12044			
		100.108.0000.000.2620.810.10000.00.00	Dues and Fees	\$70.19
		Check #: 2319		
			Vendor Total:	\$70.19
MT PRODUCTS, LLC				
		100.161.0000.100.1000.610.10601.32.00	General Supplies	\$201.64
		Check #: 2320		
			Vendor Total:	\$201.64
NASSP/NHS	101272			
		100.161.0000.914.1000.810.10601.32.00	Dues and Fees	\$480.00
		Check #: 2321		
			Vendor Total:	\$480.00
NATIONAL COUNCIL FOR AGRICULTURAL ED				
		280.631.0000.330.2213.580.10603.32.00	Staff Travel	\$9,000.00
		Check #: 2322		
			Vendor Total:	\$9,000.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1020

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
NEVADA DRUG & ALCOHOL TESTING INC	101753	100.170.0000.000.2710.340.10000.00.00	Other Professional Services Check #: 2323	\$105.00
Vendor Total:				\$105.00
NIAA_102628	102628	100.101.0000.920.1000.810.10601.32.00	Dues and Fees Check #: 2324	\$3,372.50
		100.101.0000.920.1000.810.10602.50.00	Dues and Fees Check #: 2324	\$1,300.00
		100.101.0000.920.1000.810.10603.32.00	Dues and Fees Check #: 2324	\$1,300.00
		100.101.0000.920.1000.810.10604.32.00	Dues and Fees Check #: 2324	\$1,975.00
		100.101.0000.920.1000.810.10605.32.00	Dues and Fees Check #: 2324	\$1,300.00
Vendor Total:				\$9,247.50
ORKIN PEST CONTROL		100.106.0000.000.2515.610.10000.00.00	General Supplies Check #: 2325	\$87.99
Vendor Total:				\$87.99
PEEK BROTHERS CONSTRUCTION, INC		100.108.0000.000.2620.810.10000.00.00	Dues and Fees Check #: 2326	\$1,543.83
Vendor Total:				\$1,543.83
PITNEY BOWES GLOBAL FINANCIAL	101970	100.127.0000.000.2410.442.10210.10.00	Rental of Equipment and Vehicles Check #: 2327	\$63.72
Vendor Total:				\$63.72
PURCHASE POWER	16968	100.161.0000.000.2410.531.10601.32.00	Postage Check #: 2328	\$713.76
Vendor Total:				\$713.76

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1020

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
RALEY'S				
		100.161.0000.000.2410.610.10601.32.00	General Supplies	\$26.76
		Check #: 2329		
			Vendor Total:	\$26.76
RNK'S SERVICES				
		100.161.0000.000.2410.610.10601.32.00	General Supplies	\$599.00
		Check #: 2330		
			Vendor Total:	\$599.00
SCHOLASTIC CLASSROOM MAGAZINES 102740				
		100.127.0000.100.1000.640.10210.10.00	Books and Periodicals	\$2,992.79
		Check #: 2331		
			Vendor Total:	\$2,992.79
SHRED-IT USA				
		100.106.0000.000.2515.421.10000.00.00	Garbage / Disposal	\$4200
		Check #: 2332		
		100.123.0000.000.2410.421.10203.10.00	Garbage / Disposal	\$330.72
		Check #: 2332		
		100.161.0000.000.2410.421.10601.32.00	Garbage / Disposal	\$726.07
		Check #: 2332		
			Vendor Total:	\$1,098.79
SIERRA NEVADA CONSTRUCTION 100844				
		340.101.0000.000.4600.450.10000.00.00	Construction Services	\$42,620.00
		Check #: 2333		
			Vendor Total:	\$42,620.00
SOFTWARE 4 SCHOOLS				
		100.161.0000.100.1000.653.10601.32.00	Web-based and similar programs	\$1,118.00
		Check #: 2334		
			Vendor Total:	\$1,118.00
SPENCER, MARA				
		250.101.0000.200.1000.610.10000.00.00	General Supplies	\$43.25
		Check #: 2335		
			Vendor Total:	\$43.25

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1020

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
STARSOUND AUDIO	20039	100.161.0000.000.2410.610.10601.32.00 Check #: 2336	General Supplies	\$1,620.00
			Vendor Total:	\$1,620.00
STUDIO 33	103250	100.170.0000.000.2710.340.10000.00.00 Check #: 2337	Other Professional Services	\$540.00
			Vendor Total:	\$540.00
THUNDER-ELECTRIC, LLC		100.108.0000.000.2620.430.10304.20.00 Check #: 2338	Repairs and Maintenance Services	\$300.00
			Vendor Total:	\$300.00
TRUE VALUE HARDWARE_21030	21030	100.108.0000.000.2620.610.10000.00.00 Check #: 2339	General Supplies	\$120.95
			Vendor Total:	\$14.95
WALTON, MADISON		280.719.0000.440.2100.300.10000.00.00 Check #: 2340	Purchased Professional and Technical Services	\$495.00
			Vendor Total:	\$495.00
WEDCO INC.	22320	100.108.0000.000.2620.610.10000.00.00 Check #: 2341	General Supplies	\$82.75
		100.108.0000.000.2620.610.10303.10.00 Check #: 2341	General Supplies	\$319.75
			Vendor Total:	\$402.50
WELLS FARGO VENDOR FINANCIAL SERVICES		100.161.0000.000.2410.430.10601.32.00 Check #: 2342	Repairs and Maintenance Services	\$475.46
		100.161.0000.000.2410.442.10601.32.00 Check #: 2342	Rental of Equipment and Vehicles	\$538.51

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1020

08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total: \$1,013.97
XEROX CORPORATION				
		100.104.0000.000.2210.430.10000.00.00	Repairs and Maintenance Services	\$29.77
		Check #: 2343		
		100.104.0000.000.2210.442.10000.00.00	Rental of Equipment and Vehicles	\$40.03
		Check #: 2343		
		100.107.0000.000.2580.430.10000.00.00	Repairs and Maintenance Services	\$0.19
		Check #: 2343		
		100.107.0000.000.2580.442.10000.00.00	Rental of Equipment and Vehicles	\$22.19
		Check #: 2343		
		100.122.0000.000.2410.430.10202.10.00	Repairs and Maintenance Services	\$308.51
		Check #: 2343		
		100.122.0000.000.2410.442.10202.10.00	Rental of Equipment and Vehicles	\$444.27
		Check #: 2343		
		100.123.0000.000.2410.442.10203.10.00	Rental of Equipment and Vehicles	\$340.21
		Check #: 2343		
		100.123.0000.100.1000.430.10203.10.00	Repairs and Maintenance Services	\$10.55
		Check #: 2343		
		100.127.0000.000.2410.442.10210.10.00	Rental of Equipment and Vehicles	\$604.31
		Check #: 2343		
		100.127.0000.100.1000.430.10210.10.00	Repairs and Maintenance Services	\$93.46
		Check #: 2343		
		100.129.0000.000.2410.442.10209.10.00	Rental of Equipment and Vehicles	\$161.37
		Check #: 2343		
		100.129.0000.100.1000.430.10209.10.00	Repairs and Maintenance Services	\$28.68
		Check #: 2343		
		100.161.0000.100.1000.430.10601.32.00	Repairs and Maintenance Services	\$18.97
		Check #: 2343		
		100.161.0000.100.1000.442.10601.32.00	Rental of Equipment and Vehicles	\$30.33
		Check #: 2343		
		290.180.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$29.78
		Check #: 2343		
		290.180.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles	\$40.03
		Check #: 2343		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1020 08/22/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total: \$2,202.65
XEROX FINANCIAL SERVICES				
		100.107.0000.000.2580.442.10000.00.00	Rental of Equipment and Vehicles	\$22.19
		Check #: 2344		
				Vendor Total: \$22.19
				Grand Total: \$750,764.83

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1045 Voucher Date: 08/29/2024 Prepared By: _____

Printed: 08/29/2024 11:28:43 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$372,927.81 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2024 to June 30, 2025 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Phil Cowee. President

Bridget Peterson Clerk

Neal McIntyre II Member

Tom Hendrix Member

Sherry Parsons Member

Holly Villines Member

Darin Farr Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$146,753.15
240	State Grants	\$981.54
250	Special Education	\$225,193.12
		<hr/>
		\$372,927.81

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1045

08/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
1000BULBS.COM		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$625.83
			Vendor Total:	\$625.83
ACE HARDWARE	200	100.108.0000.000.2620.610.10201.10.00 0	General Supplies	\$20.88
		100.108.0000.000.2620.610.10202.10.00 0	General Supplies	\$170.43
			Vendor Total:	\$191.31
ADVANCED CLASSROOM TECH	102814	100.122.0000.100.1000.652.10202.10.00 0	Inventoried Supplies/Equipment – IT Related <\$5000	\$2,943.00
		100.133.0000.100.1000.652.10303.10.00 0	Inventoried Supplies/Equipment – IT Related <\$5000	\$2,500.00 213
			Vendor Total:	\$5,443.00
AMAZON BUSINESS		100.101.0000.000.2510.610.10000.00.00 0	General Supplies	\$120.09
		100.109.0000.100.1000.640.10000.00.00 0	Books and Periodicals	\$191.05
		100.123.0000.000.2410.610.10203.10.00 0	General Supplies	\$118.98
		100.123.0000.000.2620.610.10203.10.00 0	General Supplies	\$44.48
		100.123.0000.100.1000.610.10203.10.00 0	General Supplies	\$239.27
		100.123.0000.100.1000.616.10203.10.00 0	Teacher Supplies	\$135.49
		100.123.0000.100.1000.651.10203.10.00 0	Supplies – Technology – Software	\$108.88
		100.128.0000.100.1000.610.10211.10.00 0	General Supplies	\$807.84
		100.133.0000.000.2410.610.10303.10.00 0	General Supplies	\$219.46

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1045

08/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.100.1000.610.10303.10.00 0	General Supplies	\$3,972.04
		100.134.0000.000.2410.610.10304.20.00 0	General Supplies	\$163.99
		100.134.0000.000.2620.610.10304.20.00 0	General Supplies	\$1,273.71
		100.135.0000.000.2410.650.10305.31.00 0	Supplies–Information Technology–related	\$132.84
		100.135.0000.100.1000.610.10305.31.00 0	General Supplies	\$1,420.60
		100.136.0000.000.2410.610.10208.31.00 0	General Supplies	\$1,265.16
		100.136.0000.100.1000.610.10208.31.00 0	General Supplies	\$4,534.79
		100.164.0000.100.1000.610.10604.32.00 0	General Supplies	\$189.54
		100.164.0000.192.1000.610.10604.32.00 0	General Supplies	\$571.77
		100.164.0000.920.1000.610.10604.32.00 0	General Supplies	\$310.54
		100.165.0000.000.2410.610.10605.32.00 0	General Supplies	\$1,700.32
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	\$812.89
		100.165.0000.100.1000.610.10605.32.00 0	General Supplies	\$1,319.72
		100.165.0000.191.1000.610.10605.32.00 0	General Supplies	\$185.95
		240.300.0000.310.1000.610.10601.32.00 0	General Supplies	\$981.54
		250.165.0000.200.1000.610.10605.32.00 0	General Supplies	\$13.42
			Vendor Total:	\$20,834.36
BIG R FERNLEY		100.108.0000.000.2620.610.10305.31.00 0	General Supplies	\$31.98
			Vendor Total:	\$31.98

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1045

08/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
BSN SPORTS				
		100.101.0000.920.1000.610.10603.32.00 0	General Supplies	\$2,213.92
			Vendor Total:	\$2,213.92
CLARK PEST CONTROL				
		100.108.0000.000.2630.340.10601.32.00 0	Other Professional Services	\$132.00
		100.108.0000.000.2630.340.10605.32.00 0	Other Professional Services	\$132.00
			Vendor Total:	\$264.00
DECKER, INC.	5403			
		100.162.0000.170.1000.610.10602.50.00 0	General Supplies	\$1,444.34
			Vendor Total:	\$1,444.34
ELUMA ONLINE THERAPY				
		250.101.0000.200.2100.340.10000.00.00 0	Other Professional Services	\$81,179.70
		250.101.0000.200.2140.340.10000.00.00 0	Other Professional Services	\$144,000.00
			Vendor Total:	\$225,179.70
GENESIS FLOOR COVERING UTAH, LLC				
		100.108.0000.000.2620.430.10000.00.00 0	Repairs and Maintenance Services	\$30,802.00
			Vendor Total:	\$30,802.00
INLAND SUPPLY CO., INC.	10000			
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$1,540.98
			Vendor Total:	\$1,540.98
ROYAL CARPET ONE FLOOR & HOME				
		100.108.0000.000.2620.430.10201.10.00 0	Repairs and Maintenance Services	\$2,880.56
		100.108.0000.000.2620.430.10208.31.00 0	Repairs and Maintenance Services	\$21,848.71

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1045

08/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.430.10210.10.00 0	Repairs and Maintenance Services	\$4,621.92
		100.108.0000.000.2620.430.10211.10.00 0	Repairs and Maintenance Services	\$2,772.80
		100.108.0000.000.2620.430.10303.10.00 0	Repairs and Maintenance Services	\$1,044.36
		100.108.0000.000.2620.430.10601.32.00 0	Repairs and Maintenance Services	\$5,338.56
		100.108.0000.000.2620.430.10604.32.00 0	Repairs and Maintenance Services	\$3,120.24
			Vendor Total:	\$41,627.15
SIERRA FIRE PROTECTION		100.108.0000.000.2620.430.10000.00.00 0	Repairs and Maintenance Services	\$6,401.00
			Vendor Total:	\$6,401.00
SUMMIT COMPANIES		100.108.0000.000.2620.430.10201.10.00 0	Repairs and Maintenance Services	\$1,620.00
		100.108.0000.000.2620.430.10202.10.00 0	Repairs and Maintenance Services	\$1,545.00
		100.108.0000.000.2620.430.10203.10.00 0	Repairs and Maintenance Services	\$1,575.00
		100.108.0000.000.2620.430.10205.10.00 0	Repairs and Maintenance Services	\$1,570.00
		100.108.0000.000.2620.430.10206.10.00 0	Repairs and Maintenance Services	\$1,625.00
		100.108.0000.000.2620.430.10208.31.00 0	Repairs and Maintenance Services	\$1,395.00
		100.108.0000.000.2620.430.10209.10.00 0	Repairs and Maintenance Services	\$1,875.00
		100.108.0000.000.2620.430.10210.10.00 0	Repairs and Maintenance Services	\$1,395.00
		100.108.0000.000.2620.430.10211.10.00 0	Repairs and Maintenance Services	\$1,620.00
		100.108.0000.000.2620.430.10302.20.00 0	Repairs and Maintenance Services	\$675.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1045

08/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.430.10303.10.00 0	Repairs and Maintenance Services	\$1,350.00
		100.108.0000.000.2620.430.10304.20.00 0	Repairs and Maintenance Services	\$1,270.00
		100.108.0000.000.2620.430.10305.31.00 0	Repairs and Maintenance Services	\$1,975.00
		100.108.0000.000.2620.430.10601.32.00 0	Repairs and Maintenance Services	\$2,775.00
		100.108.0000.000.2620.430.10602.50.00 0	Repairs and Maintenance Services	\$2,650.00
		100.108.0000.000.2620.430.10603.32.00 0	Repairs and Maintenance Services	\$2,095.00
		100.108.0000.000.2620.430.10604.32.00 0	Repairs and Maintenance Services	\$3,375.00
		100.108.0000.000.2620.430.10605.32.00 0	Repairs and Maintenance Services	\$2,185.00
			<u>217</u>	
			Vendor Total:	\$32,570.00
TAHOE FENCE CO., INC	101980			
		100.108.0000.000.2620.430.10205.10.00 0	Repairs and Maintenance Services	\$1,600.00
			Vendor Total:	\$1,600.00
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2610.421.10000.00.00 0	Garbage / Disposal	\$1,012.00
		100.134.0000.000.2410.421.10304.20.00 0	Garbage / Disposal	\$506.00
			Vendor Total:	\$1,518.00
WESTERN NEVADA SUPPLY	22580			
		100.108.0000.000.2620.610.10202.10.00 0	General Supplies	\$146.70
		100.108.0000.000.2620.610.10208.31.00 0	General Supplies	\$209.84
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	\$283.70
			Vendor Total:	\$640.24

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1045 08/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
				Grand Total: \$372,927.81

End of Report

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

08/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.164.0000.000.2410.533.10604.32.00	Telephone – Land Line phone services Check #: 2360	\$213.74
		100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services Check #: 2360	\$572.26
			Vendor Total:	\$786.00
ADVANCED INTEGRATED PEST MANAGEMENT		100.125.0000.000.2620.430.10205.10.00	Repairs and Maintenance Services Check #: 2361	\$138.00
		100.134.0000.100.1000.610.10304.20.00	General Supplies Check #: 2361	\$276.00
			Vendor Total:	\$414.00
ALHAMBRA WATER	97540	100.170.0000.000.2700.610.10000.00.00	General Supplies Check #: 2362	\$392.23
			Vendor Total:	\$392.23
BIGHORN ATV & SMALL ENGINE REPAIR		100.161.0000.000.2620.430.10601.32.00	Repairs and Maintenance Services Check #: 2363	\$1,154.56
			Vendor Total:	\$1,154.56
CITY OF YERINGTON	23080	100.108.0000.000.4600.430.10000.00.00	Repairs and Maintenance Services Check #: 2364	\$1,070.00
			Vendor Total:	\$1,070.00
CLIFFORD, BRANDI D		100.105.0000.000.2574.580.10000.00.00	Staff Travel Check #: 2365	\$576.98
			Vendor Total:	\$576.98
DAYTON AUTO PART-NAPA		100.165.0000.000.2620.610.10605.32.00	General Supplies Check #: 2366	\$119.20

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

08/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$119.20
DAYTON VALLEY TIRE		100.170.0000.000.2710.430.10000.00.00	Repairs and Maintenance Services	\$20.00
		Check #: 2367		
			Vendor Total:	\$20.00
DISCOUNT SCHOOL SUPPLY		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$208.90
		Check #: 2368		
			Vendor Total:	\$208.90
DMG NORTH INC.		100.108.0000.000.2620.610.10603.32.00	General Supplies	\$245.59
		Check #: 2369		
			Vendor Total:	\$245.59
FRONTIER	21702	100.101.0000.000.2320.533.10000.00.00	Telephone – Land Line phone services	\$602.58
		Check #: 2370		
		100.163.0000.000.2410.533.10603.32.00	Telephone – Land Line phone services	\$262.61
		Check #: 2370		
			Vendor Total:	\$865.19
HIGH SIERRA ELEVATOR INSPECTIONS		100.108.0000.000.2620.430.10604.32.00	Repairs and Maintenance Services	\$480.00
		Check #: 2371		
			Vendor Total:	\$480.00
HOME DEPOT	9654	100.164.0000.000.2620.610.10604.32.00	General Supplies	\$606.92
		Check #: 2372		
			Vendor Total:	\$606.92
JOSTENS_10600	10600	100.161.0000.100.1000.610.10601.32.00	General Supplies	\$34.15
		Check #: 2373		
			Vendor Total:	\$34.15

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

08/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
LOUIE'S HOME CENTER				
		100.108.0000.000.2620.610.10208.31.00	General Supplies	\$81.30
		Check #: 2374		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$36.50
		Check #: 2374		
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$391.90
		Check #: 2374		
			Vendor Total:	\$509.70
MEEKS BUILDING SUPPLY	12930			
		100.108.0000.000.2620.610.10201.10.00	General Supplies	\$84.66
		Check #: 2375		
			Vendor Total:	\$84.66
MIDWEST BUS PARTS				
		100.170.0000.000.2710.614.10000.00.00	Parts	\$375.82
		Check #: 2376		
			Vendor Total:	\$375.82
NATIONAL SCHOOL FORMS				
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$81.95
		Check #: 2377		
			Vendor Total:	\$81.95
PITNEY BOWES GLOBAL FINANCIAL	101970			
		100.165.0000.000.2410.442.10605.32.00	Rental of Equipment and Vehicles	\$277.95
		Check #: 2378		
			Vendor Total:	\$277.95
PITNEY BOWES GLOBAL FINANCIAL	101970			
		100.128.0000.000.2410.531.10211.10.00	Postage	\$80.97
		Check #: 2379		
			Vendor Total:	\$80.97
PURCHASE POWER	16968			
		100.163.0000.000.2410.531.10603.32.00	Postage	\$354.48
		Check #: 2380		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

08/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.165.0000.000.2410.531.10605.32.00	Postage	\$560.23
		Check #: 2380		
			Vendor Total:	\$914.71
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$5,061.79
		Check #: 2381		
			Vendor Total:	\$5,061.79
SERVICE EXPRESS, LLC				
		100.107.0000.000.2580.651.10000.00.00	Supplies - Technology - Software	\$617.81
		Check #: 2382		
			Vendor Total:	\$617.81
SHERWIN-WILLIAMS	18882			
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$876.35
		Check #: 2383		223
			Vendor Total:	\$876.35
SHRED-IT USA				
		100.125.0000.000.2410.421.10205.10.00	Garbage / Disposal	\$154.06
		Check #: 2384		
		100.133.0000.000.2410.421.10303.10.00	Garbage / Disposal	\$36.00
		Check #: 2384		
		100.165.0000.000.2410.421.10605.32.00	Garbage / Disposal	\$25.00
		Check #: 2384		
			Vendor Total:	\$215.06
VISIBLE BODY	103046			
		240.300.0000.330.1000.653.10601.32.00	Web-based and similar programs	\$5,000.00
		Check #: 2385		
			Vendor Total:	\$5,000.00
WEDCO INC.	22320			
		100.108.0000.000.2620.610.10208.31.00	General Supplies	\$204.31
		Check #: 2386		
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$539.47
		Check #: 2386		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

08/29/2024

Fiscal Year: 2024-2025

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.000.2620.430.10604.32.00	Repairs and Maintenance Services	\$124.55
		Check #: 2386		
			Vendor Total:	\$868.33
WESTERN NEVADA COLLEGE_99219	99219	100.104.0000.100.1000.560.10000.00.00	Tuition	\$515.88
		Check #: 2387		
			Vendor Total:	\$515.88
XEROX CORPORATION		100.129.0000.000.2410.442.10209.10.00	Rental of Equipment and Vehicles	\$280.16
		Check #: 2388		
		100.129.0000.100.1000.430.10209.10.00	Repairs and Maintenance Services	\$192.15
		Check #: 2388		
		100.161.0000.100.1000.430.10601.32.00	Repairs and Maintenance Services	\$81.52
		Check #: 2388		
		100.161.0000.100.1000.442.10601.32.00	Rental of Equipment and Vehicles	\$452.91
		Check #: 2388		
		100.164.0000.000.2410.442.10604.32.00	Rental of Equipment and Vehicles	\$562.04
		Check #: 2388		
		100.164.0000.100.1000.550.10604.32.00	Printing and Binding	\$109.42
		Check #: 2388		
		100.165.0000.000.2410.442.10605.32.00	Rental of Equipment and Vehicles	\$669.96
		Check #: 2388		
		100.165.0000.100.1000.430.10605.32.00	Repairs and Maintenance Services	\$388.79
		Check #: 2388		
			Vendor Total:	\$2,736.95
			Grand Total:	\$25,191.65

End of Report

**Lyon County School District
Board Memo**

Date: September 24, 2024
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 \$3,000 from Rich and Margaret Rhyno to the Fernley High School Girls' Basketball Program for the 2024-25 season.
- A donation valued at \$2000 from Elizabeth Gelmstedt to the Dayton High School Special Services programs.
- Multiple donations from friends and partners who donated to the All Staff Professional Development Summit.

*Respectfully Submitted,
Tim Logan, Superintendent*



FERNLEY HIGH SCHOOL

HOME OF THE VAQUEROS



Ryan Cross
Principal

Christina Haas
Assistant Principal

Cory Sanford
Assistant Principal

Paul Sullivan
Assistant Principal

MEMO

TO: Tim Logan, LCSD Superintendent
FROM: Ryan Cross, FHS Principal
DATE: August 23, 2024
RE: Donation to Fernley High Girls Basketball Program

Fernley High School is greatly appreciative to Rich and Margaret Rhyno for their extremely generous donation of \$3,000.00 to our FHS Girls Basketball Program for the 2024-25 season. This donation will help the program purchase items to help ensure a successful season.

Respectfully,

Ryan Cross
Principal

**Dayton High School
MEMORANDUM**

TO: Margaret Heim
FROM: Julie Bumgardner
DATE: August 26, 2024
SUBJECT: Donation to DHS

I would like the LCSD Board of Trustees to recognize and accept a generous donation from Elizabeth Gelmstedt to Dayton High School. Elizabeth donated \$2,007.06 to the SPED program. She purchased a new Dishwasher, oven and stove for room 13. These appliances will be used for educational purposes to help the students learn how to wash dishes and cook.

Thank you.



Julie Bumgardner

Special Thanks
To The Friends Who Donated To The
LCSD All Staff Professional Development Summit

Sierra Nevada Const	500
Western Nevada Supply	500
Paul Cavin Architect	1,000
Lumos & Assoc	1,500
Oasis Online	1,500
Core West	1,500
JNA Consulting	150
Flooring Solutions	5,000
Rounds Engineering	250
Warren Reed	1,500
Curriculum Associates	500
Apex Cyber Systems	1,000
Compass Group	7,500
Genesis Floor Covering	500
Tahoe Fence	1,800
BSN Sports	500
Ablespace	750

Lyon County School District Board Memo

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: An update of the work of the LyOnline Distance Education Program.

Recommendation

That the LCSD Board of Trustees approve an update regarding the work of the LyOnline Distance Education Program during the 2023-2024 School year.

Background Information

In the 2019-2020 School year, the LCSD Board of Trustees agreed to the expansion and staffing of the LyOnline Program to meet the needs of students that wanted another option for their schooling and were leaving the district to attend other online programs. With the start of the Covid-19 Pandemic, LyOnline became even more important, allowing LCSD to provide distance education to students while at home through the use of the Imagine Learning (formerly Edgenuity) Platform. As we emerged from the pandemic and the demand for online coursework continued, we maintained our offerings for LyOnline, allowing students and families a choice when it came to their education.

During the 2023-2024 school year LyOnline:

- Completion Rates for 2023-2024

LyOnline 23/24 Course Completion: Semester 2				
Grade	Students	Courses Enrolled	Courses Passed	Completion Rate
6	15	90	57	63.30%
7	32	192	120	62.50%
8	42	255	164	64.30%
9	36	232	158	68.10%
10	67	414	363	87.60%
11	103	634	503	79.30%
12	119	708	655	92.50%
LTS/CD	31	203	105	51.70%
TOTAL	445	2728	2125	71.16%

- Total enrollments of 318 in the Fall of 2023 and 466 in the spring of 2024
- All grade levels served, with the majority of students in grades 7-12
- Imagine Learning Courseware is the Curriculum used
- 7 Employees
 - Vice Principal
 - School Secretary

- 4 Licensed Teachers (1 serves Eagle Ridge part time and LyOnline part time)
- Classified Instructor
- There was a total of 1445 course completions at a half credit each for a total of 572.5 credits earned.
- Of the 119 Seniors during semester two, 118 received their diploma resulting in a 99% graduation rate
- Work with Eagle Ridge High School, Lyon County Adult Education, Lyon County Human Services, and Juvenile Probation to serve students with a variety of needs.

In the past year, LyOnline worked to improve communication with schools through quarterly meetings with site administration, counselors, adult education, and the Student Information Systems Administrator as well as the Data and Professional Development Manager. LyOnline has developed a communication log (sample provided in the attachment) to track two-way communication with parents, students and stakeholders. Additionally, LyOnline has continued a process of self-evaluation through the collection of student and stakeholder surveys each year.

While enrollments start lower at the beginning of the year, historically, they swell in the second semester. LyOnline has been an asset to Lyon County School District in many ways and has been a successful avenue for many who choose an alternate route.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

Sample LyOnline Contact Log
Copy of 23-24 Student Survey Responses

*Respectfully Submitted,
James Gianotti, Executive Director for Student Services*

GRADE	SCHOOL	STUDENT	COMMENTS/NOTES	504	GT	ELL	IEP	PARENT/GUARDIAN	PARENT/GUARDIAN	9/1/24-9/7/24	9/8/24-9/14/24	9/15-9/21/24	9/22/24-9/28/24	0
K	CES		*Work books dropped off							start 9/6	meet			
Total K: 1														
1	SES		*Workbooks dropped off								x			
1	CES		* Workbooks dropped off							8/30 added core classes	x			
1	DES		*Workbooks dropped off							8/30 added core classes	x			
Total 1: 3														
2	EVES		*Workbooks dropped off							8/30 added core classes	x			
2	SSES		*Workbooks dropped off							8/30 added core classes 9/6 Sent an email letting family know work books are available to pick up. LH	x			
Total 2: 2														
3	FES		*Workbooks dropped off								x			
3	SSES		* Workbooks dropped off								x	x		
3	CES		*Workbooks dropped off								x			
3	EVES		*Work books dropped off								email			
3	SSES		* Case Mgr. * Workbooks dropped off				x				x			
														231

Grade	Does your teacher help guide you in setting goals and developing strategies to achieve those goals?	CHECK ALL THAT APPLY. When I'm struggling with school work I most often get assistance by...	My teacher gave me helpful feedback on my work.	How did you help yourself be successful this semester? (check all that apply)	My LyOnline teacher contacted me-	The best things about LyOnline are...	LyOnline would be better if...	Is there anything else we should know? Do you have any additional comments or suggestions? Your thoughts can make a big difference!
12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet	Always	Emailed my teacher for help, Took my own notes, Created a good study environment at home	3	The ability to peacefully and quietly do your schoolwork without the hustle and bustle public school.	No complaints from me.	Nothing much, just thank you.
12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Emailed my teacher for help, Took my own notes, Made school work a priority	3	Finishing a month early!	They didn't repeat every question all the way, wrong or right.	All good
12	Always	Asking my parent or a friend for help., Google/Internet	Always	Met with my teacher on Google Meets, Used Guided Notes and/or Enotes, Took my own notes, Made school work a priority	3	You can set your own schedule	There was no labs	No
12	Always	By calling the office. Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form., Joining Study Hall	Sometimes	Talked to my teacher over the phone Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	How helpful and understanding the teachers are. They made being online a much more enjoyable experience over in person school.	If the projects were less complicated and better explained.	Ms. Shannon was my favorite person to talk to, she is always willing to help and is always in a positive mood. She made distance learning enjoyable.
12	Always	Reaching out to my teacher via email., By calling the office., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Emailed my teacher for help	4	Everything!	Not possible its already perfect	N/A
12	Always	Reaching out to my teacher via email., By calling the office., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Emailed my teacher for help	3	You can do your work at anytime of the day	If it only had classes you needed to complete your credits.	Not at the moment.

12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form.	Always	Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	not going into public school!! taking your time and doing it on your own time when you want to .	if you could retake assignments not just test They were more informative about school events like the bonfire.	No
12	Always	Reaching out to my teacher via email.	Always	Made school work a priority	3	You get to work at your own pace		
12	Always	Reaching out to my teacher via email. Reaching out to my teacher via email., By calling the office., Joining Study Hall	Always	Talked to my teacher over the phone, Took my own notes, Other	3	I get to work when I want to and are able to and altogether comfortable to.	there was more communication from the school itself with upcoming events and announcements. Also if emails were prioritized a little bit more with students that really cared about school!	I'm so so happy I chose to do online for the last part of highschool. I was comfortable with my teacher and she really gave me the confidence and motivation to continue pushing and to finish. I'm so glad i'm done and i made it!
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Joining Study Hall	Always	Met with my teacher on Google Meets, Took my own notes	3	That you guys are always there	Nothing everything it's perfect	Nope
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Joining Study Hall	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes	5	Everything	nothing	no
12	Always	Asking my parent or a friend for help.	Always	Met with my teacher on Google Meets	3	staff	it's awesome	nope
12	Always	Reaching out to my teacher via email.	Always	Talked to my teacher over the phone, Created a good study environment at home, Made school work a priority	3	It made me able to graduate	Nothing to be honest it's pretty good	Nope
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher.	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Took my own notes, Made school work a priority	4	It's easier to get everything done and I was able to get more time	I'm not sure I think it's fine how it is	No

12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Asking my parent or a friend for help.	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Created a good study environment at home, Made school work a priority, Other	4	The teachers.		Not really, but I would like to thank you Ms. Shannon and Mrs. Palmer for being the greatest secretary and teacher that you guys are! I'm really glad to have a secretary and teacher like you and Mrs. Palmer to help me through my last year of high school! I would also love to know what is your guy's favorite animal like whales or penguins for example! FYI: Those are one of my top favorite animals! =)
12	Always	Reaching out to my teacher via email., By calling the office., Asking my parent or a friend for help.	Sometimes	Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home	3	You can study at your own pace and you can do it anywhere.	If you could merge everything onto one platform like check in.	I thought it worked out for me and my situation very well and don't regret it at all.
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form.	Always	Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	The scheduled amount of work each day	If not all the subjects progressed at the same time, like if on certain days only certain subjects progressed.	No comment

12	Always	Reaching out to my teacher via email., By calling the office., Joining Study Hall	Always	Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home	3	A flexible learning environment that focuses on the strengths and struggles of the students. The teachers always did their very best to help me succeed and often gave words of encouragement, if I'm being honest I felt more of a student and teacher bond in LyOnline than I did in public schooling. I really enjoyed my experience with LyOnline and I would recommend other students to go online if that was something they were interest in. The teachers, the time to sleep in, and the ability to easily take notes on the side.	I don't think I have any ideas unfortunately, LyOnline doesn't let you miss out on sports events or community activities. LyOnline is open and flexible to your needs, and the teachers keep in touch and work with you. I think the curriculum is easygoing and intriguing, I know I have learned new things this year about science and economics. LyOnline also consistently offered study halls to help students in need. I really believe LyOnline and its staff did a wonderful job this year.	No comments
12	Always	Reaching out to my teacher via email.	Always	Used Guided Notes and/or Enotes	3		its already good to me.	everything is all good to me.
12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Made school work a priority	3	The teachers are super friendly and will do the best they can in helping you out !	unsure	n/a it's easy to cheat on edge just copy and paste. if there was a cheating blocker it would make it much better for the teachers and students because no one learns anything from looking the answers up but it's quick and easy
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	being able to get a job and work more hours and save	You could do multiple classes in edge at once	

12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Asking my parent or a friend for help., Google/Internet	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Made school work a priority Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	4	How dedicated the teachers are to their students and making sure they succeed!	I can't really think of anything to improve Lyonline. I loved getting to be a part of the program. You guys are doing fantastic and I really appreciate how awesome you are to the students. Your incredibly accommodating and make sure that we're all doing okay not only education wise but also physically and emotionally.	I'm so incredibly glad that I got to spend my last year of high school with you guys, you made it wonderful! Thank you
12	Sometimes	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Google/Internet	Rarely	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	4	The Fact you can have your own school schedule	It was a zoom meeting and everyone joined	Nope
12	Sometimes	Reaching out to my teacher via email., Google/Internet	Always	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	Being able to work at your own pace and setting my own goals.	I don't have any ideas to make it better.	No.
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form.	Always	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home	4	The staff	NA	NA
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form.	Always	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	How better understanding they are.	Just that internet problem haha. You guys are still great.	nope! thanks so much for everything

12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Used Guided Notes and/or Enotes, Made school work a priority, Other	4	Being able to do school work at my own pace and at anytime.	It explain math steps a bit better	No. your the best have a great summer vacay
12	Always	Reaching out to my teacher via email.	Always	Emailed my teacher for help	4	theyre very helpful	nothing theyre amazing	👍
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Google/Internet	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Created a good study environment at home, Made school work a priority	3	getting to finish my school early	Everything was good for me	Nope
12	Always	Reaching out to my teacher via email., By calling the office., Marking that I need someone to contact me on the attendance form.	Always	Met with my teacher on Google Meets	3	I didn't have to go to school	It's good how it is	No
12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet, Grammarly	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Took my own notes	3	its easy	if edgenuity wasnt broken 50% of the time	fix the program so it works at least 90% of the time
12	Always	Asking my parent or a friend for help., Paper Tutoring	Always	Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home	3	The Teachers.	I think it's good enough.	No, I don't got nothing else I can think to say.
12	Always	Asking my parent or a friend for help.	Always	Made school work a priority	3	Free day.	Sigma.	Ah.
12	Always	Scheduling a virtual check in with my teacher.	Always	Met with my teacher on Google Meets	4	work at your own pace	students were able to bypass work when failed a quiz and not have to wait on the weekday to get approve by a teacher	no
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form., Joining Study Hall	Always	None of the above	3	sleep	im not sure	no
12	Always	Reaching out to my teacher via email.	Always	Other	3	everything	idk	nop

12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help., Joining Study Hall	Always	Emailed my teacher for help, Took my own notes	4	working at my speed I'm able to do things at my own pace without feeling rushed by teachers or other students.	nothing I think LyOnline was fine this year and has definitely improved since I last took online courses.	thank you for everything
12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet	Always	Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes	3			No
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form. Asking my parent or a friend for help., Google/Internet	Always	Created a good study environment at home	3	How helpful everyone is...	They keep up the good work...
12	Sometimes	Reaching out to my teacher via email., By calling the office., Asking my parent or a friend for help.	Always	Created a good study environment at home	3	working at a pace comfortable to me		
12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Emailed my teacher for help, Took my own notes, Made school work a priority	3	I can do my assignments at my own pace	I don't know	Nope
12	Always	Reaching out to my teacher via email.	Always	Used Guided Notes and/or Enotes	5	You make your own schedule	N/a	N/a
12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet	Always	Emailed my teacher for help, Took my own notes, Created a good study environment at home	3	the teachers are pretty understanding and nice	nothing	ummm i graduate on my birthday!!!!
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Emailed my teacher for help, Used Guided Notes and/or Enotes, Created a good study environment at home	4	You get to make your own schedule in a way	a way to stay motivated	It's really easy doing school online it's just hard staying motivated
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes	3	I dont have to see people	ldk	No

12	Always	Reaching out to my teacher via email.	Always	Talked to my teacher over the phone	5	You get to work at your home and you get to get help anytime you need it	You didn't have a time frame to be done	No there is not
12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Sometimes	Made school work a priority	3	Going at your own pace	Couldnt be better	I love lyonline
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall, Google/Internet, ChatGPT or A.I., Grammarly, Paper Tutoring	Always	Met with my teacher on Google Meets, Talked to my teacher over the phone, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	5	easy to talk to teachers	there was better websites	no
12	Always	Asking my parent or a friend for help.	Always	Took my own notes, Created a good study environment at home, Made school work a priority	3	everything	idk	no
12	Always	Google/Internet	Always	Talked to my teacher over the phone	3	It's over	It didn't exist	No
12	Always	Reaching out to my teacher via email.	Always	Met with my teacher on Google Meets	5	how understanding you guys are with personal issues	N/A	Nope
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Asking my parent or a friend for help., Joining Study Hall	Always	Joined Study Hall, Met with my teacher on Google Meets, Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority, Other	5	The teachers are very helpful and will do anything to see you achieve you're goals	There wasn't so much videos on edge 🤖	No im all good
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form., Joining Study Hall	Always	Other	3	How kind everyone is	Don't need changes	Nope

12	Always	Reaching out to my teacher via email., Grammarly	Always	Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	Flexibility in work.	Don't have any complaints.	None.
12	Sometimes	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher.	Sometimes	Took my own notes, Created a good study environment at home, Made school work a priority	3	Working at your own pace	Less short videos	No
12	Sometimes	ChatGPT or A.I.	Sometimes	None of the above	4	I can have my own schedule	They gave Starbucks to us every once in a while 😊	N/A
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Joining Study Hall	Always	Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	The peace and being able to work at my own pace.	I'm not sure	Thank you for doing what you do! Have a good summer :)
12	Rarely	Asking my parent or a friend for help.	Never	Used Guided Notes and/or Enotes, Took my own notes	3	Don't have to see poeple	less work	No thank you
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home	3	Honestly, the best thing is the environment and the people that work and help with everything.	Things were clearer from the get go, like about classes.	I'm so glad I did online and I love you guys so much, thank you for making high school as enjoyable as it was.
12	Always	Asking my parent or a friend for help., Grammarly	Always	Talked to my teacher over the phone, Took my own notes, Created a good study environment at home	3	Working at your pace.	Not sure.	nope none
12	Always	Scheduling a virtual check in with my teacher.	Always	Met with my teacher on Google Meets, Took my own notes, Made school work a priority	3	.	.	.
12	Always	Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	You can work at your own pace.	The videos were shortened.	No everything is fine.
12	Always	By calling the office.	Always	None of the above	3	getting done early	it's good	no

12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall	Always	Joined Study Hall, Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	My teachers	We did more	Everything is great
12	Sometimes	Google/Internet	Always	Created a good study environment at home, Made school work a priority	3	having the freedom to make my own schedule.	we had alternative assignments for the group projects.	No, there's nothing else I have to say.
12	Sometimes	Asking my parent or a friend for help.	Always	Emailed my teacher for help, Took my own notes	4	Having the opportunity to go at my own pace.	I couldn't get any better	Nope!
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Sometimes	Took my own notes, Created a good study environment at home, Made school work a priority	3	you get to be at home	none	none
12	Always	Grammarly	Always	Made school work a priority	5	The teachers actually care about you.	It is really good	No
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form.	Always	Emailed my teacher for help	3	The teachers the flexibility of the schedule. if you have like a vacation coming up you can work to get ahead so that when you return from vacation you are not behind.	Everything is great	No
12	Always	Reaching out to my teacher via email., By calling the office., Asking my parent or a friend for help., Google/Internet	Sometimes	Met with my teacher on Google Meets, Emailed my teacher for help, Made school work a priority	3		honestly idk. i thought it was pretty good.	nope :]
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form.	Always	Emailed my teacher for help, Took my own notes, Made school work a priority	3	u get to work at ur own pace	the assignment were more interesting	making lyonline more interesting and fun

12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form.	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Took my own notes, Created a good study environment at home	3	The fact that if I really wanted to I could complete all my work in about a month.	I honestly do not have an answer for this, I feel that LyOnline is better than the other 2 online schools I have tried in the past. The attendance surveys weren't as long.	Nothing else I can think of right now.
12	Never	Asking my parent or a friend for help.	Never	Took my own notes, Made school work a priority	3	Being online		No
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Made school work a priority	3	The teachers	I don't know we had more communication	Nope
12	Sometimes	Asking my parent or a friend for help.	Sometimes	Used Guided Notes and/or Enotes	3	idk	The due dates on assignments are dispersed according to work load, or preferred administrative limit for each class (i.e 1 hour per class requirement).	no
12	Sometimes	Reaching out to my teacher via email.	Sometimes	Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	Allowing flexibility for students and their situations or schedules.		Nope!
12	Always	Asking my parent or a friend for help.	Sometimes	Made school work a priority	4	Getting to do ur work at ur own pace	N/a	N/a
12	Always	Marking that I need someone to contact me on the attendance form.	Always	Talked to my teacher over the phone, Emailed my teacher for help	5	The help you get to make it work	You could talk with other students	Nope
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Asking my parent or a friend for help.	Sometimes	Met with my teacher on Google Meets, Emailed my teacher for help, Used Guided Notes and/or Enotes, Created a good study environment at home, Made school work a priority	3	Being able to go at your own pace, and being able to take breaks when they are needed.	The classes were more interactive	I do not
12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet	Always	Other	3	The versatility	Nothing, it's amazing!	🤖

12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher.	Always	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	being able to do your work whenever you can while being able to have many hours at work	nothing it's cool	no
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Took my own notes	3	It's online	I don't know	No
12	Always	Asking my parent or a friend for help. Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall, Paper Tutoring	Always	Met with my teacher on Google Meets, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	being able to work on school when you have the time.	i think its good the way it is	no, thank you
12	Always	Reaching out to my teacher via email., Google/Internet	Always	None of the above	4	you get to move at a pace that works for you	idk	ummmm no i don't
12	Sometimes	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Asking my parent or a friend for help.	Always	Used Guided Notes and/or Enotes	3	being able to sleep in and work without school effecting my schedule	i think it's perfect	thank you to everybody for being so nice
12	Always	Reaching out to my teacher via email.	Always	Met with my teacher on Google Meets, Took my own notes, Created a good study environment at home	3	The flexibility work at your own time a day	NA	NA
12	Always	Reaching out to my teacher via email.	Always	Created a good study environment at home	3		later tutoring session	idk

12	Always	Marking that I need someone to contact me on the attendance form.	Always	Took my own notes, Created a good study environment at home	4	Being able to work at my own pace.	I like it the way it is	Nope I like everything the way it is.
12	Always	Reaching out to my teacher via email., Joining Study Hall	Always	Joined Study Hall, Met with my teacher on Google Meets	3	Work on my own time	It's perfect	None
12	Sometimes	Asking my parent or a friend for help.	Rarely	Used Guided Notes and/or Enotes, Took my own notes, Other	3	The freedom it gives over the amount of time a day you can spend on working	They were less essay and writing based questions	It was nice to have freedom over my time and not trapped 7 hours a day doing schoolwork
12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	Working without distractions	It worked well on phones	No!
12	Sometimes	Reaching out to my teacher via email., By calling the office., Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	I get to stay in a mentally healthier environment. I get to work at my own pace. I get better help when I'm not understanding something. I wouldn't have those things going to school in-person.	There were more elective classes like home eck	You should give out more information about scholarships and transcripts to kids. You should explain to them where the scholarships get sent to and how the transcripts work. I also think that you'd should try to inform every junior that they have a chance to take more classes or retake classes to get their gpa better. You want to make sure you give everyone a chance to make up for mistakes and give them the best education route possible. :)
12	Always	Marking that I need someone to contact me on the attendance form.	Always	Talked to my teacher over the phone, Made school work a priority	3	freedom	idk	nah
12	Always	Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form.	Always	Met with my teacher on Google Meets, Took my own notes, Created a good study environment at home	3	You are able to create your own schedule for yourself and learn how to be more independent with managing your time.	There wasn't so many videos.	No I do not.

12	Always	Reaching out to my teacher via email.	Always	Created a good study environment at home, Made school work a priority	4	ma ms.shannon and mrs.palmer are the best part about lyonline		
12	Always	Reaching out to my teacher via email., By calling the office.	Always	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Made school work a priority	4	how much the teacher seriously care about you and your well being. They all want you to succeed	everything is great	n/a
12	Never	Asking my parent or a friend for help.	Never	None of the above	3	...	idk	no
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes	3	I can do my school work at any time	I think it's already good how it is	not really!
12	Always	Asking my parent or a friend for help.	Always	Made school work a priority, Other	5	the teachers its online and self paced.	idk	bo
12	Rarely	Asking my parent or a friend for help.	Sometimes	Created a good study environment at home	3		N/A	N/A
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Created a good study environment at home, Made school work a priority	3	The teachers! Mrs.Plamer and Mrs.shannon have been kind, caring, and so helpful, they were so supportive in me graduating and i really like that about them.	Nothing really needs to be better its great schooling.	Just stay kind :)
12	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Took my own notes, Created a good study environment at home, Made school work a priority	3	Being able to go at your own pace learning wise.	I'm not sure.	No.
12	Always	Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall	Sometimes	Joined Study Hall, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	not waking up so early	it's ok	no

12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form.	Always	Created a good study environment at home, Made school work a priority	3	My own hours	It was slightly shorter	No
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall	Always	Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	Teachers	Less videos	Nope
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form., Google/Internet, Grammarly	Always	Met with my teacher on Google Meets, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority, Other	3	The very real and authentic care of the teachers. Not only do they care about your academic achievements but they also care about you as a person :)	I cannot think of much that is a plausible change to make it better, however, maybe a list could be created so the students know of additional tutoring possibilities. (I was not sure on what else to put here, sorry!)	Not too much I can think of as of right now, but thank you all at LyOnline for doing everything you do :)!
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Paper Tutoring	Always	Talked to my teacher over the phone, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	The test being short	They're should be teachers rather than actors	Nope!
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form., Grammarly	Always	Talked to my teacher over the phone, Emailed my teacher for help, Made school work a priority, Other	4	You have more time for other stuff	If they work would upgrade weekly instead of daily	Na

12	Always	Reaching out to my teacher via email., By calling the office., Marking that I need someone to contact me on the attendance form., Google/Internet, ChatGPT or A.I., Grammarly	Sometimes	Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	4	The staff! Absolutely love and will miss them 😊	Lyonline is good in my opinion	Not sure
12	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form., Joining Study Hall	Always	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	A very supportive, and encouraging system. Teachers at LyOnline check up on you when they notice you are behind and do everything in their power to assist you.	N/a	Thank you for guiding me through my senior year and I hope the staff has an amazing summer!
12	Always	Reaching out to my teacher via email., By calling the office., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall, Google/Internet, Grammarly	Rarely	None of the above Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	I don't have to go into the high school and the flexibility	I think it's pretty good I mean edgenuity isn't that great in my opinion but they work with what they have	Nope thank you guys!
12	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form.	Always	None of the above Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	I can balance my physical/ mental illnesses without it interfering with my school and attendance	It is already great !	It was great the whole time I was here :))
12	Always	Scheduling a virtual check in with my teacher., Asking my parent or a friend for help.	Always	Met with my teacher on Google Meets, Made school work a priority	3	it is a good route to take for kids like me to finish school who hate being in a classroom and turning into a zombie doing work on paper	theres nothing to really change it seems to work out just fine	possibly do a check in study hall type deal for the gets to get on their comouter and login
12	Sometimes	Scheduling a virtual check in with my teacher.	Always	Met with my teacher on Google Meets, Took my own notes	5	they communicate very well	i think it's good	no
12	Always	Reaching out to my teacher via email.	Sometimes	None of the above	3	i dont have to go into school	idk	No.

12	Sometimes	Reaching out to my teacher via email., Google/Internet Asking my parent or a friend for help.,	Always	Took my own notes, Made school work a priority	3	The staff and the ability to go at your own pace, for the most part.	Can't think of anything.	I don't think so.
11	Always	Grammarly	Always	Used Guided Notes and/or Enotes, Made school work a priority	4	It's got me away from the high school	Nothing I thinks good	Nope
11	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Met with my teacher on Google Meets, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	4	that the teachers are always making sure their students are doing good	honestly i really feel that lyon online is already great	the teachers at lyon online are amazing!
11	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes	3	Allowing me to go at my pace.	LyOnline is very good as is.	no.
11	Sometimes	Asking my parent or a friend for help.	Sometimes	Used Guided Notes and/or Enotes, Created a good study environment at home	4	working when I want I was able to work and stay focused	We got incentive prizes for finishing early	no
11	Always	Reaching out to my teacher via email.	Always	Other	3	it allows for better work as you have a far more open schedule	Idk	No
11	Always	Asking my parent or a friend for help.	Always	Made school work a priority	3		it seems as easy as possible	not that i can think of
11	Rarely	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Rarely	Met with my teacher on Google Meets, Emailed my teacher for help, Used Guided Notes and/or Enotes, Made school work a priority, Other	3	i get to do my school work when i want, kinda at my pace and i can be alone while doing it not it a class full of people	if it was just one or two teachers we had to contact, the teacher thing is kinda weird some times and you dont know who your supposed to go to for what, they also dont really respond to emails sometimes. i also dont know what my actually grades are or what really is going on with my school classes and credits and stuff.	to have the online students move involed and like idk how to explain it but like kinda feels like were not apart of the school or get the same type of attentions to are classes and credits that the in school kids do sometimes...

11	Sometimes	Reaching out to my teacher via email.	Rarely	None of the above	2	the people are nice. i like shannon. she checks up on people when needed	it was more organized	no
11	Always	Marking that I need someone to contact me on the attendance form.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Made school work a priority	3	you dont have to sit in class and you can get your work done fast	maybe there was a fun day that all student go on a meeting then talk about how there doing in school and maybe play a game.	no
11	Always	Reaching out to my teacher via email., By calling the office., ChatGPT or A.I.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes	3	is i can do it on my own time since i work its better for my schedule	there werent projects where we had to get supplies that were unaccessable to us	no
11	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Google/Internet	Always	Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	I can work and rodeo more! I am able to get into the practice pen more often and for longer periods than when I was in regular school. I also was able to get a full time job to support my "spending habits".	We had better connections to the events happening at the in person schools. Football games, dances, after school activities, etc.	I had a blast this semester! Thank you to all the teachers and office workers that make it relaxed, stress free, and flexible. I hope everyone has a great summer!
11	Always	Asking my parent or a friend for help.	Always	Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home	3	it's easy	nothing	no
11	Always	Reaching out to my teacher via email.	Always	Made school work a priority	3	.	.	.
11	Sometimes	Asking my parent or a friend for help.	Sometimes	Talked to my teacher over the phone, Used Guided Notes and/or Enotes, Other	2	not at school	things were graded faster	no

11	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall, Google/Internet, ChatGPT or A.I., Grammarly, Paper Tutoring	Always	Made school work a priority, None of the above Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes	3	Being able to do it at home	Nothing	Nothing
11	Always	Reaching out to my teacher via email.	Always	Talked to my teacher over the phone	4	Not going to school lol. You don't have to go to class	If I was a senior lol They didn't have a time limit	No it's a very good program seriously, very well
11	Always	Reaching out to my teacher via email.	Always	Used Guided Notes and/or Enotes, Made school work a priority	3	I can do my school work when I want.	The audio on the Algebra II was better.(some were good but most of the time I couldn't hear them.)	Nope
11	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Google/Internet	Sometimes	Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes, Created a good study environment at home	4	The teachers, and learning accountability.	.	That is all that i can think of.
11	Always	Marking that I need someone to contact me on the attendance form.	Never	Talked to my teacher over the phone	2	n	n	j

11	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall, Google/Internet, ChatGPT or A.I., Grammarly, Paper Tutoring	Always	Joined Study Hall, Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	having more time to focus on myself	none	no
11	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall, Paper Tutoring	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority, Other	3	No school	No work	Nope
11	Always	Asking my parent or a friend for help.	Always	Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Other	4	Not having to wake up early.	It's already better	It was really helpful not having to really stress about not knowing what to do.
11	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall	Always	Joined Study Hall, Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	4	doing school any time of day	nun	nope

11	Always	Reaching out to my teacher via email., By calling the office., Asking my parent or a friend for help., Google/Internet	Always	Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	I am by myself without distractions and I can just get my work done pretty much at my own pace as long as I'm hitting my targets on time and having good grades	Y'all did attendance by the activity on Edgenuity	I really don't have much to say I think the edgenuity system is fantastic
11	Always	Asking my parent or a friend for help. Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Made school work a priority	5	Being able to wake up at anytime	Everything is perfect	Thank you
11	Always	Asking my parent or a friend for help.	Always	Took my own notes, Other Took my own notes, Created a good study environment at home, Made school work a priority	4	i get to do it on my own time	nothing i like it the way it is	nope
11	Always	Asking my parent or a friend for help.	Sometimes		3	I get to wake up whenever I want	I'm not sure	No
11	Always	Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet, Paper Tutoring	Sometimes	Talked to my teacher over the phone, Emailed my teacher for help, Took my own notes	2	time management	sometimes if you miss a few days it gets overwhelming so i guess have certain work classes be on set days	no. i'm glad i had this experience just upset i took this opportunity and didn't do much with it but thank you for everything.
11	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Sometimes	Joined Study Hall, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Other	3	Everything not having to worry about problems at school and feeling much better mentally doing it online then dealing with stress in person	Its already good	nope
11	Always	Marking that I need someone to contact me on the attendance form.	Always	Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	Few to no presentations	There werent so many projects	Other than that, i like Lyonline
11	Always	Asking my parent or a friend for help.	Sometimes	Met with my teacher on Google Meets Made school work a priority	4	Are the fact that I can work on my own hours.	The videos were shorter.	My grandparents want me to be in line online next year too.
11	Always	Paper Tutoring	Always		2	.	.	.

11	Sometimes	Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Sometimes	Emailed my teacher for help, Took my own notes, Made school work a priority	3	I can have a flexible schedule, less mental stress of in person school, no drama, better sleep.	idk If they understood some students have speech impediment and would not give them a different language to learn when they can barley speak English	Many students struggle with mental health, or deal with traumatic events outside of school which make daily life and doing school difficult sometimes.
11	Sometimes	Asking my parent or a friend for help.	Sometimes	Took my own notes, Created a good study environment at home	3	If you explain what's going on they understand it for the most part		Nope other then that I would say LyOnline is pretty good
11	Always	Reaching out to my teacher via email., Asking my parent or a friend for help., Paper Tutoring	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority, Other	3	I get to experience Different things with my family and friends while still participating in school. I can focus and learn at my own pace	Reminder emails for school work.	not at the moment
11	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	2	working while doing school!	it's set up perfect!	no! thank you!
11	Always	Asking my parent or a friend for help.	Always	Made school work a priority, Other	5	I get to choose my own schedule The whole thing it's amazing i wish to continue to pursue my educational journey through it	ldk	ldk
11	Always	Google/Internet	Always	Talked to my teacher over the phone, Created a good study environment at home	3		It's great as is	Ma shannon is great!!!
11	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form., Joining Study Hall	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	the amount of focus you can put in your work when there's no distractions	if nothing really i like it how it is	no im good

11	Always	Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Took my own notes, Created a good study environment at home, Other	3	being at home if you struggle with any type of mental health (like me) it's a way to do your work in a safer and more comfortable environment, as well as your able to feel more secure, and you aren't struggling with bullying and panic attacks.	personally, i feel as if this would have worked out better for me if i decided to do a couple of classes at a time rather than have them all open all semester.	i really like the way finals are executed, lol, thats all i can think to comment on
11	Sometimes	Asking my parent or a friend for help.	Sometimes	Talked to my teacher over the phone, Took my own notes, Made school work a priority	1	Joined Study Hall, Met with my teacher on Google Meets, Took my own notes, Created a good study environment at home	the teachers reached out to us more often	i do not :)
11	Always	Reaching out to my teacher via email., Joining Study Hall	Always	Created a good study environment at home, Made school work a priority	3	A flexible schedule and my teacher always helping me when I'm at games and turn in late work!!	Nothing it's great!!	I've found that projects take a little bit longer than what they say the time is. Other than that no!
11	Always	Asking my parent or a friend for help.	Always	Created a good study environment at home, Made school work a priority	3	You can create your own schedule and work at your own pace	N/A	N/A
11	Always	Reaching out to my teacher via email.	Always	Emailed my teacher for help	3	Being able to do work on my own time	If the teachers graded the assignments faster because it would make my grade go down less projects that are on google docs or stuff like that i'd rather make a legit project and submit a picture of it	No I don't think
11	Always	Asking my parent or a friend for help.	Always	Took my own notes	4	i can sit in bed and do school		nope thank for the patience with me
11	Sometimes	Asking my parent or a friend for help., Google/Internet	Sometimes	None of the above	3	It helps my anxiety you have time to understand what you're doing at your own pace	Im not sure	No
11	Sometimes	Reaching out to my teacher via email., Asking my parent or a friend for help.	Sometimes	Took my own notes	3		i dont know	nope
11	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Sometimes	Used Guided Notes and/or Enotes, Took my own notes	3	You can just stay home to do your work	there was less work	nothing!

11	Never	By calling the office.	Rarely	Created a good study environment at home, Other	2	Not having to go to the shitty SCHOOL	If Ms.Cross actually helped and commuited with me more It's pretty good the way it is	Please talk to ms.walker about my school.
11	Always	Google/Internet Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall,	Always	None of the above	3	The freedom		No thanks
11	Always	Google/Internet Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	My favorite thing is how nice and help the teachers are.	Nothing I genuinely like how LyOnline is set up.	The teachers make me feel like I always have someone to talk to when needed, and they are very open and don't make me second guess my feelings about when I'd like to come to them.
11	Always	Asking my parent or a friend for help.	Always	Made school work a priority	4	Not having to be up early	No clue	No clue
11	Never	Reaching out to my teacher via email., Asking my parent or a friend for help.	Never	Emailed my teacher for help, Created a good study environment at home, Made school work a priority	3	flexibility	idk This was my first year so things were a little confusing. If online could help more via phone call to make sure their students are doing what is required more often	no
11	Sometimes	Marking that I need someone to contact me on the attendance form. Reaching out to my teacher via email., Asking my parent or a friend for help.	Sometimes	Talked to my teacher over the phone Created a good study environment at home, Made school work a priority, Other	3	Easy to stay focused on work, not having to worry about loosing papers or important documents.	would have been great.	I don't think I have anything else.
11	Always	Asking my parent or a friend for help.	Always	Made school work a priority, Other	4	That I can do it in the Comfort of my home	I wouldn't change anything	No Even if it's sitting at a computer, school is hard. The act of getting online can even be enough to send someone spiraling, be patient with them as they aren't going to be patient with themselves.
11	Always	Asking my parent or a friend for help., Grammarly	Sometimes	None of the above	3	I can do it from the comfort of my home.	There was easier ways to do assignments.	

11	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home	3	I get to work full time and do school at the same time	Nothing it's just fine the way it is	No I enjoy online school it's a nice thing to be able to do.
11	Always	Asking my parent or a friend for help.	Always	Used Guided Notes and/or Enotes, Took my own notes, Made school work a priority	4	Not having to wake up early.	N/A	No
11	Never	By calling the office., Asking my parent or a friend for help.	Rarely	Talked to my teacher over the phone, Took my own notes	3	The ability to do it around my work schedule and not having to deal with the lack of respect kids had in the inperson classrooms	I have asked to go ahead since i started in 7th grade and it has been relayed countless times. I was informed on the last google meet i had with my teacher that it had been due over a year ago and that wasn't communicated with me. I also am on lyon online to have more independence and still have to do a weekly attendance that serves me no purpose other than when i need help.	I hope that in the next year i will have the ability to have more freedom.
11	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	We get to have the opportunity to do our school work in our own environment	We had a longer summer break	Nope, I think everything everyone does for us is amazing work
11	Always	Reaching out to my teacher via email.	Always	Other	3	Teachers are great!	It's grest	..
11	Sometimes	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall	Sometimes	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Made school work a priority	4	The fact its online learning	If most of our grading comes from our actual grades and not our progress.	I have no further comments

11	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Marking that I need someone to contact me on the attendance form.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	The teachers.	I have no words thanks for all the help	N/a
11	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Asking my parent or a friend for help., Joining Study Hall	Sometimes	Joined Study Hall, Emailed my teacher for help, Took my own notes, Created a good study environment at home	3	Its easier than in person school Kids might feel more confident in their school skills when they are not surrounded by a big class.	There was a study hall for the morning..	i would reall like a second chance next year atleast for the first semester, i slacked on my work and i really regret it, i was bullied in school and everything was harder for me in person.
11	Always	Scheduling a virtual check in with my teacher., Asking my parent or a friend for help., Google/Internet	Sometimes	Other	3		I think it is good as is.	No I don't.
11	Sometimes	Asking my parent or a friend for help.	Never	None of the above	3	i don't go to school	i don't know	nah
11	Always	Reaching out to my teacher via email.	Always	Joined Study Hall	4	being done early	it good	nope
11	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Sometimes	Emailed my teacher for help, Took my own notes	3	How easy it is to access and complete	Nothing there as a bit more	No
11	Rarely	Asking my parent or a friend for help.	Rarely	Took my own notes	3	blunt and to the point with courses	human interaction	nothing else
11	Sometimes	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Joining Study Hall	Always	Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	It makes my day more productive	The projects were less frequent and repetitive	No
11	Always	Reaching out to my teacher via email.	Always	Took my own notes, Created a good study environment at home, Made school work a priority	3	Being able to finish early	had less tests	nope

11	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Joining Study Hall, Google/Internet	Always	Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	Good studying environment at home	less big projects	No:)
11	Always	Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	None of the above	4	How absolutely amazing and helpful all the teachers are	I didn't fail myself and fail the teachers that tried to help me	Wish I did better thank you guys for everything
11	Always	Reaching out to my teacher via email.	Always	None of the above	3	The classes	I dont know instructions would be clearer since I've had to go on call with teachers cause they wouldn't explain something good enough on the assignment	Nope
11	Sometimes	Reaching out to my teacher via email., By calling the office.	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Took my own notes, Made school work a priority	4	i was able to flex my time with work and school.		nope
11	Sometimes	Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Took my own notes, Made school work a priority	3	dont have to wake up early	less projects	no
11	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority	3	ita virtual	They made some of the science labs easier	Nope, im good
11	Always	Reaching out to my teacher via email.	Sometimes	Emailed my teacher for help, Created a good study environment at home, Made school work a priority	3	being able to work from home	there was no due dates	nope
11	Always	Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	Always	Used Guided Notes and/or Enotes, Took my own notes	4	No drama	Nothing changed	No
11	Sometimes	Reaching out to my teacher via email., Asking my parent or a friend for help.	Rarely	Used Guided Notes and/or Enotes, Took my own notes	4	being online	idk	no

11	Always	Reaching out to my teacher via email.	Sometimes	Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	The teachers	nothing	nothing
11	Always	Reaching out to my teacher via email.	Always	Emailed my teacher for help	3	Idk	Idk	No
11	Always	Reaching out to my teacher via email. Reaching out to my teacher via email., Scheduling a virtual check in with my teacher.	Always	Emailed my teacher for help, Took my own notes, Made school work a priority	3	i can work at my own pace and i dont have to stress like i did going into school	i cant think of anything	keep doing what your doing
11	Always	Asking my parent or a friend for help.	Always	Emailed my teacher for help, Made school work a priority	3	being away from people	its perfect as is	Slipknot is the best band to live
11	Never	Asking my parent or a friend for help.	Never	Took my own notes, Created a good study environment at home	3	Being at home. My ability to do school at a comfortable pace while also allowing me to make a schedule that works for myself and hold myself responsible	Nothing.	No.
11	Always	Reaching out to my teacher via email.	Always	Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3		Less bugs other than that honestly no problems	I appreciate the help and the availability of the staff when i need assistance
11	Always	Reaching out to my teacher via email.	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Created a good study environment at home, Other	3	The teachers are great	I had a schedule throughout the whole semester	It was great I love it the teachers were involved perfectly and kept me on track every once in awhile a loading screen will appear, the tab is called CK-Express. i
11	Never	Google/Internet	Rarely	Created a good study environment at home	3	i don't get distracted as ealsy	i don't have any complaints	i don't know what it means
11	Always	Reaching out to my teacher via email.	Always	None of the above	3	Its easy to classes done.	We had less to do in a day.	no.
11	Always	Reaching out to my teacher via email., By calling the office.	Always	None of the above	5	I'm able to maintain my job and complete school on a better times schedule for me	It's perfect !	Have a good day!
11	Rarely	Google/Internet	Rarely	Other	4	You can work on classes you want to	Idk	Idk

11	Sometimes	Reaching out to my teacher via email., Asking my parent or a friend for help.	Sometimes	Emailed my teacher for help, Took my own notes, Made school work a priority	2	That I can work at my own pace and do my classes	There wasn't so many group projects I get the idea of them, but I do online school and my friends and family I have don't want to do a project for class they're not in	I think people just need better time management on the student end
11	Sometimes	Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet	Sometimes	Emailed my teacher for help, Took my own notes, Other	3			
11	Sometimes	Asking my parent or a friend for help.	Sometimes	None of the above	3	idk	idk	no
11	Rarely	Asking my parent or a friend for help., Google/Internet	Rarely	None of the above	1	that i get to do it at home and not have to worry about other people I can do my school work on my own time and what works best for me. Also LyOnlin	my teacher would actually go grade my projects	nope
11	Always	Scheduling a virtual check in with my teacher., Grammarly	Always	Talked to my teacher over the phone, Took my own notes, Created a good study environment at home, Made school work a priority	4	gave me the opportunity to start with a full time job at a young age to be prepared for my future.	Nothing it's close to perfect	No
11	Always	Reaching out to my teacher via email.	Always	Emailed my teacher for help, Took my own notes	3	i can work.	i don't know.	no
11	Rarely	Asking my parent or a friend for help.	Rarely	None of the above	5	nothing	idk	nope
11	Sometimes	Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Other	3	Doing work online.	If it teached you a little more	No
11	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Emailed my teacher for help, Created a good study environment at home, Made school work a priority	4	the teachers	nothing	no
11	Always	Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Paper Tutoring	Sometimes	Took my own notes, Created a good study environment at home, Other	3	It's online, easy, and handy	More lenient	Nope!

11	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Took my own notes, Made school work a priority, Other	4	the supportive teachers, and an understanding when the students are struggling with something.	nothing you guys are perfect	thank you for all the support this year, i appreciate you all
11	Always	Asking my parent or a friend for help.	Always	Made school work a priority	3	Work at my own pace and can finish early	Nothing	No
10	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Google/Internet, Grammarly, Paper Tutoring	Always	Met with my teacher on Google Meets, Talked to my teacher over the phone, Emailed my teacher for help, Created a good study environment at home, Made school work a priority	3	i think the best thing would be not having to wake up so early to do school. i can complete school work while also doing all of my chores at home on time	they let me move onto the next grade once i finish all my classes. for example, if i finish all of my classes and do my finals it would be cool to be able to move up to the next grade and be ahead of my class	nope maybe you guys could post stuff regarding projects, essays, or stuff of the sort, and maybe giving them like a guide to it. sometimes maybe a teacher showing an example can really help, at least in my experience.
10	Always	Reaching out to my teacher via email. Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Marking that I need someone to contact me on the attendance form., Paper Tutoring	Always	Talked to my teacher over the phone, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes	4	not having to wake up at 5:30 am to get ready for school	it was pretty okay actually	
10	Always	Asking my parent or a friend for help.	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Created a good study environment at home, Made school work a priority	3	I love the staff and teacher, get to do school at home	offered more classes especially AG classes, art, financial, etc	Just having ag classes :)
10	Always	Asking my parent or a friend for help.	Always	Created a good study environment at home	3	Good	Good	Good
10	Always	Asking my parent or a friend for help., Google/Internet	Always	Took my own notes	3	i can go to work earlier	the curriculum wasn't a semester behind the regular school	bye bye

10	Sometimes	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Emailed my teacher for help, Created a good study environment at home, Made school work a priority	3	I can work whenever I want too, making sure that I can sleep for as long as I need. It also makes me work harder for A's and B's in order too not partake in a final.	No input	All good
10	Rarely	Asking my parent or a friend for help. By calling the office., Asking my parent or a friend for help.	Rarely	Took my own notes Took my own notes, Made school work a priority	3	Productive	Fun Google Meets	No
10	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Sometimes		3	i do better than in person school	i think its perfect	no
10	Sometimes	Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet	Sometimes	Took my own notes, Created a good study environment at home	3	The time management	I don't exactly have anything to say for this, as my situation is sort of specific with how late I joined in the curriculum.	That should be everything.
10	Always	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help., Joining Study Hall, Paper Tutoring Google/Internet, Grammarly, Paper Tutoring	Sometimes	Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	3	Being able to work at your own pace.	If you could speed up instruction segments.	No other thoughts.
10	Always	Reaching out to my teacher via email.	Rarely	None of the above	4	Was the feedback	Idk	None
10	Always	Reaching out to my teacher via email.	Always	Emailed my teacher for help	3	Being able to have my own schedule	.	No
10	Always	Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet, Grammarly	Always	Took my own notes	3	If you pass the Exan reveiw then you don't have to do the final.	Updating the projects so they make sense	I don't know.
10	Always	Marking that I need someone to contact me on the attendance form., Asking my parent or a friend for help.	Always	Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home	5	its calming	it was on a paper classes were short and only showed one class at a time to make it less	nope
10	Never	Asking my parent or a friend for help.	Never	None of the above	1	i dont know im struggling to much im very suicidal but i dont wanna go mh	overwelming and only completeing one at a time	reading these

10	Always	Reaching out to my teacher via email.	Always	Met with my teacher on Google Meets	2	Bothing	Nothing I would say for teachers to answer there emails a little faster because	No
10	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., Asking my parent or a friend for help.	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Took my own notes, Made school work a priority	3	being able to do my work on my own time and doing it alone. the lyonline teachers are also very understanding.	normally I wait about 1-3 hours. with my last teacher on Lyon online I had to wait 2-3 days.	I don't have anything, I would say Lyon online is great the way it is for the most part!
10	Sometimes	Asking my parent or a friend for help.	Sometimes	Took my own notes	3	You have your iwn schedule	There wasnt so many classes	No
10	Sometimes	Asking my parent or a friend for help.	Sometimes	Took my own notes, Made school work a priority, Other	3	That I don't have to see people.	There wasn't as many projects.	I don't have any other thoughts.
10	Always	By calling the office., Asking my parent or a friend for help.	Always	Talked to my teacher over the phone, Created a good study environment at home	3	the freedom to schedule my work how i want	they fixed the audio issue in edgenuity	no
10	Sometimes	Asking my parent or a friend for help.	Sometimes	Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	2	getting to do your work whenever	i don't know it's great already	nope
10	Always	Reaching out to my teacher via email., Scheduling a virtual check in with my teacher., By calling the office., Asking my parent or a friend for help., Google/Internet	Sometimes	Met with my teacher on Google Meets, Emailed my teacher for help, Took my own notes, Created a good study environment at home, Made school work a priority, Other	3	Flexibility, self paced learning, the ability to study from anywhere.	Edgenuity ui improved	All my problems lie within the edgenuity website, you guys did great!
10	Never	Asking my parent or a friend for help., ChatGPT or A.I.	Never	None of the above Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home, Made school work a priority	1	nothing really, this isn't learning i still know the same amount i did last year	it was more interactive and encouraging	no
10	Always	Reaching out to my teacher via email.	Always	Took my own notes, Created a good study environment at home, Made school work a priority	3	The flexibility	Its perfect	My chrome book isn't working I'm in the process to replace and do my finals.
10	Always	Reaching out to my teacher via email.	Always	Made school work a priority	3	Making my own schedule	ldk there's nothing wrong with it	No

10	Always	Asking my parent or a friend for help.	Always	Took my own notes, Created a good study environment at home, Made school work a priority	5	Everything I love it so much!	It's great already!	No thank you! Have a great day!!!
10	Always	Scheduling a virtual check in with my teacher., Google/Internet	Always	Met with my teacher on Google Meets, Emailed my teacher for help	3	its hard	i could do it	no
10	Always	Asking my parent or a friend for help.	Always	Made school work a priority	4	Being able to finish early	Not so much work	No
10	Never	Asking my parent or a friend for help., Google/Internet	Never	Took my own notes	3	Not going to in person school	I don't know	No
10	Always	Reaching out to my teacher via email.	Always	Emailed my teacher for help, Took my own notes, Other	3	No attendance issues.	ldk	No
10	Always	Asking my parent or a friend for help., Paper Tutoring	Always	None of the above	5	Fun easy and fast It allows you to relax when doing school work	Nothing	No this is a good program I like it a lot
10	Always	Asking my parent or a friend for help.	Always	Created a good study environment at home	3		Nothing changes	No
10	Always	Reaching out to my teacher via email.	Always	Emailed my teacher for help	3	online	could do year round	no
10	Always	Scheduling a virtual check in with my teacher.	Always	Met with my teacher on Google Meets	3	You don't have to wake up early	I don't have anything to add to this it's good the way it is.	nope
10	Sometimes	Reaching out to my teacher via email., Marking that I need someone to contact me on the attendance form., Joining Study Hall	Always	Joined Study Hall, Met with my teacher on Google Meets, Emailed my teacher for help, Used Guided Notes and/or Enotes, Took my own notes, Made school work a priority	3	This is my first semester with LyOnline and I loved it the videos in the lessons and study hall helped me so much through this semester	I believe LYOnline its pretty good I can't think of anything id want to change	I am thankful for everyone who has helped and guided me through this semester
10	Always	Reaching out to my teacher via email.	Always	Joined Study Hall	4	Being at home	ldk	No
10	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Sometimes	Took my own notes, Created a good study environment at home, Other	3	I don't feel as stressed and i don't feel like i have all the attention on me like i would in a classroom being able to do school from home is pretty great. i dont have to be in an anxiety inducing environment most of the day	I like it	no
10	Always	Reaching out to my teacher via email., Asking my parent or a friend for help.	Always	Used Guided Notes and/or Enotes, Took my own notes, Created a good study environment at home	3		its already pretty good	i enjoy being in/apart of LyOnline

10	Sometimes	Asking my parent or a friend for help. Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet, ChatGPT or A.I.	Sometimes	Made school work a priority	3	being home	projects were realistic about deadlines	nope
10	Sometimes	Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet, ChatGPT or A.I.	Sometimes	Emailed my teacher for help, Took my own notes, Created a good study environment at home, Other	3	You have a flexible schedule.	It wasnt through edgeneuity.	It jus didnt work for me personally however I think it is a great option for other students. n/a question if we finish all required electives can we have the choice to have fewer classes or get ahead for the next year ?
10	Always	Reaching out to my teacher via email., Asking my parent or a friend for help., Google/Internet	Always	Met with my teacher on Google Meets, Emailed my teacher for help, Used Guided Notes and/or Enotes, Other	4	I can get ahead when I want to , I can work any hours that work for me .	More social meets and more choices for electives , and awards (like they have for in person school)	

Lyon County School District Board Memo

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: 2024-2025 Hiring Update

Recommendation

The Board of Trustees approve a report on current staffing for the 2024-2025 school year.

Background Information

The Lyon County School District (LCSD) Board of Trustees recognizes the critical importance of effective staffing, recruitment, and retention strategies in K-12 education. LCSD is committed to providing high-quality education to all of our students. To achieve this, it is imperative to address the staffing challenges faced in K-12 education. This report provides an overview of these challenges and our efforts to enhance the recruitment and retention of employees.

The United States and Nevada have experienced teacher shortages for many years. These shortages result from a combination of factors, including retirements, lack of candidates graduating from university/college programs, increased student enrollment, and attrition due to various reasons. The demand for classroom paraprofessionals, bus drivers, custodians, and other educational staff has also risen. These positions play a crucial role in supporting our schools and students.

The reasons for teacher turnover vary and often include inadequate compensation, heavy workloads, and burnout. A significant percentage of teachers who leave the profession across the nation do so within their first five years of teaching.

Inadequate compensation and benefits packages make it challenging to attract and retain qualified teachers and staff members. The challenge for our Board of Trustees is that we do not control the funding allocation as this is done at the state level. However, this legislative session resulted in significant increases to education funding, which the Board has whole-heartedly supported to help raise wages for all of our employees.

Effective Recruiting and Retention Strategies:

Our Board made clear that our priority was to increase wages for all of our employees and therefore approved unprecedented increases to our employees' salaries. Our Board has approved reclassifications of positions to better recruit and retain employees and has proactively approved memorandums of agreements with our associations to increase benefits compensation to minimize the impact of the rising costs of health insurance for our staff. Our Grow Your Own program for classified and substitute employees has increased our teacher hires while supporting our staff to fulfill their dreams of teaching and removing barriers to becoming a teacher. This is an excellent retention strategy and promotes the educational profession. LCSD is the first district to partner with the University of NV, Reno, and Nevada Department of Education to pilot a teacher residency program, where a student teacher works in one of our schools for a full year of mentorship and guidance, gradually releasing the student to teaching the class. To help with the retention of our teachers, we are providing every classroom teacher with up to \$200 in classroom supplies to help alleviate the out-of-pocket expenses. Implementing competitive salary structures and benefits packages makes a significant difference in our recruiting and retention efforts and makes working in LCSD a more attractive profession.

LCSD has also invested in professional development for our employees. As an example, we provided an All Staff Summit Day offering breakout sessions providing all certified and classified staff professional development before school began. Investing in ongoing professional development opportunities enhances teacher and staff skills as well as job satisfaction.

Research states that mentoring programs are one of the top retention strategies. Our Board approved teacher leaders in every school, and special education teacher leaders for each attendance area in our school district. These mentorship programs are in place to support new teachers and help them acclimate to the profession and support veteran teachers' needs. This peer support is valuable and provides mentorship without fear of having to ask an administrator for help.

We have also provided regular communication to all staff regarding our free and confidential employee assistance program (Acentra) which helps address teacher and staff burnout by offering wellness programs, counseling services, and stress management resources.

Addressing the challenges in K-12 education staffing, including teacher turnover, and enhancing recruitment and retention efforts is crucial for LCSD to provide a high-quality education to our students. By focusing on competitive compensation, career ladders, professional development, mentorship, and wellness initiatives, we create a more attractive and sustainable education workforce.

Human Resources and site administrators experienced a busy spring and summer attracting and securing 71 new certified employees. Efforts to attract certified staff included recruiting events; national website postings such as Topschooljobs; university outreach to local and out of state schools including a partnership with Western Governors University; Department of Employment, Training and Rehabilitation, Troops to Education, iTeach, Nevada State College, University of NV, Reno, social media advertising such as Indeed, LinkedIn and Instagram, our Grow Your Own program, commercial spots on KRNK and KRXI, Reno Media Group traffic sponsorship on RMG and employee referrals. Additionally, early notification incentives and hiring bonuses supported by the LCSD Board of Trustees have helped to identify positions that were needed earlier than normal and provided an attractive incentive not offered by most states outside of Nevada.

Certified positions were posted in March, allowing school sites the opportunity to begin their hiring process, which has been a huge success in hiring before our sister districts as well as giving us an upper hand on hiring quality teachers.

Of those 71 new certified employees hired, 31 were hired for Fernley area schools, 18 for Dayton area schools, 7 for Silver Springs area schools, 11 for Yerington area schools, and 3 for Smith Valley, with 1 District-wide position. The following list identifies the areas where employees originated:

- 41 from Lyon County
- 8 from the Reno/Sparks area
- 19 from other areas in Nevada (Gardnerville, Carson, Wellington, Hawthorne, Fallon, Minden, Genoa, Battle Mountain, Silver City, Nixon)
- 1 from other states (AK).
- 2 Grow Your Own candidate

Exit surveys were sent electronically to all employees who left LCSD, and 31 former employees responded as follows:

- This is the fourth year we have included all staff, certified, classified, and administrators. This year we included year-to-year employees: Interns, Long Term Subs in Open Positions, and Critical Need Staff.
- 58.1% certified responses, 16.1% classified responses, 0% administrative responses, and 22.6% year-to-year employee responses. 3.2% chose not to complete this question.
- 67.7% of those who left LCSD were 40+ years old, 16.1% were 30-39 years old, and 12.9% were 22-29 years old. 3.2% chose not to complete this question.
- 32.3% were with LCSD for 11+ years, 16.1% were 6-10 years, and 48.4% were with us for 1-5 years. 3.2% chose not to complete this question.
- 35.5% cited retirement as their primary reason for leaving LCSD, followed by 12.9% citing relocation, 0% cited compensation & benefits did not meet my needs, 3.2% identified "challenges with students, 0% identified "challenges with supervisor(s)", 12.9% identified "challenges with colleagues", and 16.1% identified "other" as their reason for leaving. 16.1% chose not to complete this question.
- 74.19% agreed or strongly agreed that they were given an appropriate site level orientation and continued support to be successful.

- 77.42% agreed or strongly agreed that they were given materials and resources to be successful
- 62.90% agreed or strongly agreed that they had a schedule that allowed them the opportunity to have a positive impact on their students as well as their school culture was positive and supported students and their learning.
- 72.58% agreed or strongly agreed that their supervisor provided collaborative opportunities that supported the teacher's professional learning and that they were provided with professional learning opportunities to support their needs.
- 67.74% agreed or strongly agreed that they were empowered to carry out their job successfully.
- 74.19% agreed or strongly agreed that their supervisor clearly shared his/her expectations.
- 70.97% agreed or strongly agreed that their supervisor listened to their ideas and/or concerns.
- 69.35% agreed or strongly agreed that their supervisor treated the staff fairly and consistently as well as promoted cooperation, collaboration and a positive culture.
- 64.52% agreed or strongly agreed that their supervisor provided ongoing feedback regarding their performance and that their supervisor cared about them and the work they were doing for students.
- 67.74% agreed or strongly agreed that they would work for their supervisor again.
- 70.97% agreed or strongly agreed that the district office provided a positive orientation experience.
- 67.74% agreed or strongly agreed that the district office staff are friendly, supportive, and answered their questions efficiently.
- 54.84% agreed or strongly agreed that the district office staff provided appropriate leadership for our schools.
- 51.61% agreed or strongly agreed that the district office staff cared about them and the work they were doing for students.
- 67.74% agreed or strongly agreed that they were pleased with LCSD's compensation/pay.
- 64.52% agreed or strongly agreed that they were pleased with LCSD's benefits (insurance, holidays, EAP, Etc.).
- 58.06% agreed or strongly agreed that they would recommend LCSD to others as a great place to work.

In closing, we appreciate the LCSD Board of Trustees' support to attract and secure top-quality talent for our incoming students. We are experiencing continued challenges filling our positions, just like other school districts. Our universities are not producing enough teachers for Nevada's needs. Part of our solution has been to contract with outside agencies to provide services for certain positions: 11.5 Speech Pathologists, 1 Visually Impaired Teacher, 3 Psychologists, 3 Occupational therapists, and 1 Board Certified Behavior Analyst (BCBA). We have also had great success filling positions through our Grow Your Own program. Currently, we have 8 student interns, of which 1 is a GYO candidate, and an estimated 46 long-term substitutes filling vacant positions in the district, of which 8 are GYO candidates (see Long-Term Substitutes and Interns Chart). We have currently hired 32 critical need employees into classified and certified positions. We are optimistic the Student Intern and GYO programs, approved by the Board of Trustees, will continue to be great solutions to attracting and retaining new teachers to LCSD. We retained and hired 6 out of the 12 interns from last year, with 5 still finalizing their internships.

Budget Considerations

None

Attachments:

Long Term Substitutes and Interns

Respectfully Submitted,

BillieJo Hogan, Executive Director of Human Resources

Long Term Subs

<u>Name</u>	<u>School</u>	<u>Position</u>
Barragan, Valeria	DHS	Foreign Language
Brandon, Anthony	DHS	English
Pugh, Karen	DHS	English
Dressler, Megan	DIS	7/8th grade Art
Kinney, Sean	DIS	7/8th Science
Woods, Christina	DIS	Computers
Leija, Amador	FHS	Math
Sylvester, Terry	FHS	English
Wilson, Ross	FHS	Sports Med
Miller, Tina	FIS	5th grade
Stencel, Julie	FIS	6th grade
Troutner, Autumn	FIS	5th grade
Wagner, Amber	FIS	5th grade
Nunez, Diana	SES	Teacher Kindergarten
Hogan, Alex	SMS	7th Social Studies
Walker, Ashley	SMS	7/8 English
Roberts, Le An	SSES	3rd grade
Kester, Kali	SSHS	English Teacher
Salvador, Sammantha	SSMS	SPED CLS
Arigoni, Katherine	YES	SPED CLS Teacher
Covian, Luisa	YES	Teacher ELL
Gutierrez, Selena	YES	1st grade teacher
Montes-Flores, Jaqueline	YES	3rd grade teacher
Parkinson, Elise	YES	2nd Grade Teacher
Cervantes, Ashley	YHS	Science Teacher
Hurtado, Liliana	YHS	Government
Ichord, Elizabeth	YHS	SPED Resource
Toro Duenas, Karla	YHS	Teacher ELL
HANIFAN, NICOLE	EVES	2ND GRADE
Mercado, Katie	FHS	SPED Resource
Felton, Stephanie,	FIS	6th grade
Welsh, Sara	SSMS	SPED Resource
Fulstone, Karen	YHS	Science Teacher
Coltman, Elizana	SMS	teacher 8th grade
Kruse, Kevin	YHS	Welding Teacher
Franks, Jessica	EVES	SPED Strategies
Sanborn, Patricia	RES	Counselor

Baltes, Susan	EVES	Kindergarten
Cudworth, Kathern	CES	1st grade
Lago, Nicole	SSES	CLS SPED
Castillo Del Peloso, Jean Paula	EVES	SPED ECE
Banks. Ivana	FHS	PE Teacher

Interns

<u>Name</u>	<u>School</u>	<u>Position</u>
Dyer, Savannah	DIS	7/8th Social Studies
Johnson, Sierra	EVES	2nd grade
Fritz, Abby	EVES	Kindergarten
Sharmin, Shifat	FHS	Math
Barona, Nicole	FIS	5th grade
Hunn, Jennifer	RES	1st grade
Jones, Reese	SSMS	8th grade science
White, Whitney	DES	5th grade

Lyon County School District Board Memo

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan Superintendent
Re: Summer 2024 Facilities Projects Update

Recommendation

That the Board of Trustees approve an update regarding the Facilities Projects throughout Lyon County School District (LCSD).

Background Information

The Board of Trustees have approved several facilities projects throughout LCSD. The following is an update on some of the most significant projects and their statuses as of September 2024.

HVAC and Boilers upgrades

- The two most significant projects being at Sutro Elementary School and Cottonwood Elementary School where a total of 6 swamp cooled air handlers were replaced with new AC air handlers. Both schools were closed for the entire summer to allow Trane to complete both projects in time for the first day of school.
- Other HVAC and Boiler projects completed summer 2024:
 - Fernley Elementary School chiller A/B and D replaced with new
 - Fernley Elementary School MPR Reznor units replaced with new
 - Fernley Intermediate School chiller 6th grade wing replaced with new
 - Silver Stage Middle School boilers replaced with new
 - Dayton High School main building boilers replaced with new
 - Cottonwood Elementary School boilers replaced with new
 - Silver Stage Elementary School building A rooftop package units replaced with new
 - Silver Stage High School 2 chillers purchased and ready for fall 2024 change over
 - Fernley Intermediate School 2 HVAC units purchased and ready for fall 2024 change over

Roofs

- Three major roofing projects we started and completed this summer. Sutro Elementary School, Silver Stage Elementary School, and Silverland Middle School. All three schools received total replacements. In addition, Cottonwood Elementary School PreK modulars also received new roofs.

Flooring

- Completed carpet replacement of 71 classrooms, 1 hallway, and 6 entry ways.
- Completed the multi-purpose room tile replacement with new HVT at Fernley Elementary School, Fernley Intermediate School, Cottonwood Elementary School, Riverview Elementary School, Yerington High/Intermediate School, and Yerington Elementary School.
- In addition, completed new HVT flooring at Cottonwood Elementary School hallway and teachers' lounge. One science classroom at Fernley Elementary School.

Audio Enhancement

- Audio Enhancement upgrades were completed at Silver Stage Elementary School, Fernley Elementary School, and Yerington Elementary School.

Gym Bleachers, Resealing, and Resurfacing

- Fernley High School (old gym) received a new floor anticipated fall completion. Fernley Intermediate School gym was resurfaced, and both received new bleachers. Dayton High School main gym received a brand-new floor and aux gym was resurfaced.

Transportation Yard

- Silver Springs Transportation bus yard project broke ground over the summer and continues to remain on schedule with anticipate substantial project completion planned for winter 2024.
- Dayton Transportation modular continues to progress towards completion.

Kiss and Drop

- Yerington Elementary School project started and completed by the City of Yerington.

Backstops and Scoreboard

- District continued to progress on district wide backstops and scoreboard projects.
 - Silver Stage High School baseball and softball backstops
 - Yerington High School baseball and softball backstops
 - Yerington High School baseball scoreboard
 - Booth Parr Field scoreboard
 - Dayton High School, Baseball, Football and Softball scoreboards

Parking lot slurry seals and crack joints

- Crack joints completed throughout the district
- Silver Stage Elementary/Middle School playground slurry seal
- Fernley Elementary School south staff parking lot slurry seal

Doors

- Several sets of doors district wide were replaced with new this summer.
 - Professional Learning Center
 - Dayton Elementary School Kinder
 - Fernley High School CTE Building, and Main Southeast
 - Smith Valley Schools Kitchen
 - Yerington High School MPR
 - Fernley Elementary School PE

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

N/A

Respectfully Submitted,

Harman Bains, Executive Director of Operations

Kirk McCallum, O&M Supervisor

Lyon County School District Board Memo

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan Superintendent
Re: East Goldfield Avenue Reconstruction Project

Recommendation

The Board of Trustees approve Bid Alternates B and C, enabling the Lyon County School District (LCSD) to partner with the City of Yerington on the East Goldfield Avenue roadway rehabilitation project at a total cost of \$222,820.

Background Information

In early 2024, the Board of Trustees approved the LCSD to collaborate with the City of Yerington in developing plans to initiate the bidding process for the East Goldfield Avenue roadway rehabilitation project.

Collaborating with the City of Yerington, Bid Alternate B and Bid Alternate C were developed and included as part of their East Goldfield Avenue roadway rehabilitation project.

Bid Alternate B comprises rolled concrete curb and gutter, a concrete sidewalk, ADA-compliant pedestrian ramps, and both commercial and residential-grade driveways where applicable. This section begins at the LCSD District Office property and extends to Oregon Street, covering the recently acquired Booth Parr Field. This would provide both residents and parents more efficient parking during community and Yerington High School events at Booth Parr Field and Reviglio Park.

Bid Alternate C addresses the necessary upgrades to the District Office. Since the Series A 2022 bond sale, the Board has allocated \$100,000 for essential improvements and renovations. However, \$100,000 has not been enough to fund a stand-alone project solely for the District Office. Fortunately, the City of Yerington allowed the district to join their planned project, providing significant purchasing power and reducing costs. Bid Alternate C proposes upgrading the District Office parking lot from dirt to asphalt, as well as adding a retention pond to resolve flooding issues and prevent water pooling in front of the office, which has previously hindered parking for both guests and employees.

Desert Engineering was awarded this project by the City of Yerington City Council on 9/9/24. This project is now waiting on LCSD Board of Trustees direction before beginning. Approving both Bid Alternate B and Bid Alternate C would result in substantial and much-needed improvements to the LCSD District Office, its surrounding property, and the Yerington community.

Budget Considerations

The cost for Bid Alternate B is \$146,540, while Bid Alternate C is priced at \$76,280. The district plans to use several funding sources to cover project costs effectively. These sources include the Capital Projects Fund 340, the General Fund, and the remaining balances from Bond Series A 2022, Bond Series B 2022, and Bond Series 2024. By utilizing multiple funding streams, the district aims to ensure prompt payment for completed work while maximizing the potential returns from invested bond proceeds.

Discussed at Previous Meeting

N/A

Attachment(s)

East Goldfield Bid Tab
East Goldfield Bid Set
East Goldfield Bid Specs
Interlocal Agreement with City of Yerington

*Respectfully Submitted,
Harman Bains, Executive Director of Operations
Kirk McCallum, O&M Supervisor*

BID OPENING FORM
City of Yerington
East Goldfield Avenue Reconstruction Project

Bid Opening Location: Planet Bids
 Date: Wednesday, September 4, 2024
 Time: 10:00am
 Owner: City of Yerington
 Engineer: DOWL

Base Bid				ENGINEER'S OPINION OF PROBABLE COST		Desert Engineering		A&K Earth Movers		Sierra Nevada Construction		Spanish Springs Construction		Q&D Construction		AVERAGE	
Bid Item	Description	Quantity	Units	Unit Price	Total	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	AVER UNIT PRICE	AVER TOTAL
1	Mobilization and Demobilization	1	LS	\$31,321.04	\$31,321.04	\$35,291.24	\$35,291.24	\$89,737.00	\$89,737.00	\$20,000.00	\$20,000.00	\$35,000.00	\$35,000.00	\$185,000.00	\$185,000.00	\$73,005.65	\$73,005.65
2	Temporary Traffic Control	1	LS	\$15,660.52	\$15,660.52	\$30,000.00	\$30,000.00	\$31,500.00	\$31,500.00	\$37,193.75	\$37,193.75	\$109,631.00	\$109,631.00	\$132,309.00	\$132,309.00	\$68,126.75	\$68,126.75
3	Temporary Erosion Control	1	LS	\$15,660.52	\$15,660.52	\$5,000.00	\$5,000.00	\$15,000.00	\$15,000.00	\$2,000.00	\$2,000.00	\$20,000.00	\$20,000.00	\$12,000.00	\$12,000.00	\$10,800.00	\$10,800.00
4	Pulverize AC and Base (9 Inches Minimum)	30,585	SF	\$0.75	\$22,938.75	\$0.75	\$22,938.75	\$0.70	\$21,409.50	\$2.45	\$74,933.25	\$1.00	\$30,585.00	\$5.50	\$168,217.50	\$2.08	\$63,616.80
5	Grade and Compact Pulverized Base	30,585	SF	\$0.75	\$22,938.75	\$0.50	\$15,292.50	\$2.20	\$67,287.00	\$1.30	\$39,760.50	\$3.00	\$91,755.00	\$0.45	\$13,763.25	\$1.49	\$45,571.65
6	3 Inch PG 64-28NV Type 3 Plant Mix Bituminous Paving	30,585	SF	\$5.50	\$168,217.50	\$5.00	\$152,925.00	\$3.50	\$107,047.50	\$3.70	\$113,164.50	\$4.40	\$134,574.00	\$3.80	\$116,223.00	\$4.08	\$124,786.80
7	6 Inch PG 64-28NV Type 2 Plant Mix Bituminous Paving (NDOT)	490	SF	\$25.00	\$12,250.00	\$20.00	\$9,800.00	\$9.50	\$4,655.00	\$10.00	\$4,900.00	\$34.00	\$16,660.00	\$8.50	\$4,165.00	\$16.40	\$8,036.00
8	Overexcavation and Replacement of Unsuitable Subgrade (Contingent Item)	100	CY	\$60.00	\$6,000.00	\$75.00	\$7,500.00	\$110.00	\$11,000.00	\$100.00	\$10,000.00	\$150.00	\$15,000.00	\$250.00	\$25,000.00	\$137.00	\$13,700.00
9	Rolled Concrete Curb and Gutter	1,305	LF	\$50.00	\$65,250.00	\$40.00	\$52,200.00	\$72.00	\$93,960.00	\$105.00	\$137,025.00	\$66.00	\$86,130.00	\$85.00	\$110,925.00	\$73.60	\$96,048.00
10	4 Inch Concrete Sidewalk	5,280	SF	\$25.00	\$132,000.00	\$15.00	\$79,200.00	\$17.50	\$92,400.00	\$24.50	\$129,360.00	\$18.00	\$95,040.00	\$25.00	\$132,000.00	\$20.00	\$105,600.00
11	Sidewalk Cross Drain	3	EA	\$1,750.00	\$5,250.00	\$3,000.00	\$9,000.00	\$850.00	\$2,550.00	\$2,700.00	\$8,100.00	\$2,150.00	\$6,450.00	\$2,400.00	\$7,200.00	\$2,220.00	\$6,660.00
12	Concrete Valley Gutter	220	SF	\$30.00	\$6,600.00	\$40.00	\$8,800.00	\$45.00	\$9,900.00	\$56.00	\$12,320.00	\$56.00	\$12,320.00	\$53.00	\$11,660.00	\$50.00	\$11,000.00
13	6 Inch Commercial Concrete Driveway	1,295	SF	\$55.00	\$71,225.00	\$20.00	\$25,900.00	\$27.00	\$34,965.00	\$40.00	\$51,800.00	\$36.00	\$46,620.00	\$33.00	\$42,735.00	\$31.20	\$40,404.00
14	6 Inch Residential Concrete Driveway	260	SF	\$50.00	\$13,000.00	\$40.00	\$10,400.00	\$27.00	\$7,020.00	\$31.00	\$8,060.00	\$46.00	\$11,960.00	\$38.00	\$9,880.00	\$36.40	\$9,464.00
15	Concrete ADA Pedestrian Ramp	2	EA	\$7,500.00	\$15,000.00	\$15,000.00	\$30,000.00	\$2,300.00	\$4,600.00	\$4,300.00	\$8,600.00	\$4,200.00	\$8,400.00	\$6,000.00	\$12,000.00	\$6,360.00	\$12,720.00
16	Concrete ADA Pedestrian Ramp (NDOT)	1	EA	\$15,000.00	\$15,000.00	\$7,500.00	\$7,500.00	\$2,600.00	\$2,600.00	\$4,800.00	\$4,800.00	\$17,500.00	\$17,500.00	\$8,500.00	\$8,500.00	\$8,180.00	\$8,180.00
17	8 Inch Concrete Median Curb	375	LF	\$50.00	\$18,750.00	\$40.00	\$15,000.00	\$45.00	\$16,875.00	\$85.00	\$31,875.00	\$72.00	\$27,000.00	\$50.00	\$18,750.00	\$58.40	\$21,900.00
18	Detention Pond	3	EA	\$10,000.00	\$30,000.00	\$7,500.00	\$22,500.00	\$8,500.00	\$25,500.00	\$9,800.00	\$29,400.00	\$8,400.00	\$25,200.00	\$18,000.00	\$54,000.00	\$10,440.00	\$31,320.00
19	Roadway Paint Markings	1	LS	\$1,500.00	\$1,500.00	\$7,500.00	\$7,500.00	\$1,250.00	\$1,250.00	\$850.00	\$850.00	\$1,775.00	\$1,775.00	\$12,000.00	\$12,000.00	\$4,675.00	\$4,675.00
20	Thermoplastic Markings (NDOT)	9	EA	\$500.00	\$4,500.00	\$800.00	\$7,200.00	\$210.00	\$1,890.00	\$275.00	\$2,475.00	\$1,800.00	\$16,200.00	\$125.00	\$1,125.00	\$642.00	\$5,778.00
21	Demolition and Disposal of Existing Concrete	3,550	SF	\$4.50	\$15,975.00	\$7.00	\$24,850.00	\$3.50	\$12,425.00	\$1.80	\$6,390.00	\$2.00	\$7,100.00	\$7.00	\$24,850.00	\$4.26	\$15,123.00
Base Bid Total:				\$689,037.08	\$578,797.49	\$653,571.00	\$733,007.00	\$814,900.00	\$1,102,302.75	\$776,515.65							

Bid Alternate A				ENGINEER'S OPINION OF PROBABLE COST		Desert Engineering		A&K Earth Movers		Sierra Nevada Construction		Spanish Springs Construction		Q&D Construction		AVERAGE	
Bid Item	Description	Quantity	Units	Unit Price	Total	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	AVER UNIT PRICE	AVER TOTAL
1A	Mobilization and Demobilization	1	LS	\$6,117.00	\$6,117.00	\$5,500.00	\$5,500.00	\$1,000.00	\$1,000.00	\$1,598.75	\$1,598.75	\$5,468.00	\$5,468.00	\$23,000.00	\$23,000.00	\$7,313.35	\$7,313.35
22A	Excavation, Grading, and Placement of Type II Aggregate Base	30,585	SF	\$4.00	\$122,340.00	\$2.50	\$76,462.50	\$3.50	\$107,047.50	\$3.25	\$99,401.25	\$6.00	\$183,510.00	\$2.25	\$68,816.25	\$3.50	\$107,047.50
Bid Alternate A Total:				\$128,457.00	\$81,962.50	\$108,047.50	\$101,000.00	\$188,978.00	\$91,816.25	\$114,360.85							

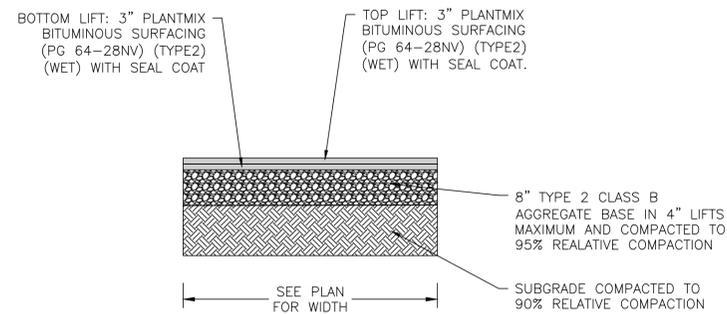
Bid Alternate B				ENGINEER'S OPINION OF PROBABLE COST		Desert Engineering		A&K Earth Movers		Sierra Nevada Construction		Spanish Springs Construction		Q&D Construction		AVERAGE	
Bid Item	Description	Quantity	Units	Unit Price	Total	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	AVER UNIT PRICE	AVER TOTAL
9B	Rolled Concrete Curb and Gutter	720	LF	\$50.00	\$36,000.00	\$40.00	\$28,800.00	\$72.00	\$51,840.00	\$103.00	\$74,160.00	\$106.00	\$76,320.00	\$93.00	\$66,960.00	\$82.80	\$59,616.00
10B	4 Inch Concrete Sidewalk	2,906	SF	\$25.00	\$72,650.00	\$15.00	\$43,590.00	\$17.50	\$50,855.00	\$24.00	\$69,744.00	\$19.50	\$56,667.00	\$21.00	\$61,026.00	\$19.40	\$56,376.40
13B	6 Inch Commercial Concrete Driveway	490	SF	\$55.00	\$26,950.00	\$25.00	\$12,250.00	\$27.00	\$13,230.00	\$39.00	\$19,110.00	\$37.00	\$18,130.00	\$28.00	\$13,720.00	\$31.20	\$15,288.00
14B	6 Inch Residential Concrete Driveway	1,430	SF	\$50.00	\$71,500.00	\$30.00	\$42,900.00	\$27.00	\$38,610.00	\$30.00	\$42,900.00	\$24.00	\$34,320.00	\$22.00	\$31,460.00	\$26.60	\$38,038.00
15B	Concrete ADA Pedestrian Ramp	1	EA	\$7,500.00	\$7,500.00	\$15,000.00	\$15,000.00	\$2,300.00	\$2,300.00	\$3,836.00	\$3,836.00	\$3,000.00	\$3,000.00	\$9,100.00	\$9,100.00	\$6,647.20	\$6,647.20
21B	Demolition and Disposal of Existing Concrete	100	SF	\$4.50	\$450.00	\$4.00	\$400.00	\$3.40	\$340.00	\$2.50	\$250.00	\$47.00	\$4,700.00	\$24.00	\$2,400.00	\$23.38	\$2,338.00
Bid Alternate B Total:				\$215,050.00	\$146,540.00	\$157,175.00	\$210,000.00	\$193,137.00	\$184,666.00	\$178,303.60							

Bid Alternate C				ENGINEER'S OPINION OF PROBABLE COST		Desert Engineering		A&K Earth Movers		Sierra Nevada Construction		Spanish Springs Construction		Q&D Construction		AVERAGE	
Bid Item	Description	Quantity	Units	Unit Price	Total	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	UNIT PRICE	TOTAL	AVER UNIT PRICE	AVER TOTAL
10C	4 Inch Concrete Sidewalk	875	SF	\$25.00	\$21,875.00	\$15.00	\$13,125.00	\$17.50	\$15,312.50	\$29.00	\$25,375.00	\$24.00	\$21,000.00	\$27.00	\$23,625.00	\$22.50	\$19,687.50
12C	Concrete Valley Gutter	35	SF	\$30.00	\$1,050.00	\$50.00	\$1,750.00	\$45.00	\$1,575.00	\$48.00	\$1,680.00	\$126.00	\$4,410.00	\$135.00	\$4,725.00	\$80.80	\$2,828.00
17C	8 Inch Concrete Median Curb	65	LF	\$50.00	\$3,250.00	\$50.00	\$3,250.00	\$45.00	\$2,925.00	\$98.00	\$6,370.00	\$93.00	\$6,045.00	\$125.00	\$8,125.00	\$82.20	\$5,343.00
18C	Detention Pond	1	EA	\$10,000.00	\$10,000.00	\$5,000.00	\$5,000.00	\$2,500.00	\$2,500.00	\$4,872.25	\$4,872.25	\$6,000.00	\$6,000.00	\$12,500.00	\$12,500.00	\$6,174.45	\$6,174.45
21C	Demolition and Disposal of Existing Concrete	435	SF	\$1,957.50	\$1,957.50	\$5.00	\$2,175.00	\$3.40	\$1,479.00	\$2.15	\$935.25	\$3.00	\$1,305.00	\$12.00	\$5,220.00	\$5.11	\$2,228.85
23C	3 Inch PG 64-28NV Type 3 Plant Mix Bituminous Paving (LCS Parking Lots)	7,830	SF	\$15.00	\$117,450.00	\$6.00	\$46,980.00	\$6.00	\$46,980.00	\$7.25	\$56,767.50	\$7.50	\$58,725.00	\$14.00	\$109,620.00	\$8.15	\$63,814.50
24C	Steel Bollard	8	EA	\$500.00	\$4,000.00	\$500.00	\$4,000.00	\$1,200.00	\$9,600.00	\$2,125.00	\$17,000.00	\$1,500.00	\$12,000.00	\$1,800.00	\$14,400.00	\$1,425.00	\$11,400.00
Bid Alternate C Total:				\$159,582.50	\$76,280.00	\$80,371.50	\$113,000.00	\$109,485.00	\$178,215.00	\$111,470.30							

Bid Total with Alternates A, B & C:				\$1,192,126.58	\$883,579.99	\$999,165.00	\$1,157,007.00	\$1,306,500.00	\$1,557,000.00	\$1,180,650.40
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Bid Form Totals do NOT match Line Item Totals submitted to Planet Bids, Bid Form Total is \$998,000.

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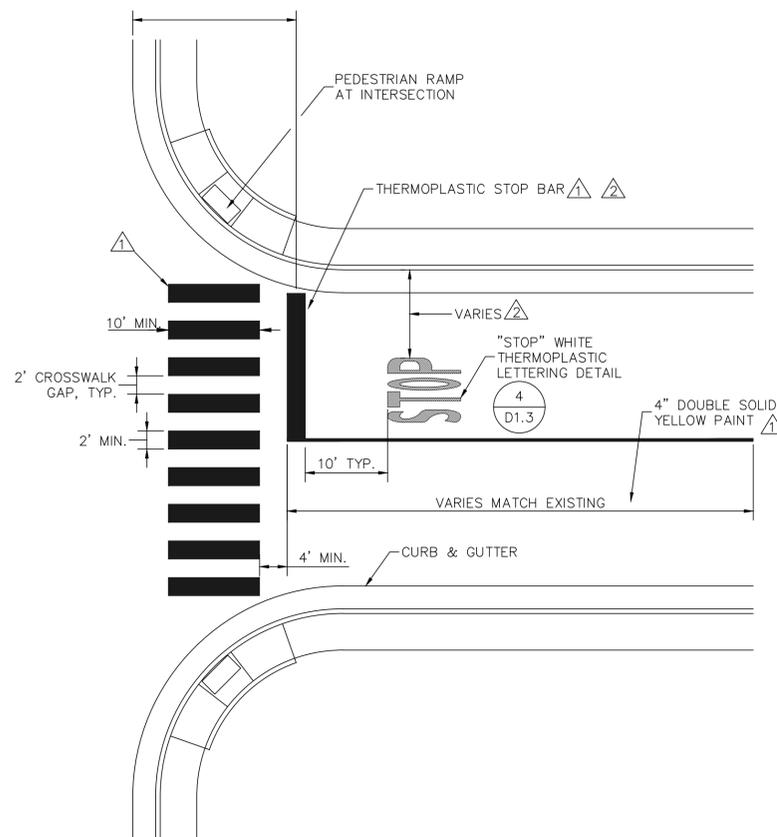
NOTES

1. PAVING JOINTS IN ROADWAY ARE NOT ALLOWED IN WHEEL PATHS.
2. A TRAVEL LANE SHALL BE MAINTAINED AT ALL TIMES.
3. ALL MATING SURFACES SHALL BE TACK COATED PRIOR TO PAVING.
4. MATCH EXISTING STRIPING THROUGHOUT PAVED AREA.

TYPICAL NDOT TRENCH DETAIL PAVED AREAS

SCALE: NTS

1
D1.3



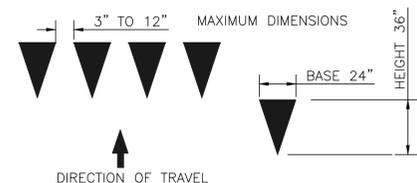
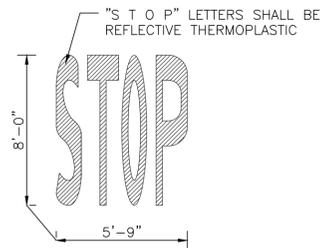
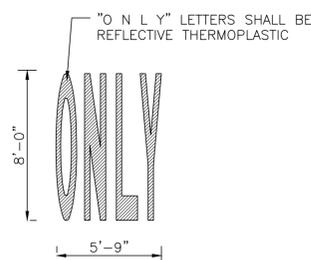
INTERSECTION STRIPING AND MARKING DETAIL

SCALE: NTS

2
D1.3

NOTES

1. NOT ALL INTERSECTIONS INCLUDE STOP BARS, STOP LEGENDS AND/OR CROSSWALKS. REPLACE ROADWAY MARKINGS PER EXISTING CONFIGURATION.
2. FINAL LOCATION AND LENGTH OF STOP BAR SHALL BE DETERMINED BY FIELD INSPECTOR PRIOR TO PLACEMENT. FINAL LOCATION OF STOP LEGEND SHALL BE DETERMINED BY FIELD INSPECTOR PRIOR TO PLACEMENT.
3. THE CONTRACTOR TO PROVIDE AND INSTALL FIRE HYDRANT MARKERS FOR ALL FIRE HYDRANTS WITHIN PROJECT BOUNDARY, NDP. SEE PLAN FOR HYDRANT LOCATIONS AND ROADWAY MARKINGS.
4. STRIPING SHALL CONFORM TO THE MANUAL ON UNIFORM TRAFFIC CONTROL DEVICES (MUTCD) FOR STREETS AND HIGHWAYS, LATEST EDITION.
5. PREFORMED THERMOPLASTIC PAVEMENT MARKINGS SHALL BE INSTALLED PER MANUFACTURERS RECOMMENDATIONS AND IN ACCORDANCE WITH SECTION 634 OF THE LATEST EDITION OF "STANDARD SPECIFICATIONS FOR ROAD AND BRIDGE CONSTRUCTION" PUBLISHED BY THE STATE OF NEVADA, DEPARTMENT OF TRANSPORTATION (NDOT). EXCEPT ALL THERMOPLASTIC MARKINGS WILL BE 0.090 INCHES THICK, EXCEPT MARKING FOR BIKE LANES WHICH WILL BE 0.075 INCHES. HOT-APPLIED EXTRUDED THERMOPLASTIC SHALL NOT BE USED.



NOTES

1. TRIANGLE HEIGHT IS 1.5 TIMES THE BASE DIMENSION.

ROADWAY MARKINGS

SCALE: NTS

3
D1.3



DOWL
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775-851-4788

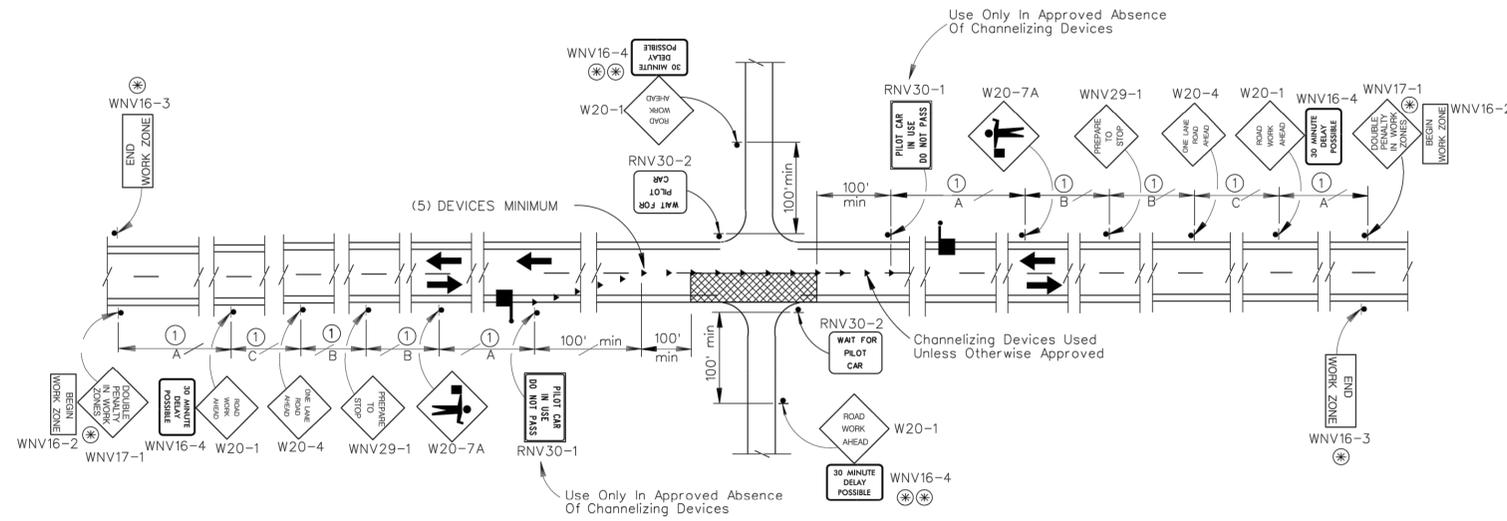
CITY OF YERINGTON
EAST GOLDFIELD AVE RECONSTRUCTION PROJECT
NDOT STANDARD DETAILS
YERINGTON, NV

PROJECT	30146.02
DATE	AUGUST 2024
DESIGNED	
DRAWN	
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SHEET
D1.3
13 OF 10

BID SET

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TWO LANE - TWO WAY

LEGEND:

- WORK AREA
 - CHANNELIZING DEVICES
 - ARROW BOARD
 - ≥ 45 MPH
 - OPTIONAL
 - * - SEE NOTE 1 ON SHEET T-35.1.1
 - FLAGGER LOCATIONS TO BE DETERMINED BY THE FIELD ENGINEER
- SEE SHEET T-35.1.1 FOR TABLES AND NOTES

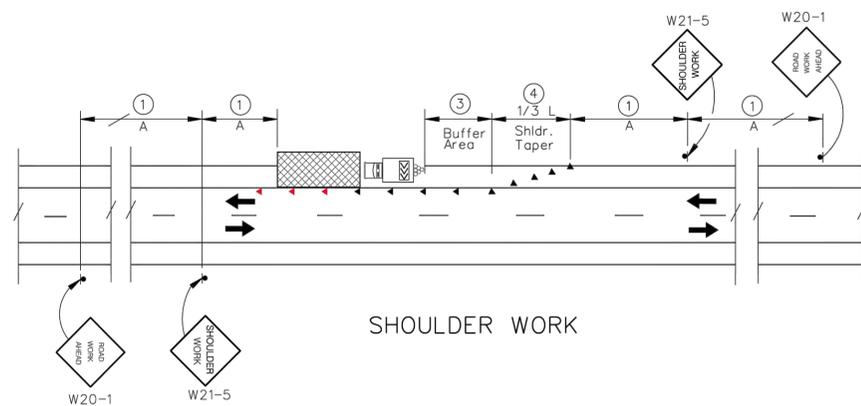
NOTES

1. SITE SPECIFIC TRAFFIC CONTROL PLAN TO BE SUBMITTED BY CONTRACTOR TO NDOT TO OBTAIN ENCROACHMENT PERMIT.

TYP. NDOT TRAFFIC CONTROL PLAN LANE CLOSURE (T-35.1.2)

SCALE: NTS

1
D1.4



SHOULDER WORK

LEGEND:

- WORK AREA
 - CHANNELIZING DEVICES (SEE TABLE)
 - CHANNELIZING DEVICES (33' SPACING)
 - ARROW BOARD
 - ≥ 45 MPH
 - * - SEE NOTE 1 ON SHEET T-35.1.1
 - TRUCK MOUNTED ATTENUATOR (OPTIONAL). SEE SHEET T-35.1.4 FOR SPACING.
- SEE SHEET T-35.1.1 FOR TABLES AND NOTES

TYP. NDOT TRAFFIC CONTROL PLAN SHOULDER WORK (T-35.1.9)

SCALE: NTS

2
D1.4

1
ADVANCE WARNING SIGN SPACING

SPEED (mph)	DISTANCE BETWEEN SIGNS (ft)		
	A	B	C
0-20	200	200	200
25-30	300	300	300
35-40	400	400	400
45-50	600	600	600
55-75	1000	1600	2640

3
BUFFER LENGTH

SPEED (mph)	LENGTH (ft)
20	115
25	155
30	200
35	250
40	305
45	360
50	425
55	495
60	570
65	645
70	730
75	820

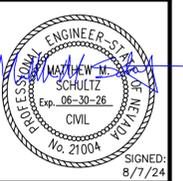
3
TYP. NDOT TRAFFIC CONTROL PLAN TABLES & NOTES (T-35.1.1)

SCALE: NTS

3
D1.4

BID SET

REV	DATE	DESCRIPTION



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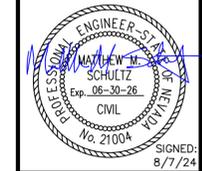
CITY OF YERINGTON
EAST GOLDFIELD AVE RECONSTRUCTION PROJECT
NDOT STANDARD DETAILS
YERINGTON, NV

PROJECT	30146.02
DATE	AUGUST 2024
DESIGNED	
DRAWN	

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SHEET
D1.4
14 OF 10

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REV	DATE	DESCRIPTION	BY

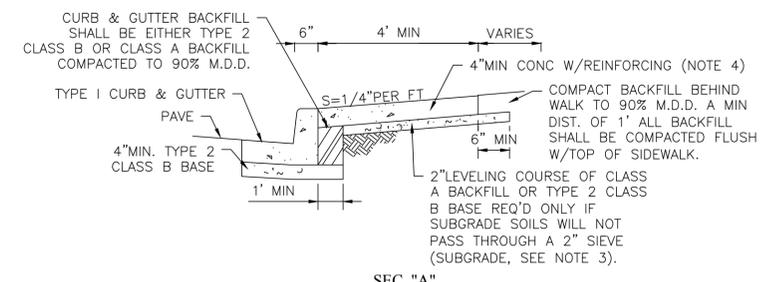
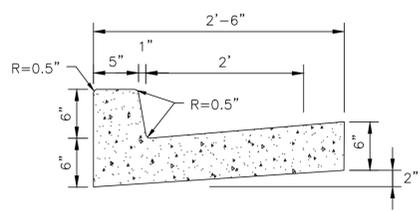


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CITY OF YERINGTON
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PROJECT	30146.02
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DRAWN	

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 SHEET
D1.5
 15 OF 10



NOTES

1. CONC SHALL BE MIN. 6.25sack-4000psi W/4.5-7.5% AIR & MAX. SLUMP OF 4". IF COLORED CONC IS USED, MIN CEMENT CONTENT SHALL BE 6.75 SACKS. WATER/CEMENT RATIO NOT TO EXCEED .45
2. SEE ROADWAY SECTIONS FOR SIDEWALK WIDTHS.
3. SIDEWALK SUBGRADE SHALL BE COMPACTED TO 90% M.D.D. IF EXPANSIVE OR UNSTABLE SOILS ARE ENCOUNTERED AT SIDEWALK SUBGRADE ELEV., THE SOILS SHALL BE OVEREXCAVATED TO CONFORM WITH THE SOILS REPORT OR REQUIREMENTS OF CITY OF YERINGTON.
4. REINFORCING SHALL CONSIST OF COLLATED, FIBRILLATED, POLYPROPYLENE FIBER AS MFD. BY FIBERMESH OR APPROVED EQUAL. ADD 1-1/2 LBS. PER CU.YD. OF CONCRETE.
5. REFER TO STANDARD SPECIFICATIONS FOR CURING AND TESTING PROCEDURES.
6. INSTALL EXPANSION JOINTS AT BEGINNINGS & ENDS OF CURVES & EVERY 200' ON TANGENT.

NDOT CURB & GUTTER SECTION TYPE 1 (0.05478 CU YD PER FT)
 SCALE: NTS

1
D1.5

NDOT SIDEWALK SECTION TYPE 2 (0.07407 CU YD PER FT)
 SCALE: NTS

2
D1.5

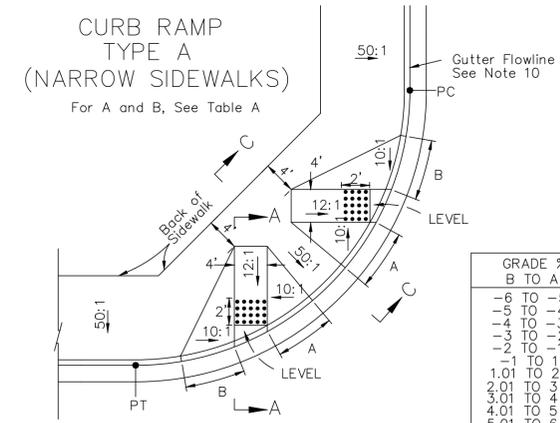
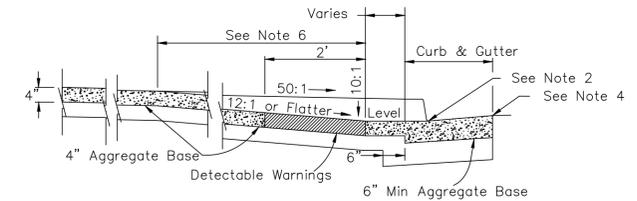
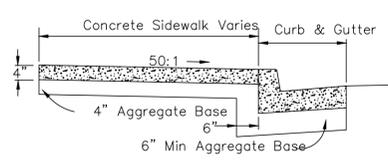


TABLE A

GRADE % B TO A	A MIN.	B MIN.
-6 TO -5.01	4'	12' - 6"
-5 TO -4.01	4'	10'
-4 TO -3.01	4'	8'
-3 TO -2.01	4'	7'
-2 TO -1.01	4'	6'
-1 TO 1	6" @ 1'	4.5' @ 1'
1.01 TO 2	6" @ 1'	4' @ 1'
2.01 TO 3	6" @ 1'	4' @ 1'
3.01 TO 4	6" @ 1'	4' @ 1'
4.01 TO 5	10'	4'
5.01 TO 6	12' - 6"	4'



SECTION A-A



SECTION C-C

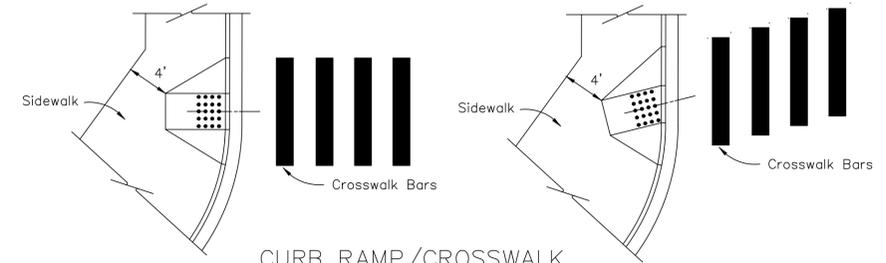
NOTES:

1. GRATINGS OR SIMILAR ACCESSES SHALL NOT BE LOCATED IN AREA AT THE BASE OF THE CURB RAMP OR IN THE RAMP AND LANDING AREA.
2. TRANSITIONS FROM RAMPS TO GUTTERS OR ROADWAY SURFACE SHALL BE FLUSH AND FREE OF ABRUPT CHANGES.
3. PLANTMIX BITUMINOUS OPEN-GRADED SURFACE SHALL BE FLUSH WITH THE EDGE OF THE GUTTER PAN IN THE AREA OF THE CURB RAMP, AND FEATHERED AT 12:1 IN LINE WITH THE CROSSWALK.
4. ROUGH BROOM TEXTURE ON CURB RAMPS AND WINGS. TEXTURE SHALL PROVIDE A VISUAL CONTRAST TO THE SIDEWALK.
5. CURB RAMP WINGS DO NOT HAVE TO BE WITHIN CROSSWALK, HOWEVER, THE RAMP ITSELF HAS TO BE INSIDE CROSSWALK.
6. ALL RAMPS SHALL BE 12:1 OR FLATTER, 15' MAXIMUM LENGTH.
7. ALL SLOPE RATES ARE RELATIVE TO LEVEL.
8. CONCRETE SHALL BE CLASS A OR AA.
9. RAISE GUTTER FLOWLINE 2" MAX., WHEN REQUIRED TO PREVENT PONDING AT THE RAMP AND MAINTAIN POSITIVE DRAINAGE.
10. DETECTABLE WARNINGS SHALL BE INSTALLED PER MANUFACTURERS GUIDELINES AND CONFORM TO PROWAG (R304.1.3) "CONTRAST."
11. CURB RAMPS AND DETECTABLE WARNINGS SHALL BE ALIGNED IN THE SAME DIRECTION AS THE CROSSWALK.

DESIGN NOTES:

- D1. IF THERE ARE R/W RESTRICTIONS THEN THE SIDEWALK WIDTH CAN BE REDUCED TO NO LESS THAN 4 FEET WITH APPROVAL OF THE ASSISTANT CHIEF ROAD DESIGN ENGINEER. IF THE SIDEWALK WIDTH IS LESS THAN 5 FEET, THEN 5-FOOT BY 5-FOOT PASSING ZONES ARE REQUIRED AT 200-FOOT INTERVALS.

LEGEND:



CURB RAMP/CROSSWALK ALIGNMENT

See Note 11

CURB RAMP - NEW CONSTRUCTION (613)
 SCALE: NTS

3
D1.5

BID SET

**INTERLOCAL AGREEMENT BETWEEN
THE CITY OF YERINGTON AND LYON COUNTY SCHOOL DISTRICT**

This Interlocal Agreement is made this 24th day of June, 2024, by and between the City of Yerington (herein "City"), and the Lyon County School District (herein "District"), based on the following facts and circumstances.

RECITALS

WHEREAS, pursuant to NRS 386.010, District is a political subdivision of the State of Nevada; and

WHEREAS, City is incorporated by Chapter 465, Statutes of Nevada 1971, and the resulting Yerington City Charter approved on April 23, 1971, and is a political subdivision of the State of Nevada; and

WHEREAS, both City and District are "Public Agencies" pursuant to NRS 277.100; and

WHEREAS, City and District desire to provide improved transit on East Goldfield Avenue through a project entitled, "East Goldfield Avenue Paving Project: ("the Project"); and

WHEREAS, the Project will include the construction of approximately 930 LF of curb and gutter, 6,800 SF of sidewalk, 7,750 SF of AC pavement, electrical conduit and conductors, lighting, fencing, and storm drain improvements. The Project includes base bid, bid alternate A., and bid alternate B. schedules; and

WHEREAS, the Project will be funded by the American Rescue Plan Act (ARPA) State and Local Fiscal Recovery Funds (SLFRF). ARPA provides that SLFRF funds may be used "to make necessary investments in water, sewer, or broadband infrastructure." The City will incorporate the District's engineering with DOWL, LLC for design, construction administration, construction observation, and bid phase support. Construction will be added into the project for sidewalk, curb, gutter and storm drain improvements along the south end of East Goldfield Avenue along the District's property from Joe Parr Alley to Oregon Street. The City will pay an amount of \$158,450.00 for the project and the District will reimburse the City up to and not to exceed an amount of \$158,450.00, in full, to be incorporated within the current project.

WITNESSETH

NOW, THEREFORE, the parties do hereby agree as follows:

1. **Access.** The District shall grant City access and authorization to enter their property as may be required to survey, design and construct the Project.

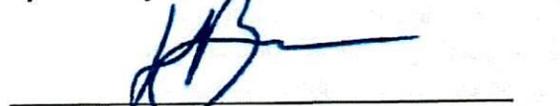
2. **Parties to Consult.** City will be in charge of all aspects of the Project, but will consult with the District as to the Project's design and the coordination of construction.
3. **Engineering Services.** DOWL, LLC will perform all engineering services for the Project, up to completion and release of the bid package.
4. **Dedication.** Upon completion of the Project, City will dedicate same to the District as-is and without warranty. City will, however, assign to the District any warranties made by third party contractors in relation to the Project. The District's acceptance of the dedication shall constitute its confirmation that the Project was designed, constructed and dedicated in a good and appropriate condition.
5. **Maintenance, Repairs & Replacements.** Upon acceptance of the dedication, the District will be solely responsible for all maintenance, repairs and replacements of the Project.
6. **Indemnification & Hold Harmless.** The District agrees to indemnify and hold City harmless from and against any claims made in relation to the Project.
7. **Applicable Law.** The construction, interpretation and enforcement of this Agreement will be governed by the laws of the State of Nevada. The courts of Lyon County, Nevada will have jurisdiction over any action arising out of this Agreement and over the parties.
8. **Severability.** Should any portion of this Agreement be judicially determined to be illegal or unenforceable, the remainder of the Agreement will continue in full force and effect, and either party may renegotiate the terms affected by the severance.

Dated this 24th day of June, 2024

City of Yerington:


John J. Garry, Mayor

Lyon County School District:


Harman Bains, Executive Director of Operations

Attest to:


Sheema D. Shaw, City Clerk

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Dawn Huckaby, Deputy Superintendent
Re: Fernley area schools' highlights and updates

Recommendation

That the LCSD Board of Trustees approve a report by the Fernley area school principals on the work of their respective schools.

Background Information

The principal of each school will provide a brief, three-minute presentation highlighting their achievements and reviewing their goals for the 2024-2025 school year. As a reminder, all LCSD schools collaboratively go through the Continuous Improvement Process (CIP) to develop their school performance plan (SPP) with goals, objectives and action steps. In the fall, they meet with their school improvement team and revise their plans, based on their previous year's student achievement and survey data. They will continue to meet regularly with their school improvement team to monitor their goals, objectives and action steps throughout the school year.

Budget Considerations

None

Discussed at Previous Meeting

Yes. Principals will update the LCSD Board of Trustees annually in the fall when the meetings are held in their attendance areas.

Attachment(s):

- One page summary of Cottonwood Elementary School
- One page summary of East Valley Elementary School
- One page summary of Fernley Elementary School
- One page summary of Fernley Intermediate School
- One Page summary of Silverland Middle School
- One page summary of Fernley High School

*Respectfully Submitted,
Dawn Huckaby, Deputy Superintendent*



COTTONWOOD ELEMENTARY SCHOOL

Virginia Richardson, Principal
Victoria Church, Assistant Principal

Highlights from 2023-2024

- ✓ Increased teacher collaboration with weekly data teams for Math and ELA to utilize small group strategies targeting student needs
- ✓ Counselor pushed in teaching character education consistently, increasing independence in students to manage their own behavior.
- ✓ Summer send off in June for parents and supplied them with manipulatives and strategies for working with their child over the summer
- ✓ Vertical teams for planning and monitoring of student growth and identifying learning gaps
- ✓ Implemented HMH ELA curriculum school wide seeing an increase in understanding of vocabulary amongst our students
- ✓ Continued Implementation of iReady math curriculum where we continue to see strong growth
- ✓ Continued SST and development of MTSS student assistance process for tier II and Tier III interventions
- ✓ PBIS Golden Eagle Monthly Luncheon to celebrate student achievement for grades K-4
- ✓ Students celebrating students awards assembly each semester awarding academic achievement and Platinum Eagles exceeding SOAR expectations
- ✓ Booster fundraiser -raised \$18,000- aiding us to get a covered area with tables on our $\frac{3}{4}$ playground
- ✓ Summer School at FIS 100 students
- ✓ Looking at all CES EL students 67% EL students met 1/2 a years growth on WIDA
- ✓ Continued a successful partnership with PTA, involving community and families

2024-2025 Goals

1. Administration will provide qualitative and quantitative instructional feedback and create focused and leveled professional development opportunities for staff to help improve instruction and classroom management
APO: Administrators will conduct walk-throughs in each grade level classroom by-monthly and provide written feedback consistently
2. CES will continue to implement instructional opportunities for students by providing multiple means of representation to show their learning through rigorous vocabulary practice and student discourse utilizing district mandated curriculum, HMH.
APO: CES will show a 7% improvement in student growth in ELA as measured by MAPS data and/or HMH progress monitoring
3. CES will implement instructional opportunities for students by providing multiple means of representation to show their learning through the use of manipulatives and student discourse utilizing district mandated curriculum, iReady.
APO: CES will show a 7% increase in math growth scores as measured by MAPS data and/or iReady Diagnostics
4. Implement a school wide Tier II and III MTSS system for students with struggling behaviors and students in need of social emotional support increasing student ownership as part of our "Portrait of a Learner" focus.
APO: CES will decrease the number of major office referrals by 10% based on data from PBIS and Infinite Campus.



East Valley Elementary

Home of the Panthers

4180 Farm District Road
Fernley, Nevada 89408

Phone: (775)575-3332 Fax: (775) 575-3342 <https://www.eves.lyoncsd.org>

Highlights for 2023-24

- East Valley met their Reading goal with 54% of students meeting or exceeding their individual growth goals. Third grade had 64% of the students meeting or exceeding their growth goals.
- East Valley continues to have 100% iReady implementation.
- East Valley implemented Tier III PBIS and started the MTSS process.
- Using iReady Diagnostic 364 students have increased their placements over one school year.
- EVES had 41% of our students meet or exceed their stretch growth goals in iReady.
- Study Team meetings with parent involvement to help the MTSS process.
- Teachers offered 21st Century tutoring with Boys & Girls Club.
- Weekly Spirit Sticks for students and staff based on PBIS weekly focus.
- iReady incentives for grade levels every two months.
- Summer Camp was offered for four weeks in June with a camping theme. 132 students were in attendance.
- EVES hosted the “Ginger Bread on the Loose” event.
- 98% Attendance at Parent Conferences – teachers called families who were unable to attend.
- Reading Week served 720 donuts to students and families during Breakfast with Books.
- Math Mania was hosted by School Improvement with a great response.
- Annual Boosterthon raised 24,000 toward our student funds – shade coverage, outdoor classroom.

2024-25 School Goals

Goal 1: East Valley will have 100% of staff implementation of HMH Reading curriculum by Spring of 2024.

1. **Focused data teams**-analyze student work, use MAP data to plan interventions, create strategy groups for all students with HMH implementation
2. **Achievement Conferences: at least twice per year**-review current data, plan for achievement gaps - understanding HMH strategy grouping
3. **Quarterly PD sessions:** Teacher leaders, admin, and HMH online sessions will provide ongoing growth and Professional development for staff

Goal 2: East Valley will show a 10% increase in iReady stretch goals from 33% to 43% by Spring of 2024.

1. **Focused Data Teams**-strategy groups, utilizing iReady diagnostic and progress monitoring
2. **Achievement Conferences**-bi-yearly, focus iReady growth and stretch growth goals
3. **Grade level iReady Incentives** – Once class per grade every 2 months
4. **Strategy Grouping/differentiated instruction**-strategy focus and groups

Goal 3: All students will receive structured and systematic Tier 1 Positive Behavioral Interventions & Supports and based on Data Decision rules and the MTSS process.

1. **Tier 1** PBIS Celebrations, Restorative practices, Class Circles, weekly Second Step lessons, counselor lessons 2x/month, universal Social Emotional screening 3x/year.
2. **Tier 2** - Curricular assessment & interventions for reading and math, small group counseling, small group Zones of Regulation.
3. **Tier 3** - SST process, Positive Behavior Plans, CICO, PBH individual counseling, Navigate 360 behavioral.



Jamie Henderson, *Principal*

Jennifer Bluhm, *Assistant Principal*

Highlights for 2023-2024

- 52% of Fernley Elementary's students met or exceeded their individual growth goals in reading as measured by the Fall to Spring MAP Reading assessment results. This is up from 46% in the 22/23 school year.
- 75% of Fernley Elementary's students demonstrated growth with improved proficiency placement compared to 52% in the 2022/2023 year as measured by the Fall to Spring I-Ready Diagnostic data.
- Fernley Elementary saw a significant drop in behavior referrals during the 2023/2024 school year, decreasing 26% from the 2022/2023 school year.
- Over 1,500 Spirit Sticks were awarded to students and staff through our Positive Recognition program that recognizes outstanding weekly efforts toward a PBIS and Portrait of a Learner focus.
- Schoolwide PBIS/MTSS was implemented with 80% fidelity at the Tier 1 and Tier 2 levels.
- Our Tier 2 MTSS team was established and began taking requests for assistance with students needing academic and/or behavioral interventions. All requests resulted in MTSS meetings with the team and family to discuss student present levels and progress.
- Annual Trunk or Treat/Parent University brought in more than 400 FES families.
- FES had 95% attendance from families during Back To School Night and Fall/Spring Parent/Teacher conference sessions.
- Over 200 students and their families attended our annual birthday party for Dr. Seuss, and participated in a Literacy Parent University, providing books and at-home reading strategies.
- All teachers participated in twice-monthly Data Teams with admin, analyzing grade level data to improve instructional strategies leading to individual student growth.
- Our Counselor saw every class, every other week, for Second Step instruction with social skills, emotional regulation, anti-bullying, positive character traits, and problem-solving.
- Achievement Conferences were held 1st and 3rd qtrs. Grade level staff analyzed student and class data, set SLGs, and created/monitored intervention groups.
- One-to-One Chromebooks continue to be utilized daily in every classroom for every student. Notable programs used were I-Ready math, EPIC Reading, Fast Forward reading intervention, Edgenuity MyPath.
- Students, families and staff helped raise over \$16,000 in our Spring Apex Fun Run fundraiser.
- FES hosted an engaging summer camp with over 100 students enrolled. Students participated in daily HHM and I-Ready lessons as well as weekly STEAM and PE classes.

2024-2025 SPP Summary

- By Spring of 2025, 80% of FES students will meet their individual growth goals in Math and Reading as measured by Fall to Spring MAP and I-Ready assessment data.
- By Spring 2025, 100% of instructional and support staff will collaboratively participate in twice-monthly Professional Development as measured by Data Team agendas, Friday PD attendance, Achievement Conference goals, and meeting notes.
- By June 13th, 2025, student behavior referrals will decrease at least 20% compared to the 2023-2024 school year as measured by PBIS Rewards and Referral behavior reports.



Fernley Intermediate School

320 HWY. 95A SOUTH
FERNLEY, NEVADA 89408

PHONE (775)575-3390 FAX (775)575-3394 WWW.FIS.LYONCSD.ORG

“FOCUSED ON INDIVIDUAL SUCCESS”

Blake Cooper
Principal

Farah Alexander
Vice Principal

Virginia
Armstrong
Counselor

- FIS Extracurriculars included:
 - 11 Academic Olympians
 - 22 grapplers
 - 40 Track and Field Athletes
 - 48 went the distance in cross country
 - 2 Drama performances, Scooby Doo and Mary Poppins Included 50 5th & 6th graders.
 - FIS continues to host the Boys and Girls Club after school and summer programs.
 - A D&D Club was started this year having 57 students involved
 - 6th grade girls won the Sagebrush Track Championships

- FIS restarted Falcon Perch Fridays 579 family members joined us for lunch during the 23/24 school year

- 27 Students were in the Leadership Program during 2023-2024, 91 5th graders interviewed to be in the 2024-2025 Leadership Program and 27 were selected.
 - FIS Leadership hosted the following events for the 2023-2024 school year:
 - September 11th Remembrance / Patriot Day Assembly
 - Northern Nevada Veterans Memorial Cemetery Clean-up Field Trip
 - Veterans Day Celebration Assembly
 - Fernley High School Homecoming Football Challenges Assembly
 - Turkey Trot Assembly
 - Free Holiday Book Fair with Photos of Santa/Students
 - Christmas Caroling at Fernley Elementary / Intermediate
 - Valentine's Day Fundraiser
 - Read Across America at Fernley Elementary / Intermediate
 - Dodgeball Fundraiser
 - Talent Show Assembly
 - Fernley Community Clean-up Field Trip
 - Child Abuse Prevention Field Trip
 - Lunch Recess Kickball Game

- FIS Areas of Focus for 23/24-24/25
 - Ensure every student and staff member at FIS exemplifies the “Portrait of a Learner,” by demonstrating a commitment to lifelong learning, connected learning, owning their learning, and learning through discovery.
 - Improvement in Math and Reading achievement



Silverland Middle School

Shaping Future Innovators through Learning, Connection, Ownership, and Discovery

Steve Henderson
Principal

Tammie Moniz
Assistant Principal

Shaun McMackin
Dean

Highlights from 2023-2024

- 49-8th grade students earned a high school credit for Algebra 1 last year
- Wrestling placed 7th in the TahNeva Championship, Track 7th grade Girls and Boys and 8th grade Girls won Sagebrush League Championships
- Students participating in Work Based Learning with our Middle Ground Café and Paes Lab
- We successfully held summer school/camp that involved 85 students with Remediation and Extension for our 7th and 8th grade Students
- We ran school wide PBIS quarterly reward events and school assemblies
- We have afterschool clubs- Drama, Gamers, Pokémon, D&D, Journalism, and Homework Club/Tutoring

Silverland Middle School Continuous Improvement Plan Summary for 2024-2025

Goal 1- By the end of the 2024-2025 school year, 51% of students will be at grade level or will meet their growth goals in reading and typical growth in math as measured by MAPs and iReady testing data.

Strategies and activities:

1. Foster a collaborative environment by scheduling team meetings to share insights, challenges, and best practices and develop effective Tier 1 interventions.
2. Progress monitoring of IEP goals using a progress monitoring system to ensure students are achieving IEP goals.
3. Create and document testing environment norms that include specific classroom setup guidelines, student behavior expectations, and teacher roles during testing.
4. Conduct mandatory professional development sessions for all teachers before each testing session.
5. Use student growth tracking tools for students to track and reflect on their achievements; design incentives for rewards for students achieving goals in Math, Reading, and Science.

Goal 2- By the end of the 2024-2025 school year, Silverland Middle School will establish partnerships with at least two local businesses or organizations to enhance school programs. The school will also increase CTE/College/Career focused field trip opportunities and host three guest speakers per semester who will meet with students to discuss their chosen professions and career paths.

Strategies and activities:

1. Establish a team responsible for contacting potential field trip hosts and securing partnerships that offer hands-on, real-world experiences and appeal to diverse students.
2. Host 6 guest speakers throughout the year for career experiences, paths, and industry insights, directly linking classroom learning to real world applications and future career possibilities.

Goal 3- By the end of the 2024-2025 school year, SMS will implement consistent MTSS Tier 2 supports across all grade levels, ensuring that identified students receive targeted interventions in alignment with their academic, behavior, and social-emotional needs.

Strategies and Activities

1. SMS will strengthen and streamline the process for identifying students needing MTSS Tier 2 interventions by using data-driven approaches and improving collaboration.



FERNLEY HIGH SCHOOL

HOME OF THE VAQUEROS



Ryan Cross
Principal

Chrissy Haas
Assistant Principal

Cory Sanford
Assistant Principal

Paul Sullivan
Assistant Principal

2023-24 Fernley High School Highlights

- FHS continues to have success with its Jump Start Program with 12 students earning an Associate's Degree.
- FHS had 81 students that passed the Workplace Readiness Skills test and completed their CTE Certification Program.
- FHS Leadership class won the Wild West Award, the Nevada Silver Star, and National Council of Excellence Gold Award. Additionally, FHS had the honor of hosting the Western Regional event in November of 2023.
- FHS continues to expand its support programs by continuing with Upward Bound, Stand Tall, Project Success, Graduation Coach, and Jobs for Nevada Graduates (J4NG).
- Fernley Student-Athletes continued to experience success in several sports. We had several individual state champions in wrestling, golf and track. The boys basketball team won the 3A North, while the girls team finished second in the 3A and second at state.

New at Fernley High School for 2024-25

- FHS began the year with 1328 students.
- FHS continues to expand Dual Credit (DC) and Career and Technical Education (CTE) opportunities. In addition to Math 110 and Education (EDU) 110/112, we added Political Science (PSC100), and Economics (ECON 100) in 2023. Students can now earn an Emergency Medical Technician (EMT) certification.
- There are several physical improvements at FHS, including the new gymnasium/cafeteria and a complete renovation of the security camera systems.
- FHS will be completing an Accreditation Study with Cognia this year. During this process, we will reevaluate all of our systems and procedures and develop a detailed plan for improvement.

Fernley High School Focus Areas for 2024-25

- **Goal 1 FHS will graduate all students, College and Career Ready.**
 - FHS will increase core credit attainment for all 9th and 10th grade students.
 - FHS will increase the percentage of Graduation Ready 11th and 12th grade students by 5%
 - FHS will increase the percentage of students who meet or exceed the CTE end of program technical skills assessment and workplace readiness skills assessment by 10%
 - FHS will increase the number of special education students who complete a CTE sequence by 10%
- **Goal 2 FHS will communicate more effectively with stakeholders.**
 - FHS will increase its communication with parents through the use of positive social media as well as traditional forms of school/parent communication.

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: Revisions to LCSD Policy JG – Student Discipline

Recommendation

That the Board of Trustees approve the revisions to LCSD Policy JG – Student Discipline as a first reading.

Background Information

Revisions to Policy JG have been recommended by our Pool/Pact attorney based on changes in law during the 2023 Nevada legislative session. Updating the LCSD policies to reflect the recommended changes keeps us in good standing with the insurance pool, mitigates our risk and liability and ensures we are in compliance with Nevada state law. The changes in LCSD Board Policy JG include a revised table that outlines possible discipline by age and conditions.

Budget Considerations

N/A

Discussed at Previous Meeting

February 22, 2022

Attachment(s)

LCSD Policy JG – Student Discipline

*Respectfully Submitted,
Dawn Huckaby, Deputy Superintendent*

POLICY ON STUDENT DISCIPLINE

The Lyon County School District Board of Trustees (“Board of Trustees”) recognizes that exclusion from the educational program of the schools, whether by suspension or expulsion, is the most severe sanction that can be imposed on a student in this District and one that cannot be imposed without due process since exclusion deprives a child of the right to an education.

No student shall be deprived of the right to an education in the public schools of this District without notice of the charges against ~~him or her~~ **them**, an explanation of the evidence and an opportunity for hearing, which will be informal or formal, depending upon the length of exclusion being imposed or proposed. ~~However, a student who is found to be in possession of a firearm or dangerous weapon as provided in NRS 392.466 may be removed from the school immediately upon being given an explanation of the reasons for his or her removal and pending proceedings, to be conducted as soon as practicable after removal, for the student’s suspension or expulsion.~~ Suspensions, expulsions, or permanent expulsions of students in this District will be imposed only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, as applicable.

For purposes of this policy, “short-term suspension” shall be the temporary exclusion of the student by the school principal from the school, all school programs, and school-sponsored activities for up to ten school days. A “long-term suspension” shall be the exclusion of the student from the school by a panel of three school administrators (“Discipline Panel”) for any period of time beyond ten school days, but no more than one semester. An “expulsion” shall be the exclusion of the student from the school by the Discipline Panel for more than one semester, but not permanently. A “permanent expulsion” shall be the exclusion of the student from the school by the Discipline Panel, without the possibility of returning to any regular school campus. A suspension, expulsion, or permanent expulsion may be appealed in accordance with the procedures outlined in Administrative Guidelines for Suspension and Expulsion. See Board Policy JFCC for right of appeal to the Superintendent of a disciplinary decision imposed for violation of the prohibition on bullying, cyber-bullying, and discrimination based on race.

School administrators shall maintain safe and secure learning and working environments. School administrators and teachers will communicate in writing to all students and parents the expectations of appropriate school conduct. All student behavior will be guided based on these principles. School administrators, teachers, and other staff members will not subject themselves to abuse, annoyance or interruptions of their normal functions by violations of the stated standards. Staff members will hold students to strict account for their conduct on or in close proximity to school grounds, and at such other times and places as the law allows (e.g., at school-sponsored events). Disruption of the delivery of instruction will not be tolerated.

It shall be the policy of the Board of Trustees that the Superintendent shall cause to be formulated administrative ~~guidelines~~ regulations and procedures to provide a basic discipline procedure for all schools in the District.

Reference: NRS 392.461-4675

Policy #JG
Revised ~~2/22/22~~ 10/22/24

DRAFT

STUDENT DISCIPLINE – ADMINISTRATIVE REGULATIONS

ADMINISTRATIVE GUIDELINES FOR SUSPENSION AND EXPULSION

I. General Statement

The law charges every teacher and school administrator with maintaining order and discipline among students and provides that students who do not comply with reasonable rules may be subject to disciplinary action.

These guidelines regulations establish the procedures for implementation of Policy JG in the school district.

Throughout these guidelines regulations, the term “school administrator” generally refers to the school principal or designee. The term “parent” generally refers to the student’s parents or legal guardians.

This These Administrative Regulations incorporate amendments to NRS Chapter 392 enacted by the 2019 Legislature under Assembly Bill 168, by the 2021 Legislature under Assembly Bill 67, and by the 2023 Legislature under Assembly Bills 285 and 330. These changes generally prohibit the suspension or expulsion of students under the age of 11, (with the exceptions of general education students or special education students in possession of a firearm or dangerous weapon), for misconduct in the following seven categories of behavior:

- A. Student who sells or distributes a controlled substance;
- B. Student who commits a battery against a school employee;
- C. Student who commits a battery against a school employee with intent to result in bodily injury;
- D. Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;
- E. Student in possession of a dangerous weapon other than a firearm;
- F. Student in possession of a firearm; and
- G. Student deemed a habitual discipline problem.

NRS 392 also requires the development of progressive discipline plans of action based on restorative justice in certain circumstances for students who are being suspended or expelled. “Restorative justice” means nonpunitive intervention and support provided by the school to a student to improve the behavior of the student and remedy any harm caused by the student.

II. Definitions

Suspension

“Suspend” or “suspension” means the disciplinary removal of a student from the school in which the student is currently enrolled for not more than one school semester.

Expulsion

“Expel” or “expulsion means the disciplinary removal of a student from the school in which the student is currently enrolled for more than one school semester with the possibility of:

1. Except as otherwise provided in subsection 2, returning to the school in which the student is currently reenrolled or another public school within the school district after the expulsion; and
2. Enrolling in a program or public school for alternative education for students who are expelled or permanently expelled during the period of expulsion.

Permanent Expulsion

“Permanently expelled” means the disciplinary removal of a student from the school in which the student is currently enrolled:

1. Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the student is currently enrolled or another public school within the school district; and
2. With the possibility of enrolling in a program or public school for alternative education for students who are expelled or permanently expelled after being permanently expelled.

III. Individual Circumstances

Actions taken to control and correct undesirable student behavior should take individual circumstances into account. Concern for the safety and educational welfare of all students is a priority.

IV. Students with Disabilities

Students with disabilities must be disciplined in accordance with applicable provisions of Part B of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, state law, and these regulations.

Students with disabilities receiving IEP services who are at least 11 years of age, or younger in the event that the student engages in misconduct in one of the seven categories where state law provides for the suspension, expulsion, and/or permanent expulsion of students with disabilities at any age, may be suspended from school for not more than ~~five~~ **ten (10)** days for each occurrence of misconduct, expelled, or permanently expelled from school only after a designee of the Board of Trustees has reviewed the circumstances and determined that the action is in compliance with the IDEA. In Lyon County School District, the Executive Director of Special Services is the designee responsible for making this determination. Nevada law allows for the suspension of a student with a disability who is under the age of eleven (11) in the following areas of misconduct: 1) Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, 2) Student in possession of a dangerous weapon other than a firearm, or 3) Student in possession of a firearm.

Before any school administrator suspends a student with a disability for any portion of a day, up to a maximum of ~~five~~ **ten (10)** days per occurrence of misconduct, or conducts a hearing

regarding a proposed expulsion or permanent expulsion, the administrator must contact the Executive Director of Special Services who will determine whether the procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before implementation of the short-term suspension, or before a hearing is conducted regarding a proposed expulsion or permanent expulsion.

In addition, pursuant to state and federal law, a student with a disability who has been suspended or expelled must be provided with a free appropriate public education in compliance with the IDEA for each school day the student is suspended or expelled after the student has been removed for ten (10) cumulative days.

V. Administrative Responsibility

School administrators are responsible for taking actions as necessary to protect students and school personnel from dangerous or socially detrimental actions of students.

VI. Prohibited Conduct and Consequences

Consequences for misconduct vary and will be imposed or recommended by school administrators (including, as applicable, the assistant principal or principal) at his or her discretion depending upon individual circumstances. Consequences may include a verbal reprimand, referral to the school counselor, in-school suspension or other in-school procedures, out-of-school suspension, or expulsion. When appropriate, progressive discipline will be imposed. When city, state or federal laws are alleged to have been violated, referral will also be made to the proper legal authorities. Any offense deemed serious by a school administrator may result in a long-term suspension or expulsion. Under certain circumstances, suspension, or expulsion or permanent expulsion is mandatory under state law. See Section VII.

1. Damage to school property, vandalism, theft
2. Receiving or possessing stolen property, under circumstances that would cause a reasonable person to know the property was stolen from another
3. Presence in an unauthorized area; leaving school buildings or grounds during school hours without proper clearance
4. Engaging in threatening or intimidating behavior
5. Willful disobedience, insolence, or insubordination to administrators, teachers, or other school personnel, including but not limited to behavior which defies instructions of district personnel, and the use of impertinent language toward administrators, teachers, or other school personnel
6. Assault, battery, fighting, or inciting others to engage in fighting
7. Possession of or being under the influence of any controlled substance, alcoholic beverage, or intoxicants; sale of any controlled substance or its counterfeit; possession, sale, or use of drug paraphernalia
8. Possession of firearm or dangerous weapon as defined under NRS 392.466~~(11)~~ – see Section VII for mandatory suspension or expulsion under certain circumstances
9. Possession of knives or weapons that are not defined as dangerous under NRS 392.466, including but not limited to pocket knives
10. Bullying, or cyberbullying, or discrimination based on race in violation of Board of

Trustees Policy JFCC

11. Slander or libel, by spreading false information in writing or verbally about a person and harming his/her reputation
12. Hazing in connection with any school or social activity relating to school
13. Disorderly conduct, including conduct that impairs the health, safety, or welfare of teachers, students, or other persons, or interferes with the maintenance of school discipline, including but not limited to reporting a false fire alarm or bomb threat, possession or use of incendiary device, and gambling
14. Use of firecrackers, snappers, or similar devices, including the discharging, distribution, possession, sale or use of the same
15. Use of profane or vulgar language, oral/written obscenity, or obscene gestures; indecent exposure, including an open indecent or obscene exposure of one's person or the person of another
16. Inappropriate dress and appearance that presents potential health or safety problems or causes school disruptions
17. Inappropriate public displays of affection; sexual activity or misconduct
18. Possession, use, sale, or distribution of tobacco products in violation of Board of Trustees Student Smoking Policy JFCG
19. Harassment of other students, administrators, teachers, or other school personnel, including harassment based on sex, gender identity, race, religion, national origin, disability as defined in Board of Trustees Policy AC
20. Truancy; excessive tardies
21. Engaging in conduct that warrants the reasonable belief that substantial disruption of school operations will likely result
22. Violating the district's internet and public network acceptable use policy as defined in Board of Trustees Policy EDB
23. Violating the district's policy concerning the use of cellular telephones and other electronic devices as defined in Board of Trustees Policy EDBB
24. Engaging in gang activity or association in violation of Board of Trustees Policy JFC
25. Violating school bus rules or other school traffic/transportation rules
26. Altering or attempting to alter school records such as attendance records, grade records, etc.
27. Forging or using forged passes, excuses, or other school documents
28. Cheating; dishonesty; plagiarizing
29. Actions for which state law mandates discipline as set forth in Section VII of these guidelines
30. Violating any other rules that the principal has established and has published in the school handbook
31. Violating any prohibition on student conduct established in any Board of Trustees policy
32. Engaging in any conduct that is prohibited by city, state or federal law

VII. Mandatory Suspension or Expulsion

Nevada law contains specific discipline rules for four categories of misconduct:

1. Battery that results in the bodily injury of an employee of the school;
2. Distribution and/or sale of any controlled substance;
3. Possession of a firearm or dangerous weapon; or
4. Habitual disciplinary problem.

The specific discipline rules are described below, in Sections A, B, and C. Of these four offenses, only possession of a firearm or dangerous weapon carries a mandatory rule for suspension/expulsion. See Section B below.

The Superintendent may, for good cause shown in a particular case, allow a modification to the suspension or expulsion provisions for these four categories of misconduct, if such modification is set forth in writing. The Superintendent shall allow such a modification if the Superintendent determines that a plan of action based on restorative justice may be used successfully.

If a student is suspended for one school semester or expelled, the student must:

1. Enroll in a private school pursuant to Chapter 394 of NRS, or be homeschooled; or
2. Enroll in a program of independent study provided pursuant NRS 389.155 for students who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the student qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program.

A student may be suspended from school or expelled for these four violations only after the Board of Trustees or its designee has reviewed the circumstances and approved this action in accordance with the procedural policy adopted by the Board. See Section X, Procedures for Long-Term Suspensions, Expulsions, and Permanent Expulsions.

General education students and special education, students may be suspended or expelled only if they are at least 11 years of age, except that they may be suspended or expelled for possession of a firearm or dangerous weapon at any age.

In extraordinary circumstances, a school official may request an exception from the Board of Trustees to permanently expel a general education student or a special education student from school who is 10 years old or younger.

For any proposed suspension of more than 10 days or an expulsion, see Section X, Procedures for Long-Term Suspensions, Expulsions, and Permanent Expulsions.

A. Battery/Controlled Substances.

Pursuant to NRS 392.466(1), a student who is at least 11 years of age found to have committed

one or more of the following violations may be expelled from school. The student may, however, be placed in another kind of school during the period of the suspension or expulsion.

1. Battery that results in the bodily injury of an employee of the school.
2. Distribution and/or sale of any controlled substance.

A student who has committed a battery which results in the bodily injury of an employee of the school or who sells or distributes any controlled substance while on the premises of any public school, at an activity sponsored by a public school or on any school bus and who is at least 11 years of age shall meet with the school and his or her parent or legal guardian.

The school shall provide a plan of action based on restorative justice to the parent or legal guardian.

If school officials determine that a school is unable to retain a student in the school for the safety of any person or because doing so would not be in the best interest of the student, the student may be suspended, expelled or placed in another school. If a student is placed in another school, a school official of the current school of the student shall explain what services will be provided to the student at the new school that the current school is unable to provide to address the specific needs and behaviors of the pupil. School officials at the current school and new school shall create a plan of action based on restorative justice for the student and ensure that any resources required to execute the plan are available at the new school.

B. Firearm/Dangerous Weapon.

Pursuant to NRS 392.466(3), a student found in possession of a firearm or a dangerous weapon must, for the first occurrence, be expelled from the school for a period of not less than one year, although the student may be placed in another kind of school during the period of expulsion. For a second occurrence of possession of a firearm or a dangerous weapon, the student must be permanently expelled from the school.

C. Habitual Disciplinary Problem.

Pursuant to NRS 392.4655, a school administrator shall deem a student enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in one year the student has:

1. Threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times; or
2. A record of five significant suspensions from the school of three days or more for any reason; and
3. The student has not entered into and participated in a plan of behavior.

If a student is suspended, a school official shall develop, in consultation with the student and the parent or legal guardian of the student, a plan of behavior for the student. The parent or legal guardian may choose for the student not to participate in the plan of behavior. If the parent or legal guardian chooses for the student not to participate, the school official shall

inform the parent or legal guardian of the consequences of not participating in the plan of behavior.

Pursuant to NRS 392.466(5), if a student deemed a habitual disciplinary problem is at least 11 years of age and if the school has made a reasonable effort to complete a plan of action based on restorative justice with the student, the student may be:

1. Suspended from the school; or
2. Expelled from the school under extraordinary circumstances as determined by the principal of the school.

VII. Suspension, Expulsion or Permanent Expulsion

General Provisions

With the exception of the authority given to LCSD if a student engages in any of the seven categories of misconduct described below, students must be at least 11 years old to be subjected to a suspension, expulsion or permanent expulsion for violations of the LCSD code of conduct.

In extraordinary circumstances, a school official may request an exception from the Board of Trustees to expel or permanently expel a student under 11 years of age.

If a student is suspended for one school semester or expelled, the student must:

1. Enroll in a private school pursuant to Chapter 394 of NRS, or be homeschooled;
2. Enroll in a program of independent study provided pursuant NRS 389.155 for students who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the student qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program; or
3. Enroll in a program of alternative education provided by the school district. LCSD shall, alone or through a partnership with another school district, provide a program of alternative education in an in-person setting that allows each student enrolled in the program to receive educational services in the least restrictive environment.

A homeless student or a student in foster care may be suspended from school for not more than 5 days if, following a review of all available information, the principal determines that the conduct of the student poses an ongoing threat to the student or other persons at the school, and if a determination is made that homelessness or being in foster care was not a factor in the behavior that led to the consideration for suspension or expulsion. The person responsible for making a determination of whether or not homelessness or being in foster care was a factor in the behavior shall presume that homelessness or being in foster care was not a factor in the behavior unless the person determines otherwise A determination that homelessness was not

a factor in the behavior must be made in consultation with the LCSD liaison for homeless students in accordance with the McKinney-Vento Homeless Assistance Act of 1987, or a contact person at a school, including, without limitation, a school counselor or school social worker. A determination that being in foster care was not a factor in the behavior must be made in consultation with an advocate for students in foster care at the school in which the student is enrolled or the school counselor of the student.

For any proposed suspension of 10 days or less, see Section IX, Procedures for Short-Term Suspensions.

For any proposed suspension of more than 10 days or an expulsion, see Section X, Procedures for Long-Term Suspensions or Expulsions.

Suspension, Expulsion or Permanent Expulsion in Seven Categories of Misconduct

Nevada law contains specific discipline authority and rules for seven categories of misconduct:

- A. Student who sells or distributes a controlled substance;
- B. Student who commits a battery against a school employee;
- C. Student who commits a battery against a school employee with intent to result in bodily injury;
- D. Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;
- E. Student in possession of a dangerous weapon other than a firearm;
- F. Student in possession of a firearm; and
- G. Student deemed a habitual discipline problem.

The specific discipline rules for these seven categories of misconduct are described below.

The Superintendent may, for good cause shown in a particular case, allow a modification to the suspension or expulsion provisions for these seven categories of misconduct, if such modification is set forth in writing. The Superintendent shall allow such a modification if the Superintendent determines that a progressive discipline plan based on restorative justice may be used successfully.

A. Student who Sells or Distributes Controlled Substances

State law authorizes the LCSD to impose the following discipline for a student who sells or distributes any controlled substance while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any

suspension must be reviewed and approved by the Superintendent or designee.

Nevada law does not allow the suspension of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

The principal of the school may reduce the period of suspension or convert an expulsion to a suspension for a student who distributes a controlled substance while on the premises of a public school, at an activity sponsored by a public school or on a school bus if:

1. The student is less than 11 years of age;
2. The student has not engaged in such proscribed conduct before; and
3. After a thorough review of the facts and circumstances, the principal determines that the student did not know that the substance being distributed was a controlled substance.

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

B. Student who Commits a Battery Against a School Employee

State law authorizes the LCSD to impose the following discipline for a student who commits a battery against an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 8 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 or 7 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

Nevada law does not allow the suspension, expulsion, or permanent expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

"Battery" means any willful and unlawful use of force or violence upon the person of another. (NRS 200.481.1(a))

C. Student who Commits a Battery Against a School Employee with Intent to Result in Bodily Injury

State law authorizes the LCSD to impose the following discipline for a student who commits a battery which is intended to result in the bodily injury of an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 8 or older **must** be suspended, expelled, or permanently expelled.
- Students ages 6 or 7 **must** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

“Bodily injury” means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.

Nevada law does not allow the suspension, expulsion, or permanent expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student’s parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

The principal of a public school may, at his or her discretion, reduce or eliminate the period of suspension, convert an expulsion to a suspension or otherwise reduce, eliminate or alter a disciplinary action imposed upon a student who commits a battery which results in the bodily injury of an employee of the school.

D. Student who Poses a Continuing Danger to Persons or Property or an Ongoing Threat of Disrupting the Academic Process

State law authorizes the LCSD to impose the following discipline for a student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

E. Student in Possession of a Dangerous Weapon Other than a Firearm

State law authorizes the LCSD to impose the following discipline for a student found in possession of a dangerous weapon other than a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

“Dangerous weapon” includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.

F. Student in Possession of a Firearm

State law authorizes the LCSD to impose the following discipline for a student found in possession of a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **must** be suspended, expelled, or permanently expelled.
- Students ages 8 through 10 **must** be suspended or expelled, but not permanently expelled.
- Students ages 6 or 7 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

The student **must** be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

“Firearm” is defined in NRS 392.466 as including, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a “firearm” in 18 U.S.C. § 921, as that section existed on July 1, 1995.

G. Student Deemed a Habitual Discipline Problem

A school administrator shall deem a student enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in one year the student has:

1. Threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times; or the student has a record of five significant suspensions from the school of three days or more for any reason; and
2. The school has made reasonable efforts to develop a plan of behavior and the student has not made efforts to enter into or participate in such a plan of behavior.

If a student is suspended, a school official shall develop, in consultation with the student and the parent or legal guardian of the student, a plan of behavior for the student. The parent or legal guardian may choose for the student not to participate in the plan of behavior. If the parent or legal guardian chooses for the student not to participate, the school official shall inform the parent or legal guardian of the consequences of not participating in the plan of behavior.

State law authorizes the LCSD to impose the following discipline for a student deemed a habitual discipline problem:

- Students at any age may be suspended.
- Students at any age may be expelled under extraordinary circumstances as determined by the principal.
- Students may not be permanently expelled.

Nevada law does not allow the suspension or expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The school must make a reasonable effort to complete a progressive discipline plan based on restorative justice, based on the seriousness of the acts which were the basis for the discipline.

VIII. Conduct On and Off Campus

Violations of the rules listed in this regulation or the violation of any other regulation, policy, or law may result in the student being suspended or expelled when the misconduct occurs:

- A. At any time on school grounds, at the student's assigned school or at any other school, or upon any properties controlled by the District, whether or not school is in session.
- B. Off school grounds at a school activity, function, event, or on the way to and from school or a school activity, function, or event.
- C. Off school grounds but within sufficient proximity to District property that the conduct may have a direct impact on a school campus, a school sponsored activity, function, or event, or upon the health, welfare, or safety of students or school employees.
- D. Off school grounds by a student who is truant and whose conduct may impact a school campus, a school sponsored activity, function or event, or the health, welfare, or safety of students or school employees.

- E. At any time on or off the school grounds when the conduct has a direct impact on the health, welfare, or safety of students or school employees. This includes conduct off the school grounds that materially and substantially disrupts school activities, or causes school officials to reasonably believe that it will do so.

IX. Procedures for Short-Term Suspensions (up to 10 school days)

Students who have been subjected to a short-term (up to 10 school days) out-of-school suspension will be allowed to make up work assigned during that period. It is recognized, however, that no assignments adequately substitute for being present for classroom instructional activities and that many activities by their nature may be impossible to make up. The student is responsible for initiating the request for any available makeup work.

Students who have been subjected to a short-term out-of-school suspension may not attend, practice, or participate in any extra-curricular activities during the suspension. Students who have been subjected to a short-term out-of-school suspension will not be allowed on school premises unless prearranged with a school official.

The following procedures will be used to suspend a student from school for up to 10 school days. Except for the seven categories of misconduct described in Section VII, students must be at least 11 years old to be subjected to a short-term suspension.

The term “school administrator” refers to a dean/assistant principal or principal.

- A. The school administrator tells the student that he/she is meeting with the student to investigate allegations that the student has violated laws, and/or rules, policies, or regulations of the school district.
- B. The school administrator tells the student the specific laws, rules, policies, and/or regulations that are alleged to have been violated and that if the evidence supports the allegations, there will be consequences up to and including short-term or long-term suspension from school, and expulsion. The school administrator asks the student if the student understands the allegations.
- C. The school administrator explains to the student the evidence the school administrator has regarding the alleged violation(s).
- D. The school administrator asks the student to explain his or her conduct and gives the student an opportunity to present the student's side of the story.
- E. After hearing the student's explanation and evidence, the school administrator determines whether he/she needs more information and, if so, obtains it before making a decision. If no additional information is needed, the school administrator determines what, if any, violations exist and assigns appropriate consequences.
- F. Before any school official suspends a student with a disability receiving IEP services for any portion of a day (up to a maximum of **five ten (10)** days per occurrence of

misconduct), the administrator must contact the Executive Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before implementation of the suspension.

- G. If suspension is appropriate (for ten consecutive school days or less), the administrator notifies the student that the student will be suspended for (number of days) commencing (starting date). A special education student receiving IEP services may be suspended for up to ~~five~~ ten (10) days maximum per occurrence of misconduct.
- H. On the same day that the suspension is issued, the school administrator notifies the student and, if the student is under 18 years of age, the student's parent or legal guardian via telephone call that the student has been suspended, including the terms (a description of the act committed by the student and the date on which the act was committed), effective date, and duration of the suspension. The terms of the suspension and the current process to exercise the right to appeal the suspension shall be confirmed in writing through correspondence from the school administrator to the student and, if the student is under 18 years of age, the student's parent or legal guardian. Only suspensions of three (3) or more days may be appealed.

If the suspension is for 3-10 days, the correspondence must also include:

1. An explanation that if the student receives five significant suspensions of three or more days on his or her record during the current school year and has not entered into and participated in a plan of behavior, the student will be deemed a habitual disciplinary problem;
 2. An explanation that a student who is deemed a habitual disciplinary problem may be suspended from school; or expelled from school under extraordinary circumstances as determined by the principal of the school;
 3. If the student has a disability and is receiving IEP services, an explanation of the effect of NRS 392.466, including that if it is determined that the student's behavior is not a manifestation of the student's disability, he or she may be suspended or expelled from school in the same manner as a student without a disability;
 4. A summary of the provisions in NRS 392.4655 concerning the development of a behavior plan.
- I. The student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for up to 10 school days may appeal the decision of the school administrator by contacting the Deputy Superintendent in writing within five (5) days of the issuance of the suspension. Only suspensions of three (3) or more days may be appealed.

The request for an appeal may be filed based on one or more of the following grounds:

1. A procedural error that significantly impacted the outcome of the investigation. The request for an appeal must include a statement of the alleged procedural error.
2. New evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction.

The request for an appeal must include a summary of new evidence, why it was unavailable at the time of the investigation and its potential impact.

The Deputy Superintendent will schedule a hearing on an appeal of a suspension within five (5) days of receipt of the written request for an appeal. The appeal of a suspension for up to 10 school days will be conducted in an in-person or virtual hearing chaired by a Lyon County School District school administrator who did not issue the original suspension. The student or, if the student is under 18 years of age, the parent or legal guardian and a Lyon County School District school counselor shall be invited to the appeal hearing. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the student's meeting with the school administrator who issued the suspension. The school administrator chairing the appeal hearing, in consultation with the school counselor, shall then determine whether the disciplinary action taken by the school administrator who issued the suspension will be upheld or overturned. The Deputy Superintendent will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the appeal decision within two school days of the appeal hearing. The appeal decision is final.

~~A student at any age who is found to be in possession of a firearm or dangerous weapon as provided in NRS 392.466 may be removed from the school immediately upon being given an explanation of the reasons for his or her removal and pending proceedings, to be conducted as soon as practicable after removal, for the student's suspension or expulsion. (NRS 392.467(2).)~~

X. **Procedures for Long-Term Suspensions (more than 10 school days, up to one semester), Expulsions (more than one semester), and Permanent Expulsions**

Students who have been subjected to a **long-term suspension, expulsion, or permanent expulsion** may not attend, practice, or participate in any extra-curricular activities during the suspension. Students who have been subjected to a long-term suspension, expulsion, or permanent expulsion will not be allowed on school premises unless prearranged with a school official.

The following procedures will be implemented for **long-term suspensions for more than 10** consecutive school days (up to one semester), **expulsions** (more than one semester), and **permanent expulsions** (no possibility of returning to a regular campus). ~~Except for a general education student or special education student in possession of a firearm or dangerous weapon, students must be at least 11 years old to be subjected to a long-term suspension or expulsion.~~ The term "expulsion" generally refers to either an "expulsion" or a "permanent expulsion." Except for the seven categories of misconduct described in Section VII, students must be at least 11 years old to be subjected to a long-term suspension or expulsion.

The timelines are general guidelines, subject to modification under individual circumstances.

- A. If the school administrator determines that a **long-term suspension** or **expulsion** is an appropriate consequence for a violation of laws, rules, policies, and/or regulations, the school administrator must notify the Superintendent within two days, or as soon as practicable, of imposing a short-term suspension.
- B. Students with disabilities receiving IEP services may not be suspended for more than ~~five~~ **ten (10)** days per occurrence of misconduct. Students with disabilities receiving IEP services may be expelled or permanently expelled. Before any hearing is scheduled to propose the expulsion or permanent expulsion of a student with a disability, the administrator must contact the Executive Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before scheduling any hearing.
- C. The Superintendent or his or her designee will designate a panel of three impartial school district administrators (the "Discipline Panel") to conduct a hearing on the proposed long-term suspension expulsion.
- D. The hearing will generally be scheduled no later than the conclusion of the short-term suspension, unless individual circumstances require an extended timeline.
- E. Three calendar days in advance of the scheduled hearing, the school administrator will send or hand-deliver to the student (if 18 years of age or older) and his or her parents or guardians a written notice that includes the following:
 - 1. A statement of the laws, rules, policies, and/or regulations allegedly violated by the student and the disciplinary action proposed by the school administrator;
 - 2. Notification that the school district will convene a hearing before imposing any additional suspension(beyond any short-term suspension already imposed) or expulsion;
 - 3. Notification of the date, time, and location for the scheduled hearing;
 - 4. Notification of the student's right to be represented at the hearing by an advocate of his or her choosing, including legal counsel;
 - 5. Notification of the student's right to present evidence and witnesses in his or her own behalf and to cross-examine witnesses against the student who are available and present at the hearing;
 - 6. Notification of witnesses the school intends to present;
 - 7. Notification of written evidence the school intends to present and copies of any such evidence;

8. Notification of the current process to exercise the right to appeal the long-term suspension or expulsion; and
 9. A copy of this administrative regulation.
- F. The Discipline Panel will not be required to observe the strict rules of evidence observed by the courts, and shall be allowed to take such evidence, including oral and written evidence and impeaching evidence, as the Discipline Panel deems appropriate.
 - G. Neither the school administrator nor the student or his or her parent shall discuss the merits of the case with any member of the Discipline Panel prior or subsequent to the hearing.
 - H. The District will record the hearing, and the District's recording is the official recording of the proceeding. The student, or if the student is under 18 years of age, the parent or legal guardian may obtain a copy upon request.
 - I. All hearings shall be closed to the public. (NRS 392.467~~(4)~~)
 - J. At the conclusion of the hearing, the Discipline Panel shall issue a written decision stating its findings with respect to the alleged violation(s) of laws, rules, policies, and/or regulations and the disciplinary consequences, if any, to be imposed. Generally, when feasible, the written decision will be provided to the student and, if the student is under 18 years of age, the parent or legal guardian prior to the conclusion of any short-term suspension that has been imposed.
 - K. The decision of the hearing committee may be appealed by the student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for more than 10 school days or expelled. The request for an appeal may be filed based on one or more of the following grounds:
 1. A procedural error that significantly impacted the outcome of the investigation. The request for an appeal must include a statement of the alleged procedural error.
 2. New evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction. The request for an appeal must include a summary of new evidence, why it was unavailable at the time of the investigation and its potential impact.

The student or, if the student is under 18 years of age, the parent or legal guardian may appeal the decision of the hearing committee by contacting the Deputy Superintendent in writing within five (5) days of the issuance of the decision of the hearing committee. The Deputy Superintendent will schedule a hearing on the appeal of a long-term suspension or expulsion within five (5) days of receipt of the written request for an appeal.

The Deputy Superintendent will immediately contact the Superintendent. The appeal of a long-term suspension or an expulsion will be conducted by the Superintendent or designee in an in-person or virtual hearing within five (5) days of receipt of the request for an appeal. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the impartial hearing proceedings. Following the hearing, the Superintendent or designee will review the recording of the hearing and the final decision of the Discipline Panel. The Superintendent or designee will review adherence to the requirements for procedural safeguards listed above. The Superintendent or designee will review the evidentiary basis for the decision of the Discipline Panel. After reviewing the evidentiary basis for the decision and the extent to which the hearing procedures were adhered to, the Superintendent or designee shall then determine whether the disciplinary decision of the Discipline Panel will be upheld or overturned. The Superintendent or designee will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the decision of the Superintendent or designee within two school days of the appeal hearing. The decision of the Superintendent or designee is final.

~~L. If the long-term suspension or expulsion is for misconduct related to battery on an employee, sale/distribution of controlled substances, possession of a firearm/dangerous weapon, or habitual discipline problem, the Board of Trustees or designee must review the circumstances and approve the action in accordance with the procedural policy adopted by the Board. Contact the Office of the Superintendent to arrange this review.~~

XI. Students Under Suspension or Expulsion From Other Schools

Except as otherwise provided in NRS 392.4675, Lyon County School District Schools will not accept students who are under suspension or expulsion from other schools until such suspension or expulsion has been completed.

XII. Exception to Policy JG

An exception to this policy will be made with respect to student-athletes who test positive for alcohol, tobacco, or controlled substances pursuant to LCSD Policy JFCJ (Random Drug Testing of Student Athletes). Students testing positive as a result of Policy JFCJ will be regulated in accordance with that policy.

XIII. Temporary Alternative Placement

If a student's behavior severely and consistently interferes with teaching and learning, he/she may be removed from class (or other school premise) temporarily in accordance with NRS 392.4645.

The student who interferes with the teacher teaching or the students learning may be removed from class temporarily. While out of class, the student must be supervised and working on schoolwork (in another classroom or in the office). The principal (or designee) will meet with the student and notify parents within 24 hours of the student's removal from class. Within

three days, there will be a conference including the administrator, student, parents, teacher, counselor and Case Manager (if applicable). After the conference, the principal will decide whether the student should return to class. If the recommendation is that the student returns to class, and the referring teacher disagrees with that decision, the principal will call a meeting of the Progressive Discipline Committee (consisting of two elected teachers and an elected staff member; if the referring teacher or staff member is a member of the committee, the elected alternates should take their place at the review meeting) and inform the parents that the committee will be meeting to discuss the student's placement. The Committee will review the circumstances for the student's removal and assess the best placement. The committee shall direct that the student be: (1) returned to the classroom (or other premise) from which he/she was removed; (2) assigned to another classroom (or other premise); (3) assigned to an alternative educational program; or (4) referred to an Administrative Panel for possible suspension or expulsion. The committee may take other appropriate disciplinary action against the student should it deem necessary.

XIV. Transportation (NRS 392.4636)

The Board recognizes that parents of pupils who are transported to school by District buses are responsible for the supervision of such pupils until such time as the pupil boards the bus in the morning and after the pupil leaves the bus at the end of the school day. The responsibility of the School District commences when the pupil boards the bus and ends when the pupil is delivered to the regular bus stop at the close of the school day. The Board shall require pupils to conduct themselves in the bus in a manner consistent with established standards for classroom behavior. In cases when a pupil does not conduct themselves properly on a bus, the Transportation Supervisor or designee shall so inform the building principal, who will inform the parents immediately of the misconduct and request their cooperation in changing the pupil's behavior.

Pupils who become a serious disciplinary problem on the school bus may have their riding privileges suspended. In such cases, the parents of the pupils involved become responsible for seeing that their children get to and from school safely, except as provided in IDEA for a student with a disability whose IEP includes transportation as a related service.

Quick Reference Guide to Student Level Discipline Laws (Effective July 1, 2021)

GENERAL EDUCATION STUDENTS

VIOLATIONS OF CONDUCT RULES THAT DO NOT INVOLVE BATTERY ON EMPLOYEE, SALE/DISTRIBUTION OF CONTROLLED SUBSTANCES, POSSESSION OF FIREARM OR DANGEROUS WEAPON, OR HABITUAL DISCIPLINARY PROBLEM (NRS 392.467)

	AGE	LENGTH OF REMOVAL	WHO MAY IMPLEMENT	LEVEL OF BOARD INVOLVEMENT
SUSPENSION	11+	Up to one school semester.	Board policy determines.	Board or its designee may authorize suspension and expulsion.
EXPULSION	11+	More than one school semester, with possibility of enrolling in program or public school for alternative education for pupils who are expelled or permanently expelled, during period of expulsion.	Board policy determines.	Board or its designee may authorize suspension and expulsion.
PERMANENT EXPULSION	11+ School may request exception from Board in extraordinary circumstances to permanently expel student under age 11.	Removal without possibility of return to any school within the district, except with possibility of enrolling in program or public school for alternative education for pupils who are expelled or permanently expelled.	Board policy determines.	Board or its designee may authorize suspension and expulsion. Board action required to approve if school requests exception to permanently expel student under age 11.

SPECIAL EDUCATION STUDENTS

VIOLATIONS OF CONDUCT RULES THAT DO NOT INVOLVE BATTERY ON EMPLOYEE, SALE/DISTRIBUTION OF CONTROLLED SUBSTANCES, POSSESSION OF FIREARM OR DANGEROUS WEAPON, OR HABITUAL DISCIPLINARY PROBLEM (NRS 392.467)

	AGE	LENGTH OF REMOVAL	WHO MAY IMPLEMENT	LEVEL OF BOARD INVOLVEMENT
SUSPENSION	11+	Limited to 15 days per occurrence of proscribed conduct.	Board policy determines.	Before suspension, expulsion, or permanent expulsion, Board or its designee must review circumstances and determine that the disciplinary action is in compliance with IDEA.
EXPULSION	11+	More than one school semester, with possibility of enrolling in program or public school for alternative education for pupils who are expelled or permanently expelled, during period of expulsion.	Board policy determines.	Board action required to approve if school requests exception to permanently expel student under age 11.

PERMANENT EXPULSION	11+ School may request exception from Board in extraordinary circumstances to permanently expel student under age 11.	Removal without possibility of return to any school within the district, except with possibility of enrolling in program or public school for alternative education for pupils who are expelled or permanently expelled.	Board policy determines.	
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GENERAL EDUCATION STUDENTS

BATTERY ON EMPLOYEE, SALE/DISTRIBUTION OF CONTROLLED SUBSTANCES, POSSESSION OF FIREARM OR DANGEROUS WEAPON, OR HABITUAL DISCIPLINARY PROBLEM (NRS 392.466)

	MANDATORY DISCIPLINE IN NRS	AGE	DISCIPLINE	ADDITIONAL REQUIREMENTS	DISTRICT SUPERINTENDENT AUTHORITY	LEVEL OF BOARD INVOLVEMENT
BATTERY ON EMPLOYEE	No	11+*	May suspend or expel.	School must meet with student and parent and school shall provide plan of action based on restorative justice.	Superintendent may for good cause in a particular case allow a modification to a suspension or expulsion if modification set forth in writing.	Before suspension, expulsion, or permanent expulsion, Board or its designee must review and approve in accordance with procedural policy adopted by the Board.
SALE OR DISTRIBUTION OF CONTROLLED SUBSTANCES	No	11+*	May suspend or expel.			
POSSESSION OF FIREARM OR DANGEROUS WEAPON	Yes	Any age	1 st offense, one year expulsion 2 nd offense, permanent expulsion		Superintendent shall allow modification if superintendent determines that a plan of action based on restorative justice may be used successfully.	Board action required to approve if school requests exception to permanently expel student under age 11.
HABITUAL DISCIPLINARY PROBLEM	No	11+*	May suspend or expel.	May suspend or expel only if school has made reasonable effort to complete plan of action based on restorative justice		

*School may request exception from Board in extraordinary circumstances to permanently expel student under age 11.

SPECIAL EDUCATION STUDENTS

BATTERY ON EMPLOYEE, SALE/DISTRIBUTION OF CONTROLLED SUBSTANCES, POSSESSION OF FIREARM OR DANGEROUS WEAPON, OR HABITUAL DISCIPLINARY PROBLEM (NRS 392.466)

	MANDATORY DISCIPLINE IN NRS	AGE	DISCIPLINE FOR SPECIAL EDUCATION STUDENTS	ADDITIONAL REQUIREMENTS	DISTRICT SUPERINTENDENT AUTHORITY	LEVEL OF BOARD INVOLVEMENT
BATTERY ON EMPLOYEE	No	11+*	Discipline is limited to suspensions of 1-5 days per occurrence of proscribed.	Same as general education students.	Same as general education students.	Before suspension, expulsion, or permanent expulsion, Board or its designee must review and approve in accordance with procedural policy adopted by the Board.

SALE OR DISTRIBUTION OF CONTROLLED SUBSTANCES	No	11+*	conduct, or expulsion, or permanent expulsion.			Before suspension, expulsion, or permanent expulsion, Board or its designee must review circumstances and determine that the disciplinary action is in compliance with IDEA.
POSSESSION OF FIREARM OR DANGEROUS WEAPON	Yes 1 st offense, one year expulsion 2 nd offense, permanent expulsion	Any age				Board action required to approve if school requests exception to permanently expel student under age 11.
HABITUAL DISCIPLINARY PROBLEM	No	11+*				

*School may request exception from Board in extraordinary circumstances to permanently expel student under age 11.

Specific Authority to Suspend, Expel or Permanently Expel (NRS 392.466)
AUGUST 2024

	AGE	SUSPENSION	EXPULSION	PERMANENT EXPULSION	CONDITIONS FOR IMPLEMENTATION
SALE OR DISTRIBUTION OF CONTROLLED SUBSTANCE	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Suspension must be reviewed and approved by Superintendent or designee.
BATTERY AGAINST EMPLOYEE	8+	Yes	Yes	Yes	
	6-7	Yes	No	No	
	5 or less	Yes	No	No	Suspension must be reviewed and approved by Superintendent or designee.
BATTERY AGAINST EMPLOYEE WITH INTENT TO RESULT IN BODILY INJURY *New category	8+	Yes	Yes	Yes	Pupil must be suspended, expelled, or permanently expelled.

	6-7	Yes	No	No	Pupil must be suspended.
	5 or less	Yes	No	No	Pupil may be suspended. Suspension must be reviewed and approved by Superintendent or designee.
PUPIL WHO POSES A CONTINUING DANGER TO PERSONS OR PROPERTY OR AN ONGOING THREAT OF DISRUPTING THE ACADEMIC PROCESS *New category	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.
POSSESSION OF DANGEROUS WEAPON OTHER THAN FIREARM	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.
POSSESSION OF FIREARM	11+	Yes	Yes	Yes	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil must be suspended, expelled, or permanently expelled. (lengths of removals no longer in statute)

	8-10	Yes	Yes	No	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil must be suspended or expelled.
	6-7	Yes	No	No	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended.
	5 or less	Yes	No	No	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended. Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.
HABITUAL DISCIPLINE PROBLEM	No Age Limit	Yes	Yes Under extraordinary circumstances as determined by the principal	No	School must make a reasonable effort to complete a progressive discipline plan based on restorative justice, based on the seriousness of the acts which were the basis for the discipline.
ADDITIONAL PROVISIONS THAT APPLY TO ALL SUSPENSIONS, EXPULSIONS, AND PERMANENT EXPULSIONS					
Nevada law allows for the suspension of a student with a disability who is under the age of eleven (11) in the following areas of misconduct: 1) Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, 2) Student in possession of a dangerous weapon other than a firearm, or 3) Student in possession of a firearm. Suspensions are limited to no more than 10 days per occurrence of misconduct.					
A pupil with a disability who has been suspended or expelled must be provided a free appropriate public education in compliance with IDEA for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days. (This has been federal law for many years.)					
The Superintendent of a school district may, for good cause shown in a particular case, allow a modification to a suspension or expulsion if such modification is set forth in writing. The Superintendent of a school district must allow such a modification if he or she determines that a progressive discipline plan based on restorative justice may be used successfully.					
If a pupil is expelled or the period of the pupil's suspension is for one school semester, the pupil must (a) enroll in a private school pursuant to chapter 394 of NRS or be homeschooled; (b) enroll in a program of independent study provided pursuant to NRS 389.155 for pupils who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 or 388.874, inclusive, if the pupil qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program; or (c) enroll in a program of alternative education provided by the school district in which the pupil resides. Each school district shall, alone or through a partnership with another school district, provide a program of alternative education pursuant to this paragraph in an in-person setting that allows each pupil enrolled in the program to receive educational services in the least restrictive environment.					

Lyon County School District Board Memo

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: Revisions to LCSD Policy IKF: Graduation Requirements as a third and final reading.

Recommendation

That the Board of Trustees approve the revisions to LCSD Policy IKF: Graduation Requirements as a third and final reading.

Background Information

The 82nd Session (2023) of the Nevada State Legislature made changes to the graduation requirements for the graduating cohorts of 2028 and beyond which has necessitated revisions to LCSD Policy IKF: Graduation Requirements. Starting with the graduating class of 2028 a pupil in a public high school must enroll in courses of study and credits required by the State Board to receive a college and career ready high school diploma as outlined in NRS 390.605.

Additionally, the Nevada State Board of Education has approved changes to the requirements for earning a standard diploma for the cohorts of 2025-2026 with some updated requirements for the class of 2027 and beyond, bringing the Nevada Administrative Code in alignment with NRS.

It is our hope that by updating this policy, it will make clear the requirements for all in Lyon County School District and a reference for Administration and Counselors that is easily followed.

There have been some changes to the first and second reading based on changes made by the State Board of Education during their July meeting. These changes are highlighted in yellow on pages 1 and 2 regarding credits for the Alternative Diploma (needed to match the Standard Diploma). Additionally, highlighted changes on page two regarding flex credit changes made by the State Board.

While acknowledging concerns from the Board regarding U.S. Government reduced to a semester, it is the recommendation that the Board approve this as a third and final reading so schools may make clear the requirements for students currently enrolled. If a change is desired after the discussion item regarding U.S. Government, then Policy IKF will be brought back for additional revisions at a later date.

Budget Considerations

N/A

Discussed at Previous Meeting

June 25, 2024 first reading

July 23, 2024 second reading

Attachment(s)

Policy IKF – Graduation Requirements Revised 2024 328

*Respectfully Submitted,
James Gianotti, Executive Director of Educational Services*

GRADUATION REQUIREMENTS

To receive a diploma from Lyon County high schools, a student must fulfill the following requirements. The following requirements (NRS 389.018) shall be in place for students in the graduating cohorts of ~~2022~~2025-2026. This applies to the standard, advanced or college and career ready (CCR), and alternative diplomas.

Required Courses	Standard Diploma	Advanced Diploma/ <u>CCR</u>	Alternative Diploma
English Language Arts	4	4	4
Mathematics	3	4	3
Science (including 2 laboratory classes)	2	3	2
World History or Geography	1	1	1
American History	1	1	1
American Government	1 .5	1 .5	1 .5
*Economics <u>and Financial Literacy</u>	.5	.5	.5
Arts and Humanities	1	1	1
College and Career Ready Flex Credit	1	0	1
**Computer Education and Technology (CET)	.5	.5	.5
Health	.5	.5	.5
Physical Education	2	2	2
Elective Coursework	5 .5 <u>6</u>	5 .5 <u>6</u>	5 .5 <u>6</u>
Total:	23	24	23

*Twelfth grade/senior students new to LCSD may have the Economics course requirement waived by the principal due to extenuating circumstances.

**If a pupil satisfactorily completes a course of study in the use of computers (Computer Education and Technology (CET)) during the seventh or eighth grade, the pupil is not required to take the course of study in the use of computers (CET) in high school.

The following requirements shall be in place for students in the graduating cohorts of 2023 and beyond:

Required Courses	Standard Diploma	Advanced Diploma	Alternative Diploma
English Language Arts	4	4	4
² Mathematics	3	4	3
³ Science (including 2 laboratory classes)	2	3	2
World History or Geography	1	1	1
American History	1	1	1
American Government	.5	.5	.5
Economics	.5	.5	.5
Arts and Humanities/CTE	1	1	1
College and Career Ready Flex Credit	1	0	1
**Computer Education and	.5	.5	.5

Technology (CET)			
Health	.5	.5	.5
Physical Education	2	2	2
Elective Coursework	6	6	6
Total:	23	24	23

For the graduating class of 2027 and beyond, the following requirements are in place for the Standard Diploma, while requirements for the Advanced/CCR and Alternative Diploma remain:

<u>Required Courses</u>	<u>Standard Diploma</u>	<u>Advanced Diploma/CCR</u>	<u>Alternative Diploma</u>
<u>English Language Arts</u>	<u>4</u>	<u>4</u>	<u>4</u>
<u>Mathematics</u>	<u>3</u>	<u>4</u>	<u>3</u>
<u>Science (including 2 laboratory classes)</u>	<u>2</u>	<u>3</u>	<u>2</u>
<u>World History or Geography</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>American History</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>American Government</u>	<u>.5</u>	<u>.5</u>	<u>.5</u>
<u>*Economics and Financial Literacy</u>	<u>.5</u>	<u>.5</u>	<u>.5</u>
<u>Arts and Humanities</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>College and Career Ready Flex Credit</u>	<u>2</u>	<u>0</u>	<u>2</u>
<u>**Computer Education and Technology (CET)</u>	<u>.5</u>	<u>.5</u>	<u>.5</u>
<u>Health</u>	<u>.5</u>	<u>.5</u>	<u>.5</u>
<u>Physical Education</u>	<u>2</u>	<u>2</u>	<u>2</u>
<u>Elective Coursework</u>	<u>5</u>	<u>6</u>	<u>5</u>
<u>Total:</u>	<u>23</u>	<u>24</u>	<u>23</u>

College and Career Ready Flex Credits:

1. CTE Level II or III course of study. This can be two level II's if students have satisfactorily completed the necessary Level I coursework, or a Level II and Level III if the student has satisfactorily completed the necessary Level I coursework.
2. A fourth year of mathematics, which must include Algebra II or another course which follows such a course of study (Computer Science can fulfill a fourth credit in Mathematics); or
3. A third year of science (Computer Science can fulfill a third credit of science).
4. A third year of Social Studies for the classes of 2025-2026. A fourth year of Social Studies for the classes of 2027 and beyond.

A pupil is not required to enroll in the courses of study and credits required if the pupil, the parent or legal guardian of the pupil and an administrator or counselor at the school in which the pupil is enrolled mutually agree to a modified course of study for the pupil and that modified course of study satisfies at least the requirements for a standard high school diploma, and adjusted diploma or an alternative diploma, as applicable.

The principal of the school must approve any modified course of study for the pupil on the appropriate form.

Starting with the graduating class of 2028 a pupil in a public high school must enroll in:

- Any additional courses of study and credits required by the State Board to receive a college and career ready high school diploma, including, without limitation, the courses of study and credits required to receive a college and career ready diploma as outlined in NRS 390.605.
- After the student's ninth grade year, the student and the parent or legal guardian may consult with a counselor and an administrator at the school to mutually agree to a modified course of study that at least satisfies the requirements of a standard diploma.
- A student with an IEP or a 504 may be exempted from the requirements of a college and career ready diploma in accordance with those plans.

Ref NRS 389, 390 & NAC 389

Policy #IKF
Revised 4/25/2022
9/24/2024

GRADUATION REQUIREMENTS – ADMINISTRATIVE REGULATIONS

Standard Diploma

Students who have earned the required credits and have completed all of the required assessments shall be awarded a Standard High School Diploma.

Advanced Diploma

Students who have earned a minimum of 24 credits, including 4 credits of English, 4 credits of mathematics, 3 credits of science with at least two laboratory classes, and have completed all of the required assessments shall be awarded an Advanced High School Diploma. Students who have completed the above requirements and earn a weighted grade point average of 3.25 or higher qualify for the Millennium Scholarship.

Diploma Endorsements and Seals

1. A College and Career Ready Diploma Endorsement is available if a student completes the following:
 - a. Successfully completes the requirements of the advanced diploma for their graduating cohort year.
 - b. Maintained at least a 3.25 GPA (on a 4.0 grading scale, weighted or unweighted) for all units of credit applicable toward graduation)
 - c. Must demonstrate proficiency in speaking not less than two languages, or have earned not less than two (2) units of credit used to complete the requirements **listed above** in the following:
 - i. Advanced Placement (AP) courses
 - ii. International baccalaureate (IB) courses
 - iii. Dual-credit/dual-enrollment (DC) courses
 - iv. Career and technical education (CTE) courses
 - v. Work-based learning courses
 - vi. A world language course
 - d. Must obtain one *or* both of the following endorsements/seals:
 - i. **College-Ready** Endorsement
 - a. Successfully complete a college readiness assessment prescribed by the Board of Regents of the University of Nevada; and
 - b. Receive not less than the minimum scores for initial (non-remedial) placement into college-level English and mathematics courses prescribed by the Board of Regents of the University of Nevada section 1, chapter 16 of title 4 of the Board of Regents Handbook).
 - ii. **Career-Ready** Endorsement
 - a. Successfully complete the ACT National Career Readiness Certificate (NCRC), *level Silver or above; or*
 - b. Successfully complete the Armed Services Vocational Aptitude Battery (ASVAB), *score 50 or above; or*
 - c. Obtain a Career and Technical Education Skills Attainment Certificate (NAC 389.800); *or*

- d. Obtain an industry-recognized credential (Nevada's Industry- Recognized Credentials List; pub. August 2017, OWINN)
2. A Career and Technology Education (CTE) endorsement:
 - a. A Career and Technical Education endorsement is awarded if a student completes the CTE Program of Study with a 3.0 GPA or better, passes both the End-of-Program and Workplace Readiness Skills assessment.
3. A Bi-literacy Seal is available if a student:
 - a. Completes all courses of study in English Language Arts required for graduation with a minimum 2.0 GPA on a 4.0 scale, and
 - b. Demonstrates proficiency in 1 or more languages other than English by:
 - i. Passing the Advanced Placement Exam in a world language (score of 3 or higher) or
 - ii. By passing the AAPPL exam (Intermediate level, I4 or higher).
4. A STEM Seal is available if a student:
 - a. Earns at least a 3.25 grade point average, on a 4.0 grading scale, or a 3.85 weighted grade point average.
 - b. Demonstrates proficiency in science, technology, engineering and mathematics by earning:
 - i. At least 4 credits in science;
 - ii. At least 4 credits in mathematics;
 - iii. At least 1 credit in computer science, engineering, manufacturing, electronics or a career and technical education program of study in information and media technologies or skilled and technical sciences;
 - iv. Any one of the following:
 - a. A score of 3 or higher on an advanced placement examination in science;
 - b. A score of 4 or higher on an international baccalaureate examination in science;
 - c. A score of 650 or higher on a SAT Subject Test in science;
 - d. A score of 23 or higher on the ACT in science;
 - e. A grade of B or higher in a college-level science course completed through dual enrollment; or
 - f. A score of gold or higher on the ACT National Career Readiness Certificate; and
 - v. Any one of the following:
 - a. A score of 3 or higher on an advanced placement examination in mathematics;
 - b. A score of 4 or higher on an international baccalaureate examination in mathematics;
 - c. A score of 530 or higher on the SAT in mathematics;
 - d. A score of 22 or higher on the ACT in mathematics;
 - e. A grade of B or higher in a college-level mathematics course completed through dual enrollment; or
 - f. A score of gold or higher on the ACT National Career Readiness Certificate.
5. A STEAM Seal is available if a student:

- a. Earns at least a 3.25 grade point average, on a 4.0 grading scale, or a 3.85 weighted grade point average.
 - b. Demonstrates proficiency in science, technology, engineering, the arts and mathematics by earning:
 - i. At least 3 credits in science;
 - ii. At least 4 credits in mathematics;
 - iii. At least 1 credit in computer science, engineering, manufacturing, electronics or a career and technical education program of study in information and media technologies or skilled and technical sciences;
 - iv. At least 1 credit in fine arts;
 - v. Any one of the following:
 - a. A score of 3 or higher on an advanced placement examination in science;
 - b. A score of 4 or higher on an international baccalaureate examination in science;
 - c. A score of 650 or higher on a SAT Subject Test in science;
 - d. A score of 23 or higher on the ACT in science;
 - e. A grade of B or higher in a college-level science course completed through dual enrollment; or
 - f. A score of gold or higher on the ACT National Career Readiness Certificate; and
 - vi. Any one of the following:
 - a. A score of 3 or higher on an advanced placement examination in mathematics;
 - b. A score of 4 or higher on an international baccalaureate examination in mathematics;
 - c. A score of 530 or higher on the SAT in mathematics;
 - d. A score of 22 or higher on the ACT in mathematics;
 - e. A grade of B or higher in a college-level mathematics course completed through dual enrollment; or
 - f. A score of gold or higher on the ACT National Career Readiness Certificate.
6. A Seal of Financial Literacy is available if a student:
- a. Earns at least a 3.25 grade point average, on a 4.0 grading scale, or a 3.85 weighted grade point average.
 - b. Demonstrates proficiency in financial literacy by earning:
 - i. At least 3 credits in a subject area in which instruction on financial literacy is provided; and
 - ii. Either of the following:
 - a. A grade of B or higher in a college-level course in which instruction on financial literacy is provided; or
 - b. A score of gold or higher on the ACT National Career Readiness Certificate.
7. A Seal of Civics is available if a student:
- a. Earns at least a 3.25 grade point average, on a 4.0 grading scale, or a 3.85 weighted grade point average.
 - b. Demonstrates proficiency in civics by earning:
 - i. At least 3 credits in Social Studies;
 - ii. A score of at least 90 percent on the examination for civics

- required by pursuant to NRS 389.009; and
- iii. A satisfactory score in citizenship.
 - c. Completes a service learning project.

Adjusted Diploma

A pupil with a disability who does not satisfy the requirements for receipt of a standard high school diploma may receive an adjusted diploma if the pupil satisfies the requirements set forth in their Individualized Education Program (IEP). Whereas achievement of the Standard Diploma will terminate a student with a disability's guarantee to a Free and Appropriate Public Education (FAPE) provided through the Individuals with Disabilities Education Act (IDEA) of 2004, achievement of the Adjusted Diploma will not terminate a student's FAPE. Students with disabilities who achieve an Adjusted Diploma will be able to remain in school until their 22nd birthday and those who choose to do so will continue to receive services under IDEA.

Alternative Diploma

High school students who pursue the Alternative Diploma must complete a required series of credited, standards-aligned courses. This alignment parallels the requirements of the Standard Diploma. However, whereas achievement of the Standard Diploma will terminate a student with a disability's guarantee to a Free and Appropriate Public Education (FAPE) provided through the Individuals with Disabilities Education Act (IDEA) of 2004, achievement of the Alternative Diploma will not terminate a student's FAPE. Students with significant cognitive disabilities who achieve an Alternative Diploma will be able to remain in school until their 22nd birthday and those who choose to do so will continue to receive services under IDEA.

In order to earn the Nevada Alternative Diploma, a student must:

1. Be a student with a disability
2. Participate in the Nevada Alternate Assessment;
3. Successfully completes the requirements of the Alternative Diploma for their graduating cohort year.

Credit for completed courses for the Alternative Diploma can be issued by either a special educator who delivers standards aligned curriculum or a general educator who delivers standards aligned curriculum. If a student is receiving the academic content necessary to achieve the Alternative Diploma in a self-contained or other special education setting, then it will likely be the special educator teaching within that setting who issues the credit for completed coursework. If a student is receiving the content necessary to achieve the Alternative Diploma in a general education setting, then the credit may be issued by the general educator or by the special educator. Within an inclusive general education environment, students with significant cognitive disabilities will likely require substantial modifications and accommodations to access standards aligned curriculum. These adaptations will necessitate active team planning and collaboration between the special educator, general educator, and possibly a para-educator. Because both the special educator and general educator will take an active and significant role in the delivery of the required curriculum in an inclusive setting, either may issue the credit for the completed coursework.

Credit Regulations

Students must be regularly enrolled in a high school to be eligible for the granting of credit toward a diploma from Lyon County high schools.

**LYON COUNTY SCHOOL DISTRICT
BOARD POLICY**

IKF

Principals may require the enrollment in additional courses on a prescriptive basis for those students who continue to display skill deficiencies in the areas of reading, mathematics and language arts after fulfilling minimum course work.

Students may repeat a class to improve upon a grade and have that grade calculated into their grade point average provided that the first attempt continues to appear on the transcript with a designation of NG (no grade) to indicate the course was repeated. A student may not receive credit twice for a repeated course.

Seniors who earn a minimum score of 18 for English and 22 for Mathematics on the ACT may be enrolled in the equivalent of five periods on a traditional seven period unless they meet the following exceptions. Students who do not meet the minimum ACT scores or the exceptions outlined below, must be enrolled in a minimum of six classes on a traditional seven period schedule. The exceptions below are all 5th semester benchmarks which must be met by the end of the fall semester of the student's junior year unless otherwise indicated.

Exceptions:

Has an IEP or 504 Plan that delineates a reduced academic course of study or

Advanced Placement (AP) coursework – 5th semester benchmark:

- Complete two (2) honors courses in academic areas, achieving a B average or higher; or
- Complete one (1) AP course, achieving a B average/'3' or higher; or
- Enrollment in two (2) or more AP courses, achieving a C or better in 5th semester; or

Dual Credit (DC) coursework – 5th semester benchmark:

- Complete 1 dual credit course, achieving a B or higher; or
- Enrollment in 1 dual credit course in the 6th semester; or

Career and Technical Education (CTE) coursework – 5th semester benchmark:

- Enrollment in a Level 3 CTE Course, achieving a B average or higher in the CTE program of study; or
- Completion of a Level 2 CTE course, achieving a B average or higher in the CTE program of study; or
- Enrollment in a Level 2 CTE course, achieving a B average or higher in the CTE program of study;

Work Based Learning (WBL) Coursework – 5th semester benchmark:

- Enrollment in one (1) approved WBL course that aligns with high- priority, in-demand occupations identified by the state (SB 516); or
- Completion of one (1) approved WBL course that aligns with high-priority, in-demand occupations identified by the state (SB 516); or

Completion of the ACT with a minimum score of 18 in ACT English and a minimum score of 22 in ACT Mathematics; or

Completion of the SAT with a minimum score of 500 in SAT Critical Reading and a minimum score of 500 in SAT Mathematics; or

Completion of the ACT National Career Readiness Certificate (NCRC) with a minimum score of *Silver*; or

Completion of the Armed Services Vocational Aptitude Battery (ASVAB) with a minimum score of 50; or

Completion of the Career and Technical Educational Skills Attainment Certificate (NAC 389.800); or

**LYON COUNTY SCHOOL DISTRICT
BOARD POLICY**

IKF

Obtainment of an industry-recognized credential pursuant to Nevada's Eligible Industry Credentialing List.

- Credit for correspondence or on-line accredited courses shall be granted toward graduation only when a student has received the written approval of the high school principal in advance of enrollment in the course.

Credit for college or university level course work will be granted toward graduation under the following criteria:

- 1) The courses taken at the college or the university should be courses that take the student beyond the high school course offerings, either in academic areas or employable skills.
 - 2) Distance learning courses offered for dual credit may be taken by high school students in pre-approved courses.
 - 3) Approved college level courses of three credits or more will be counted as 1 high school credit. One or two credit courses will be counted as .5 high school credit.
- Any exceptions to this policy must be approved in advance by the high school principal and Superintendent or designee.

Re-evaluation of all courses will continue to take place with special attention given to college preparatory courses, CTE programs, and elective courses.

Any exceptions to the above credit regulations must be reviewed and receive written approval by the Superintendent or designee.

Early Graduation

The Board of Trustees will not accept any modification of the four-year attendance requirement for high school graduation unless the student has satisfactorily completed all requirements as set forth by the Lyon County School District, the Nevada State Board of Education, and have the recommendation of his/her principal and counselor, the written consent of the legal guardian, and review and approval of the Superintendent or designee and the Board of School Trustees.

The student who chooses to follow a modified program will not be allowed to participate in school activities following withdrawal from regular enrollment.

Students who choose to follow a modified program will make application for early graduation to the Superintendent or designee to be approved by the Board of School Trustees prior to the second semester of their sophomore year. Any exception to the procedure must be reviewed and approved by the Superintendent or designee.

Academic Load Requirements

Students in grades 9-11 must be enrolled in a full load of courses based on the master schedule of the school. Students in grade 12 must be enrolled as outlined in subsection (d) of Credit Regulations Only eighth grade and senior students will be permitted to serve as a Teaching Assistant (TA) in one class per semester if they are on track to graduate and maintain a 2.0 or better GPA. Teachers shall have only one TA per semester. Any exceptions must be approved by the principal.

The school principal or his designee shall evaluate the transcript of a student who transfers into the school from a school outside the school district to determine his/her status under the requirements of this policy.

The transcript of each student shall be audited at least once annually and notice to parents be provided as to each student's progress toward graduation.

A student who has not earned the following number of credits in a given year, shall be deemed "credit deficient":

- End of Freshman year 5 credits.
- End of Sophomore year 11 credits.
- End of Junior year 17 credits.

A student may be allowed a maximum of five (5) consecutive school years from the time he/she enters the ninth grade to complete all requirements for a high school diploma in the comprehensive high school setting at the principal's discretion. Students who do not complete the graduation requirements within this time limitation and intend to continue their education must withdraw from the comprehensive high school and enroll in the Adult Education Program.

SB 147, passed in the 80th session of the Nevada State Legislature, requires that school districts award and accept full or partial credit for coursework that is satisfactorily completed by a homeless, unaccompanied youth or foster pupil without satisfying any attendance requirement for the course or requirement for hours for classroom instruction. Pupils who receive partial credits must also be allowed to appropriately combine those credits, including – without limitation – for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to NRS 389.018.

The following is evidence used to determine whether coursework has been satisfactorily completed and the amount of credit to award and accept for the coursework:

- Demonstration of competency by a pupil;
- Performance by a pupil on an examination;
- Successful completion of a program of independent study, or as part of such a program, by the pupil;
- Full or partial credit for coursework completed by a pupil at an accredited public or private school located within or outside of this State that is sought to be transferred;
- Full or partial credit of coursework completed by a pupil at a summer school conducted by an accredited public or private school or institution of higher learning located within or outside of this State that is sought to be transferred;
- Completion by a pupil of a correspondence or distance education course provided by a high school which is nationally accredited or by an entity which appears on the list published by the Department pursuant to NRS 388.834;
- Completion of an apprenticeship program by a pupil;
- Completion of a program by a pupil at a trade or vocational school which is accredited;
- Work experience of a pupil;
- Community service performed by a pupil; and
- Any other evidence or method which is determined to be appropriate by the board of trustees of a school district or sponsor of a charter school, as applicable, and approved by the department.

Schools are encouraged to consider the full spectrum of evidence of coursework completion to remove barriers to credit accrual and on-time graduation for homeless, unaccompanied youth or pupils in foster care. A pupil that receives partial credit for coursework or a course of study must be allowed to appropriately combine the partial credit, including, without limitation, for the purposes of the total number of credits required for graduation from high school or the minimum number of units of credit required in a core academic subject pursuant to NRS 389.018.

Graduation Requirements

The Lyon County School District must award the appropriate high school diploma to a homeless or unaccompanied youth or pupil in foster care who:

- Transfers to a school operated by the district while the pupil is enrolled in grade 11 or 12; and
- Satisfies the requirements prescribed by the State Board to receive a high school diploma, regardless of whether the pupil satisfies any requirement imposed by the school district.

Additionally, if a homeless or unaccompanied pupil who lives in foster care who transfers to a public school while enrolled in grades 11 or 12 is not able to receive a high school diploma within five years from the date on which the pupil enrolled in ninth grade, the district, the pupil, and the pupil's parent or legal guardian, if applicable shall mutually agree on a modified course of study for the pupil that will assist them in satisfying the requirements for a standard diploma, adjusted diploma, alternative diploma or an adult standard diploma as quickly as possible.

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: Revisions to LCSD Board Policy GB: Employment and Compensation

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GB: Employment and Compensation as a first 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 recent passed laws. 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 changes in LCSD Policy GB are revised verbiage for clarity of the District's policy to conduct pre-employment reference checks and background checks.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GB: Employment and Compensation.pdf

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

EMPLOYMENT AND COMPENSATION

The District desires to maintain a productive, efficient, effective, healthy, and safe work environment and, as a result, will conduct pre-employment reference checks, background checks, and/or other investigations of employees as necessary. Because the District is committed to ensuring that information upon which employment decisions are based is accurate and complete, it is the policy of the District to verify employment information prior to making an offer of employment.

Moreover, the District is committed to responding in a consistent manner whenever inquiries are received requesting information regarding current or former employees of the District.

The District shall not enter into an agreement that:

- Has the effect of suppressing information relating to an investigation concerning a report of suspected abuse or sexual misconduct by a current or former employee.
- Affects the ability of the District to report suspected abuse or sexual misconduct to the appropriate authorities.
- Requires the District to expunge information about allegations or findings of suspected abuse or sexual misconduct from any documents maintained by the District unless, after investigating the alleged violation, the District determines that the allegations were false, unfounded, unsubstantiated or inconclusive.

The Superintendent/designee will develop procedures for acquiring and providing employment references.

Reference: NRS 239.012, NRS 239B, NRS 425, Fair Credit Reporting Act (FCRA), NRS 613

EMPLOYMENT AND COMPENSATION - ADMINISTRATIVE REGULATIONS

Reference and Background Checks *Acquiring and Providing Employment References*

1. Acquiring References

Reference and background checks are conducted to assist the District in assessing an applicant's fitness for employment with the District. Only those employees designated by the Human Resources Director/designee may acquire employment references. Any employee of the District who attempts to acquire reference information on an applicant must comply with the following:

- Obtain a District employment application that is signed and dated by the applicant. The applicant must have completed all relevant sections of the application.
- Obtain authorization from the applicant by means of their signature directly on the application and/or separate release form for the release of information from former employers, military, educational institutions, other institutions, personal references, and other individuals listed on the application. Authorization for release of such information by the applicant shall include a release from liability of any company, institution, or individual providing such information. If an applicant refuses to sign such a release, s/he will be eliminated from further consideration for employment with the District.
- Inform the applicant that the District will conduct a background/reference check and that evaluating the applicant's suitability for employment includes contacting employment and other references, educational institutions, and personal and professional associates to verify information provided.

Note: For safety-sensitive positions as defined by 42 CFR Part 382 and U.S. Department of Transportation regulations, the District shall obtain, pursuant to an applicant's written consent, information on his/her alcohol tests and/or verified positive controlled substance test results, and refusals to be tested within the preceding two (2) years from date of application which are maintained by the previous employers.

- Identify the appropriate individual(s) to question regarding the applicant's work performance, knowledge, skills, and abilities related to the essential functions of the position.
- Adequately document the conversation and record refusals to provide information on the Reference Background Check form.
- Maintain strict confidentiality of all background/reference information. Only employees, supervisors, or management officials of the District who have a demonstrable work related need-to-know should be accorded access to such information.

All requests for employment information shall be referred to the Human Resources Director or their designee. Only those personnel designated by the Human Resources Director are authorized to release employment information to third parties.

The District has a “neutral reference” policy, as well as a confidential information policy. Only the following personnel information and employment records that the District maintains concerning current and former employees shall be provided upon request:

1. Name
2. Class/Job Title
3. Dates of Employment
4. Salary

Information regarding an employee terminated for violent actions in the workplace or who may have demonstrated dangerous behavior in the workplace will be provided only after consultation with District’s legal counsel.

Employment information and opinions regarding the character, honesty, and potential for violence of the District’s employees may be provided to governmental employers, including, but not limited to, any federal, state, county, municipality or city employers; or any other private (non-governmental) employer where the employee’s character, honesty, and potential for violence are relevant issues. Examples include, but are not limited to, jobs which involve public safety, entrustment for the care or safety of children, the elderly, or health care patients; or positions having access to money and/or valuables. The District must provide information requested by law enforcement agencies in accordance with NRS 239B.

Records that are required for employees in safety-sensitive positions, as defined in 42 CFR Part 382 and U.S. Department of Transportation regulations, shall be made available to subsequent employers upon receipt of written request from the employee or former employee.

In accordance with NRS 239.012, a public officer or employee who acts in good faith in disclosing or refusing to disclose information and his/her District, are immune from liability for damages, either to the requester or to the person whom the information concerns.

Outside Investigations

The District desires to maintain a productive, efficient, effective, healthy, and safe work environment and, as a result, will conduct pre-employment background investigations, background checks, and/or other investigations of employees as necessary. If these investigations are conducted by external third parties (also called “consumer reporting

agencies”), they will be governed by relevant provisions of the Fair Credit Reporting Act (FCRA) and the Fair and Accurate Credit Transactions Act (FACT). FCRA and FACT cover background checks and other investigations for prospective employees, and current employees in certain situations, such as a promotion to a position requiring additional information. FCRA and FACT specifically do not apply to investigations of alleged misconduct, such as unlawful harassment charges. NRS 613 restricts the use of consumer credit information to limited positions.

1. The types of reports that may be requested from consumer reporting agencies under this policy include, but are not limited to: credit reports, criminal records checks, court records checks, driving records, and/or summaries of educational and employment records and histories. These reports or checks are also called “consumer reports.” The information contained in these reports may be obtained by a consumer reporting agency from public record sources or through personal interviews with the applicant’s or employee’s coworkers, neighbors, friends, associates, current or former employers, or other personal acquaintances. These are sometimes referred to as “investigative consumer reports.” Any information contained in such reports may be taken into consideration in evaluating an applicant’s or employee’s suitability for employment, promotion, reassignment, or retention.

In order to meet the requirements of the FCRA, effective the date of this policy all applicants for employment will be required to complete a notice and authorization form for requesting consumer and investigative consumer reports unless the authorization was provided on the individual’s employment application form. In the event of an external third party investigation, existing employees will be required to complete a notice and authorization form requesting consumer and investigative consumer reports, if the employee has not previously completed such form.

The District will certify to the consumer reporting agency that:

- 1) The notice and authorization requirement has been met;
- 2) The information received is only used for employment purposes;
- 3) The information will not be used to violate any Equal Employment Opportunity (EEO) legislation;
- 4) Pre-adverse action requirements will be followed;
- 5) Any additional investigative consumer report disclosures, if applicable, have or will be issued within three (3) days; and
- 6) Upon request from the applicant or employee, the District will comply with applicable additional disclosure requests including, but not limited to, information as to the nature and scope of an investigative consumer report.

The District will provide a copy of the consumer report and a summary of the individual's rights under the FCRA to the applicant or employee prior to making a final adverse or negative employment decision that, in whole or in part, is influenced by a consumer report or an investigative consumer report.

After the District has complied with the above and waited a "reasonable" period of time, the District may take the adverse or negative action. After taking such action, the District must provide to the applicant or employee a notice of adverse action which also contains

- 7) The name, address, and telephone number of the consumer reporting agency;
- 8) A statement that the consumer reporting agency did not make the adverse action decisions and will be unable to inform the applicant or employee of the specific reason(s) for the adverse action;
- 9) A statement that the applicant or employee is entitled to obtain an additional free copy of the "consumer report";
- 10) A statement that the applicant or employee has a right to dispute the accuracy or completeness of any information in the report; and

If the District secures documented information that a candidate selected for employment has been convicted of a felony involving physical violence or moral turpitude, that candidate will not be hired and any contingent offer of employment will be withdrawn. The District will communicate this requirement to all applicants prior to hire.

- a. Obtain a District employment application that is signed and dated by the applicant. The applicant must have completed all relevant sections of the application.
- b. All applicants for employment with the District must provide:
 - i. The name, address and telephone number for the applicant's current employer, any former employer that was a school or school district, and any other former employer with whom the applicant was employed in a position that involved direct contact with children;
 - ii. Any other contact information for an employer or former employer requested by the District;
 - iii. Written authorization for an employer or former employer to release information; and
 - iv. A written statement indicating whether the applicant has:
 - Been the subject of an investigation concerning an alleged sexual offense conducted by an employer, licensing agency, law enforcement agency, agency which provides child welfare services, agency which provides

child protective services, or a similar agency. The applicant is not required to provide this information if, after investigating the alleged violation, the employer or agency determined that the allegations were false, unfounded, unsubstantiated or inconclusive.

- Been discharged, disciplined, had a contract not renewed, asked to resign from employment, resigned from employment or otherwise separated from employment while an investigation concerning an alleged sexual offense was pending or upon conclusion of such an investigation, and was found to have committed the sexual offense.
- Had a license or certificate suspended or revoked or has been required to surrender a license or certificate while an investigation concerning an alleged sexual offense was pending or upon conclusion of such an investigation and was found to have committed the sexual offense.

v. Any applicant for employment who knowingly provides false information or willfully fails to disclose any information:

- Is subject to discipline, including, without limitation, suspension or revocation of the person's license, termination of employment or a civil penalty; and
- Is guilty of a misdemeanor.

c. Upon receipt of the information set forth above, the District may:

i. Contact each employer and former employer provided and request that the employer provide:

- The dates of employment of the applicant; and
- A written statement indicating whether the applicant has:
 - Been the subject of an investigation concerning an alleged sexual offense conducted by the employer. An employer or former employer is not required to provide this information if, after investigating the alleged violation, the employer determined the allegations were false, unfounded, unsubstantiated or inconclusive.
 - Been discharged, disciplined, had a contract not renewed, asked to resign from employment, resigned from employment or otherwise separated from employment while an investigation concerning an alleged sexual offense was pending or upon conclusion of such an investigation and was found to have committed the sexual offense.
 - Had a license or certificate suspended or revoked or has been required to surrender a license or certificate while an investigation concerning an alleged sexual offense was pending or upon conclusion of such an investigation and was found to have committed the sexual offense.

ii. Ensure the applicant has a license authorizing the applicant to teach or perform other educational functions at the level and in the field for which the applicant is applying for employment, if a license is required, and that the applicant is otherwise eligible for employment.

iii. Verify that the Department of Education (DOE) has not received notice that the applicant is a defendant in a criminal case.

iv. An employer or former employer contacted by District:

- Shall provide the information requested not later than 20 days after the date of request.
- Is immune from civil and criminal liability for any act relating to the provision of such information, unless the employer or former employer knowingly provides false information. Such information is privileged and must not be used as the basis for any action against the person or entity that provided the information.

v. Except as otherwise prohibited by federal or state law, an employer or former employer who willfully fails to disclose any information required is subject to discipline, including, without limitation, a civil penalty.

vi. The District shall request the employer that conducted the investigation concerning an alleged sexual offense, discharged, disciplined or dismissed the employee or asked the employee to resign from employment to provide additional information concerning the matter and all records related to the matter, including, without limitation, any documents relating to a disciplinary action taken against the employee, disciplinary records or documents used in the decision made by the employer concerning the investigation.

vii. An employer contacted by the District:

- Shall provide the information requested not later than 60 days after the request is made.
- Is not required to disclose any information or records held by the school police of the school district.
- Is immune from civil and criminal liability.

viii. Except as otherwise prohibited by federal or state law, an employer who willfully fails to disclose any information required is subject to discipline, including, without limitation, a civil penalty.

ix. The District may authorize provisional employment of a person for a period not to exceed 90 days pending the review of information submitted pursuant to the requirements set forth in this policy if the District determines the applicant is otherwise qualified and:

- The applicant provided the required statement;

- The District has no knowledge of information pertaining to the applicant that would disqualify the applicant from employment;
- The applicant swears or affirms that they are not disqualified from employment; and
- The applicant is directly supervised by a permanent employee in any duties that involve direct contact with students.

x. The District:

- Shall not be held liable for any damages resulting from the failure of an entity not subject to the jurisdiction of this State to respond to a request for information or any inaccuracy of omission in the information submitted to the District.
- Is immune from civil or criminal liability for considering the information submitted when deciding whether to employ an applicant or continue to employ a person.

Note: For positions that require a Commercial Driver's License (CDL) or otherwise defined as safety-sensitive positions by 42 CFR Part 382 and U.S. Department of Transportation (DOT) regulations, the District shall obtain, pursuant to an applicant's written consent, information on the applicant's alcohol tests and/or verified positive controlled substance test results, and refusals to be tested within the preceding two years from date of application which are maintained by the previous employers.

The District will maintain strict confidentiality of all reference information. Only employees, supervisors, or management officials of the District who have a demonstrable work-related need-to-know should be accorded access to such information.

2. Providing References

All requests for employment information shall be referred to the Executive Director of Human Resources or designee. Only those personnel designated by the Executive Director of Human Resources are authorized to release employment information to third parties.

The District has a *Neutral Reference* stance, as well as a LCSD Board Policy GAC: *Confidential Information* for employers who are not school districts, private schools, charter schools, university schools for profoundly gifted students, or contractors or agents who work at schools in this state. Only the following personnel information and employment records that the District maintains concerning current and former employees shall be provided upon request:

- Name
- Class/Job Title
- Dates of Employment
- Rate of pay

Information regarding an employee terminated for violent actions in the workplace or who may have demonstrated dangerous behavior in the workplace will be provided only after consultation with the District's legal counsel.

In addition, the District will:

- Provide information requested by public schools, private schools, charter schools, university schools for profoundly gifted students, and/or contractors or agents who work at schools in this state not later than 30 days after the date of request and will include the following information:
- The dates of employment of the applicant; and
- A written statement indicating whether the applicant has:
 - Been the subject of an investigation concerning an alleged sexual offense conducted by the district. This information will not be provided if after investigating the alleged violation, it was determined the allegations were false, unfounded, unsubstantiated or inconclusive.
 - Been discharged, disciplined, had a contract not renewed, asked to resign from employment, resigned from employment or otherwise separated from employment while an investigation concerning an alleged sexual offense was pending or upon conclusion of such an investigation and was found to have committed the sexual offense.
 - Had a license or certificate suspended or revoked or had been required to surrender a license or certificate while an investigation concerning an alleged sexual offense was pending or upon conclusion of such an investigation and was found to have committed the sexual offense.

The District is immune from civil and criminal liability for any act relating to the release of such information, unless the District knowingly provides false information.

Except as otherwise prohibited by federal or state law, if an employee who is responsible for providing this information willfully fails to disclose any information required, the employee is subject to discipline, including, without limitation, a civil penalty.

Upon request, the District shall provide, not later than 60 days after the request is made, additional information including, without limitation, all documents and records concerning an alleged sexual offense or documents and records relating to discharge, discipline or dismissal of the employee, as well as any documents used by the District in requesting an employee to resign from employment.

The District is not required to disclose any information or records held by the school police of the District.

Employment information and opinions regarding the character, honesty, and potential for violence of the District's employees may be provided to governmental employers, including, but not limited to, any federal, state, county, municipality or city employers; or any other private (non-governmental) employer where the employee's character, honesty, and potential for

violence are relevant issues. Examples include, but are not limited to, jobs which involve public safety, entrustment for the care or safety of children, the elderly, or health care patients; or positions having access to money and/or valuables. Information in this section may be provided after consultation with the District's legal counsel.

The District must provide information requested by public safety agencies in accordance with NRS 239B.

Records that are required for employees in safety-sensitive positions, as defined in 42 CFR Part 382 and DOT regulations, shall be made available to subsequent employers upon receipt of written request from the employee or former employee.

In accordance with NRS 239.012, a public officer or employee who acts in good faith in disclosing or refusing to disclose information and the District, are immune from liability for damages, either to the requester or to the person whom the information concerns.

Background Checks on Applicants/Employees

1. Background Checks

The District desires to maintain a productive, efficient, effective, healthy, and safe work environment and, as a result, will conduct pre-employment background checks of applicants, and current employees as necessary.* Background checks may include verification of employment, educational background, criminal/court history records check; credit report check; military records check; drug test for safety-sensitive positions; character references, and other publicly available information deemed to be job related. In addition, if the position requires driving a vehicle, a Department of Motor Vehicles (DMV) search may be conducted. If the position involves contact with minors or with any persons having diminished capacity to care for themselves, a search of government sex offender registries may be conducted. If the position requires licensing or certification, the institution and/or licensing authority may be contacted to verify possession of education, licenses, and/or certificates.

**If these investigations are conducted by external third parties (also called "consumer reporting agencies" (CRA)), they will be governed by relevant provisions of the Fair Credit Reporting Act (FCRA) and the FACTA. FCRA and FACTA cover background checks and other investigations for prospective employees, and current employees in certain situations, such as a promotion to a position requiring additional information. FCRA and FACTA specifically do not apply to investigations of alleged misconduct, such as unlawful harassment charges. Nevada law (NRS 613) restricts the use of consumer credit information to limited positions.*

2. Consumer Reporting Agencies Reports

The types of reports that may be requested from consumer reporting agencies under this policy include, but are not limited to credit reports, criminal records checks, court records checks, driving records, and/or summaries of educational and employment records and histories. These reports or checks are also called "consumer reports." The information contained in these reports

may be obtained by a consumer reporting agency from public record sources or through personal interviews with the applicant's or employee's coworkers, neighbors, friends, associates, current or former employers, or other personal acquaintances. These are sometimes referred to as "investigative consumer reports." Any information contained in such reports may be taken into consideration in evaluating an applicant's or employee's suitability for employment, promotion, reassignment, or retention.

3. Disqualification for Hire

If the District secures documented information that a candidate selected for employment has been convicted of a felony involving physical violence or moral turpitude, that candidate may not be hired, and any contingent offer of employment may be withdrawn. The District will communicate this requirement to all applicants prior to hire.

Licensure/Occupational Certification Requirements

Any employee in a position that requires a license, certificate, permit, or other occupational certification to practice his/her profession through the State of Nevada must adhere to the provisions of Chapter 425 of the Nevada Revised Statutes. This statute establishes procedures under which the agency granting the license, certificate, permit, or occupational certification may withhold, suspend, or restrict the issuance of professional and/or occupational certificates, licenses, or certifications for individuals who:

1. Have not complied with a subpoena or warrant relating to child paternity or child support obligations, or
2. Are in arrears in child support payments.

If an employee receives notice that his/her license, certificate, permit, or occupational certification has not been renewed or has been revoked, s/he must immediately notify his/her administrator or manager/supervisor of such revocation. The employee will not perform any task or function for which the license, certificate, permit, or occupational certification is required after s/he has received notice of revocation or non-renewal of such license, permit, etc.

By statute, an employee has thirty (30) days to satisfy one of the following conditions:

- Comply with the court order, subpoena, or warrant;
- Satisfy any arrears payments due; or
- Submit to the District Attorney or other public agency a written request for a hearing.

If the employee fails to satisfy one of the listed conditions, his/her license, certificate, permit, or occupational certification will be revoked by the issuing agency.

In the event the employee does not have a valid license, certificate, permit, or occupational certification, s/he does not meet the job requirements. Failure to meet the job requirements will result in termination.

~~If a prospective candidate for a position cannot obtain the required license, certificate, permit, or occupational certification required for the job, s/he will not be given any further employment consideration. Any job offer, offer of promotion, or offer of transfer previously made will be withdrawn.~~

~~The District may conduct a review of driver's license records annually for those employees required to drive as a part of their duties.~~

The District mandates that, if required by the current job, all employees obtain and maintain a valid license, certificate, permit, or other occupational certification issued by the state, county, city, or other applicable authority.

If an employee receives notice that one's own license, certificate, permit, or occupational certification has not been renewed or has been revoked, the employee must immediately notify the administrator or manager/supervisor of such revocation. The employee shall not perform any task or function for which the license, certificate, permit, or occupational certification is required after the employee has received notice of revocation or non-renewal of such license, permit, etc.

Employees who do not have a required license, certificate, permit, or occupational certification will not meet the job requirements. Failure to meet the job requirements may result in termination.

The District may conduct a review of driver's license records annually for those employees required to drive as a part of their duties.

Each employee whose job duties require the use of an automobile for transportation is required to possess current in force vehicle liability insurance or provide an alternate means of transportation. If at any time current in force vehicle liability insurance is not in effect, the employee must notify the direct supervisor within one working day. The following minimum vehicle liability insurance limits are recommended for all drivers: \$100,000.00 bodily injury liability per person, \$300,000.00 bodily injury liability per accident, and \$50,000.00 property damage liability.

Salaries/Compensation

1. Hiring Rate of Pay

The normal hiring rate is the first step of the pay range for the position's classification. Advanced step appointments and accelerated step advancement may occur only upon authorization by the Superintendent/designee.

2. Job Offers

Offers for employment and commitments for **salary pay** on hire are made in the job offer letter. Hiring appointment placement on the pay schedule is governed by the applicable collectively bargained agreement and policy under the direction of the Executive Director of Human Resources and/or Superintendent when disputes arise.

Typically, the first day of employment shall be the first day after the Board has taken official action to hire the individual. However, the first paid day will be the first working day following orientation. Orientation time will not be paid for **Classified** employees.

3. Pay Rate Reviews and Increases

The District periodically reviews the **salary pay** ranges, which consist of a series of **salary pay** steps for each position. This review includes an evaluation of the ranges and steps and, when appropriate, an adjustment of these ranges. Employees who are not paid at the maximum of the pay range for their position are eligible to be considered for a pay increase according to the applicable collectively bargained agreement, contract, or policy.

4. Payroll Distribution

Employees will be paid on the 20th day of each month. When the 20th falls during a holiday or weekend, payday will be the last working day preceding the holiday or weekend. All staff will be paid on the current month basis in twelve equal installments.

5. Fractional Pay or Deductions

For the purpose of figuring additions to **salary pay**, fractional year contracts, and deductions, the number of actual work days will be used to determine the daily rate of **salary pay**. For employees other than teachers, the number of workdays will be determined according to contractual arrangement for each category.

6. Rates of Pay/Compensation

The Board of Trustees shall determine **salaries pay rates** and related benefits for all personnel not covered by a negotiated agreement.

7. Non-Discrimination

NRS 613.330 states it is unlawful to discriminate against an employee for inquiring about, discussing, or voluntarily disclosing information about wages. This does not apply to any employee who has access to or information about the wages of other employees as part of their essential job functions and discloses that information to a person who does

not have access to that information unless the disclosure is ordered by the Labor Commissioner or court.

DRAFT

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: Revisions to LCSD Board Policy GBA: Extra Duty, Supplemental, Or Special Contracts

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBA: Extra Duty, Supplemental, Or Special Contracts as a first 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 changes in LCSD Policy GBA change the word “salary” to “pay” and reference the applicable collectively bargained agreement.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBA: Extra Duty, Supplemental, Or Special Contracts.pdf

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

EXTRA DUTY, SUPPLEMENTAL, OR SPECIAL CONTRACTS

In recognizing the importance of extracurricular activities and programs, the District may need to offer supplemental contracts to District personnel who have been assigned to supervise and direct certain activities outside their regular assignment.

The District may also issue special contracts to non-District personnel to perform the same or similar duties with regard to extracurricular activities, provided that District licensed staff have been provided the opportunity to apply.

All supplemental or special contracts are issued to meet the needs of the District.

The District may offer supplemental contracts for those positions authorized in the supplemental salary pay schedule in accordance with the District's hiring practices. The District will issue supplemental contracts annually and will issue compensation in addition to the basic teaching contract or classified work assignment. The District will also issue special contracts annually.

The District may terminate both supplemental and special contracts for cause during the terms of the contract. The assignment of a supplemental or special contract in no way creates a contractual relationship or obligation, either implied or in writing, between the District and the individual receiving the assignment for any subsequent year.

Persons with supplemental contracts will be compensated at the rate established for each position in the supplemental salary pay schedule or as provided for in a negotiated the applicable collectively bargained agreement. This additional compensation will not be used for purposes of calculating for retirement. Individuals receiving special contracts will receive the rate established for the assignment.

At its option and upon recommendation from the Superintendent/designee, the Board may exceed the schedule at any time for any employee doing special work or services beyond the normal duties assigned.

Extra duty contracts for fall and winter sports will be approved by the Board no later than the first scheduled meeting in June prior to the upcoming school year. Extra duty contracts for spring sports will be approved by the Board no later than the first scheduled meeting in November.

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: Revisions to LCSD Board Policy GBB: Fair Employment Practices

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBB: Fair Employment Practices as a first 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 LCSD Policy GBB eliminates outdated NRS and federal law language and replaces with current updated language. It also clearly outlines the investigation process into complaints.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBB: Fair Employment Practices.pdf

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

FAIR EMPLOYMENT PRACTICES

The Lyon County School District recognizes the fundamental rights of applicants and employees to be assessed on the basis of merit. Recognition of seniority and current employment with the District may also be considered. Therefore, it is the policy of the District to provide equal employment opportunity for all applicants and employees. The District does not sanction or tolerate discrimination in any form on the basis of any protected class including race, color, religion, age, gender, pregnancy, sexual orientation, national origin, ancestry, disability, veteran status, domestic partnership, genetic information, gender identity or expression, political affiliation, or membership in the Nevada National Guard victims of domestic violence or sexual assault, or any other class that becomes protected by federal and/or state law.

If the alleged discrimination could constitute sexual harassment under Title IX, the Nondiscrimination on the Basis of Sex Under Title IX policy AB ~~policy~~ and administrative regulations apply rather than the Fair Employment Practices policy GBB ~~policy~~ and administrative regulations.¹ Because the school district must respond with specific steps whenever any employee has notice of sexual harassment under Title IX, all school employees are required to report possible incidents of sexual harassment directly to the District's Title IX Coordinator, **as soon as practicable, but not later than a time during the same day on which the employee became aware of an incident of sexual harassment, including allegations of sexual harassment. Reports by school district employees must be made by in person, by telephone, and/or by email to the school district's Title IX Coordinator as follows:**

Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800
bhogan@lyoncsd.org

The school district's Title IX Coordinator will assist the employee to determine whether the allegation could constitute sexual harassment under Title IX, in which case Board Policy AB will be followed rather than Board Policy GBB.

¹Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:

- a. A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo); or
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or
- c. Sexual assault as defined in the federal Clery ~~Act~~ or dating violence, domestic violence, or stalking as defined in the federal Violence Against Women Act.

The District will:

- Recruit, hire, train, and promote, discharge, and discipline for all job classifications without regard to protected class membership race, color, religion, age, gender, pregnancy, sexual orientation, national origin, ancestry, disability, veteran status, domestic partnership, genetic information, gender identity or expression, political affiliation, or membership in the Nevada National Guard, as well as to ensure that all compensation, benefits, transfers, layoffs, return from layoffs, District-sponsored training, social, and recreation programs will be administered in conformance with the District's policy.
- Comply with all applicable laws prohibiting discrimination. in employment including Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, the Equal Employment Opportunity Act of 1972, the Immigration Reform and Control Act of 1986, the Americans with Disabilities Act, as amended, the Genetic Information Nondiscrimination Act of 2008, the applicable Nevada Revised Statutes on Equal Employment Opportunity (NRS 613), Nevada Revised Statutes regarding National Guard service (NRS 412.139/.1395), and any other applicable federal, state, and local statutory provisions.
- Provide *reasonable* accommodation as required by law or statute. wherever the need for such is known by the District and/or the applicant or employee indicates a need for 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 him/herself or others.
- Hold all administrators or managers/supervisors responsible for ensuring that personnel policies, guidelines, practices, procedures, and activities are in compliance with federal and state fair employment practices, statutes, rules, and regulations.

Legal Reference(s):

NRS 613

Title IX of the Education Amendments of 1972, 20 USC 1681-1683

Title IX federal regulations, 34 CFR Part 106

Policy #GBB
Revised 9/22/20 10/22/24

FAIR EMPLOYMENT PRACTICES - ADMINISTRATIVE REGULATIONS

This policy applies to all persons involved in the operation of the District and prohibits harassment, ~~or~~ discrimination, and retaliation by any employee, including supervisors and coworkers, volunteers, customers or clients of the District, and any vendor or other service provider with whom the District has a business relationship. The District will not tolerate instances of harassment, ~~or~~ discrimination, or retaliation whether or not such behavior meets the threshold of unlawful prohibited conduct/behavior(s). While single incidents of alleged harassment, ~~or~~ discrimination, or retaliation may not be sufficiently severe or pervasive to rise to the level of being a violation of the law, the District nevertheless prohibits such conduct/behavior(s) and may impose appropriate disciplinary action, up to and including termination ~~against any employee engaging in such.~~

If the alleged discrimination could constitute sexual harassment under Title IX, the *Nondiscrimination on the Basis of Sex Under Title IX* ~~policy~~ AB policy and administrative regulations apply rather than the *Fair Employment Practices* ~~policy~~ GBB policy and administrative regulations.

1. Equal Employment Opportunity Officer Designated

The primary responsibility for ensuring fair employment practices for the District are promoted and adhered to is assigned to the District's designated Equal Employment Opportunity (EEO) Officer. The District's designated EEO Officer will also serve as the Americans with Disabilities Act (ADA) Coordinator, unless otherwise noted, and as such, also has responsibility for coordinating the District's compliance with federal and state disabilities laws. The designated EEO Officer for the District is the ~~Safety and Benefits Risk Manager~~ Executive Director of Human Resources. The name and work telephone number of the individual designated will be posted on bulletin boards at District work sites. In the event the designated EEO Officer is unavailable, the ~~Executive Director of Human Resources~~ Employee Relations Administrator is designated as the alternative EEO Officer.

2. Unlawful Anti-Harassment

Unlawful harassment is considered a form of discrimination and is defined as any conduct directed toward another because of that person's race, color, religion, age, gender, pregnancy, sexual orientation, national origin, ancestry, disability, veteran status, domestic partnership, genetic information, gender identity or expression, political affiliation, or membership in the Nevada National Guard or any other basis that is inappropriate or offensive as determined by

using a reasonable person standard. The “reasonable person” standard considers whether a reasonable person would find the behavior or conduct in question offensive.

The District will not tolerate any form of unlawful harassment, including any behavior on the part of employees, clients, customers, vendors, etc., that impairs an employee’s ability to perform his/her duties. Examples of unlawful harassment include, but are not limited to:

- Verbal conduct such as epithets, derogatory comments, slurs, or unwanted sexual advances, invitations, or sexually degrading or suggestive words or comments made in person, in writing, via the telephone or electronic means.
- Visual conduct such as derogatory posters, notices, email, photography, cartoons, drawings, leering, making sexual gestures, or displaying sexually suggestive objects or pictures.
- Physical conduct, such as unwanted touching, impeding or blocking normal movement, or interfering with work or movement.
- Threats or demands, either direct or veiled, to submit to sexual requests in order to keep a job or avoid some job-related loss, and offers of job benefits in return for sexual favors.
- Retaliation for opposing, reporting, or threatening to report harassment; assisting another employee in filing an unlawful harassment complaint; or for participating in a harassment investigation, proceeding, or hearing.

a. Definition

District promotes a productive work environment and does not tolerate verbal, physical, written, or graphical conduct/behavior(s) that harasses, disrupts, or interferes with another’s work performance or that creates an intimidating, offensive, or hostile environment based on that protected class membership.

b. Prohibited Conduct/Behavior(s)

The District will not tolerate any form of harassment based on protected class membership, including any conduct/behavior(s) on the part of employees, volunteers, clients, customers, vendors, contractors, etc., that impairs an employee’s ability to perform assigned duties. Examples of prohibited conduct/behavior(s) include, but are not limited to:

- Offensive verbal communication including slurs, jokes, epithets, derogatory comments, degrading or suggestive words or comments, unwanted sexual advances, invitations, or sexually degrading or suggestive words or comments.
- Offensive written communication including notes, letters, notices, emails, texts, or any other offensive message sent by electronic means.
- Offensive gestures, expressions and graphics including leering, obscene hand, finger, or body gestures, sexually explicit drawings, derogatory posters,

- photographs, cartoons, drawings, or displaying sexually suggestive objects or pictures.
- Physical contact when the action is unwelcomed by recipient including brushing up against someone in an offensive manner, unwanted touching, impeding or blocking normal movement, or interfering with work or movement.
- Expectations, requests, demands, or pressure for sexual favors.

3. Dealing with Allegations of Prohibited Conduct/Behavior(s)

a. Process

Employees or applicants who believe they are being subjected to any form of prohibited conduct/behavior(s) as described in this policy/regulation by another (e.g., employee, student, parent, volunteer, vendor, contractor of the District) based on their protected class membership, as well as those who believe they have witnessed another employee, client, or member of the public being subjected to prohibited conduct/behavior(s), have an affirmative duty to bring the situation to the attention of the District. Employees covered by a collective bargaining agreement (CBA) may opt to use the process described in this policy/regulation or in an applicable grievance procedure delineated by their CBA, but may not use both.

b. Employee Rights & Responsibilities

Employees or applicants who believe they are being discriminated against or subjected to any form of unlawful harassment by another (e.g., employee, student, parent, volunteer, vendor, contractor of the District) because of their race, color, religion, age, gender, pregnancy, sexual orientation, national origin, ancestry, disability, veteran status, domestic partnership, genetic information, gender identity or expression, political affiliation, or membership in the Nevada National Guard as well as those who believe they have witnessed another employee, client, or member of the public being subjected to discrimination and/or harassing behavior, have an affirmative duty to bring the situation to the attention of the District. Employees covered by a collective bargaining agreement may opt to use the process described in this policy or in an applicable grievance procedure delineated in an applicable collective bargaining agreement. Upon hire, employees will be provided a copy of this policy, as well as the opportunity to discuss the policy during the new hire orientation process. In addition, a copy of this policy will be made available to applicants upon request.

Employees who believe they personally are being or have been subjected to discriminatory action and/or are the target of any form of unlawful harassment or have witnessed any other employee being subjected to discrimination or harassment should immediately:

- Identify the offensive behavior to the alleged harasser and request that the harasser cease the conduct.

Note: An employee is NOT required to talk directly to the harasser or to his/her supervisor. It is critical, however, that the employee contact one of the individuals listed below if s/he believes s/he is being harassed or has witnessed what the employee believes to be harassment directed to or committed by another employee(s).

- If the employee feels uncomfortable in speaking directly to the alleged harasser or if the employee requested the harassing behavior to cease, but the request did not produce the results desired, the employee should report the conduct as soon as possible to an administrator or manager/supervisor or to the District's designated EEO Officer.
- Employees who believe the EEO Officer has engaged in discriminatory or harassing conduct should bring such concerns to the attention of the Human Resources Director. The Human Resources Director will designate an objective person to conduct an investigation of such allegations. Employees may also report the conduct to the Superintendent or the District's attorney.
- Applicants are encouraged to contact the designated EEO Officer or the alternate.

Employees who believe they personally are being or have been subjected to prohibited conduct/behavior(s) and/or are the target of any form of prohibited conduct/behavior(s), or have witnessed any other employee being subjected to these behaviors should immediately:

1. Identify the offensive behavior to the alleged harasser and request that the behavior cease.

Note: An employee is NOT required to talk directly to the alleged harasser or to the employee's supervisor. It is critical, however, that employees who believe they have been targeted or have witnessed what the employee believes to be prohibited conduct/behaviors(s) directed to or committed by another, contact one of the individuals listed in sections 2 or 3 below.

2. If the employee feels uncomfortable in speaking directly to the alleged harasser or if the employee requested the prohibited conduct/behavior(s) to cease, but the request did not produce the results desired, the employee should report the prohibited conduct/behavior(s) as soon as possible to any administrator or manager/supervisor, District's designated EEO Officer, or to the Employee Relations Administrator.
3. Employees who believe the EEO Officer has engaged in prohibited conduct/behavior(s) should bring such concerns to the Deputy Superintendent who will designate an objective person to conduct an investigation of such allegations. Employees may also report the prohibited conduct/behavior(s) to the Superintendent.
4. An employee who witnesses or obtains information regarding prohibited conduct/behavior(s) by the immediate supervisor is required to report the incident to the administrator, EEO Officer, or Employee Relations Administrator.

Applicants who have concern regarding violations of this policy are encouraged to contact the designated EEO Officer or the Employee Relations Administrator.

c. Administrator or Manager/Supervisors Rights & Responsibilities

Regardless of whether the employee involved is in the administrator's or manager's/supervisor's department and regardless of how s/he the manager/supervisor became aware of the alleged discriminatory and/or harassing prohibited conduct/behavior(s), all administrators or managers/supervisors must immediately report all allegations, complaints of discrimination, unlawful harassment, or observations of such prohibited conduct/behavior(s) to the EEO Officer or the Employee Relations Administrator. The report shall contain all known information including:

- The persons(s) involved.
- A written record of any specific conversations held with the complainant(s) and other person(s) involved as applicable.
- All known pertinent facts, including date(s), time(s), and locations(s).

An administrator's or manager's/supervisor's failure to immediately report such activities, complaints, or allegations will result in discipline, up to and including possible termination.

Note: Supervisors/Managers shall not investigate nor conduct further fact finding without authorization from the EEO Officer or the Employee Relations Administrator.

An administrator or manager/supervisor who receives information about, or is a witness to, any discriminatory or harassing action, communication, or conduct by an employee, vendor, volunteer, parent or member of the public, which violates the District's policies or the law, is required to report this information to the EEO Officer or the Superintendent/designee immediately. The information reported must include:

- The persons(s) involved, including all witnesses.
- A written record of specific conversations held with the accused and any witnesses.
- All pertinent facts, including date(s), time(s), and locations(s).

An administrator or manager/supervisor is required to report this information to his/her immediate administrator or manager/supervisor and may not conduct a formal investigation, release findings, or administer discipline prior to this disclosure and without specific authorization to do so.

District Responsibilities

Upon being made aware of allegations or complaints of discriminatory conduct and/or unlawful harassment, the District will ensure that such allegations or complaints are investigated promptly. The District treats all allegations or complaints of discrimination or unlawful harassment seriously and expects all employees to be candid and truthful during the investigation process. The District will make efforts to ensure that all investigations are kept as confidential as reasonably possible. Due to the sensitive nature of investigations involving unlawful harassment, employees will be requested to refrain from discussing the subject content with others, particularly while the investigation is in progress. Employees may be required to provide information to regulatory agencies. The District will release information obtained only to those individuals necessarily involved in the investigation and the administration of the complaint or as required by law.

The individual who made the initial complaint, as well as the individual against whom the complaint was made, will be made aware of the final determination by the District.

If evidence arises that a participant in the investigation made intentionally false statements, that employee will be disciplined, up to and including possible termination.

If it is determined that discrimination and/or unlawful harassment has occurred, the District will take remedial action against the perpetrator commensurate with the severity of the offense. Such remedial action may include, but is not limited to, a verbal and/or written reprimand, counseling, transfer, suspension without pay, and/or termination. The District will also initiate action to deter any future discrimination or harassment from occurring.

With regard to disability related complaints, the EEO Officer (when appropriate, working with the Human Resources Department and/or the complainant) shall propose a resolution to the complaint based upon the findings of such investigation. Such resolution will include reasonable accommodation when the District determines that such a reasonable accommodation can be provided.

d. Investigation

Upon being made aware of allegations or complaints of prohibited conduct/behavior(s), the District will ensure that such allegations or complaints are investigated promptly. The District treats all allegations or complaints seriously and requires all employees to be candid and truthful during the investigation process. The EEO Officer or Employee Relations Administrator will identify the appropriate individual(s) to conduct the investigation.

The District will make efforts to ensure that all investigations into complaints of prohibited behavior are kept as confidential as reasonably possible. Employees will be

required to refrain from discussing the subject content of the alleged prohibited behavior with other employees or persons who may have information pertinent to the investigation throughout the course of the investigation. Employees shall be required, upon request, to provide information to regulatory agencies. The District will release information obtained only to those individuals involved in the investigation and the administration of the complaint with a business need-to-know, or as required by law per LCSD Board Policy GAC: Confidential Information.

The District will communicate to the individual who made the initial complaint, as well as the individual against whom the complaint was made, that the investigation is completed and appropriate action, if any, has been taken.

If evidence arises that a participant in the investigation made intentionally false statements, that employee will be disciplined, up to and including possible termination.

If it is determined that a violation of this policy/regulation has occurred, the District will take corrective action against the violator commensurate with the severity of the offense. Such corrective action may include, but is not limited to, counseling, verbal warning, written reprimand, pay reduction, transfer, demotion, suspension without pay, or termination. The District will also initiate action to deter any future prohibited conduct/behavior(s) from occurring.

With regard to disability-related complaints, the EEO Officer (when appropriate, working with the administrator/manager/supervisor and/or the complainant) shall propose a resolution to the complaint based upon the findings of such investigation. Such resolution will include reasonable accommodation when the District determines that such a reasonable accommodation can be provided.

e. Training

The District will provide periodic training on the prevention of discrimination and unlawful harassment to all employees prohibited conduct/behavior(s) in the workplace.

The District will provide new employees a copy of this policy/regulation upon hire and discuss the contents during the new hire orientation process. New employees will participate in training on the prevention of discrimination and prohibited conduct/behavior(s). A copy of this policy/regulation will be made available to applicants upon request.

f. Prohibition against Retaliation

Retaliation is adverse treatment which occurs because of opposition to unlawful workplace harassment prohibited conduct/behavior(s) in the workplace. The District will not tolerate any retaliation by administrators/supervisors or coworkers against an employee who exercises his/her their rights under this policy. Any employee who believes s/he has they have been harassed, retaliated, or discriminated against in any

manner as a result of having filed a complaint, assisted another employee in filing a complaint, or participated in an investigative process should immediately notify the EEO Officer or the **alternate Employee Relations Administrator**. The District will promptly investigate and deal appropriately with any allegation of retaliation.

DRAFT

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: Revisions to LCSD Board Policy GBBA: Preventing Of Sexual Misconduct Towards Students, Mandatory Reporting Of Child Abuse Or Neglect, And Corporal Punishment, and eliminate LCSD Board policy JHG: Suspected Abuse or Neglect of a Child

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBA: Preventing Of Sexual Misconduct Towards Students, Mandatory Reporting Of Child Abuse Or Neglect, And Corporal Punishment, as a first reading; and eliminate LCSD Board policy JHG: Suspected Abuse or Neglect of a Child.

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 passed laws. 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 Policy GBBA now includes Mandatory Reporting of Child Abuse or Neglect and Corporal Punishment for all employees and volunteers acknowledging they are mandatory reporters, and the reporting procedures outlined. This policy revision allows us the opportunity to eliminate old board policy JHG should the board choose.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Policy GBBA: Preventing Of Sexual Misconduct Towards Students, Mandatory Reporting Of Child Abuse Or Neglect, And Corporal Punishment.pdf

Policy JHG: Suspected Abuse or Neglect of Child

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

PREVENTION OF SEXUAL MISCONDUCT TOWARDS STUDENTS, MANDATORY REPORTING OF CHILD ABUSE OR NEGLECT, AND CORPORAL PUNISHMENT

The District prohibits and will not tolerate any form of sexual misconduct (including lewdness, sexual abuse, sexual molestation, and sexual harassment, and luring of a child), child abuse, child neglect, or corporal punishment toward students (regardless of age) on the part of District employees, administrators, officials, volunteers, or third parties.

This policy expands upon, and is established in addition to, the District policy on the prevention of unlawful anti-harassment. Because the District has a particular interest in maintaining student safety and well-being, it has established this additional policy to specifically address sexual misconduct, child abuse, child neglect, and corporal punishment toward students.

If the alleged sexual misconduct discrimination could constitute sexual harassment under Title IX, the Nondiscrimination on the Basis of Sex Under Title IX policy AB policy and administrative regulations apply rather than the Prevention of Sexual Misconduct Toward Students, Mandatory Reporting of Child Abuse or Neglect, and Corporal Punishment policy GBBA policy and administrative regulations.¹ Because the school district must respond with specific steps whenever any employee has notice of sexual harassment under Title IX, all school employees are required to report possible incidents of sexual harassment directly to the District's Title IX Coordinator, **as soon as practicable, but not later than a time during the same day on which the employee became aware of an incident of sexual harassment, including allegations of sexual harassment. Reports by school district employees must be made by in person, by telephone, and/or by email to the school district's Title IX Coordinator as follows:**

Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800
bhogan@lyoncsd.org

¹Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:

- a. A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo); or
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or
- c. Sexual assault as defined in the federal Clery ~~Act~~ ^{37C} or dating violence, domestic violence, or stalking as defined in the federal Violence Against Women Act.

The school district's Title IX Coordinator will assist the employee to determine whether the allegation could constitute sexual harassment under Title IX, in which case Board Policy AB will be followed rather than Board Policy GBBA.

If an employee or volunteer has reasonable cause to believe that sexual misconduct toward students by an employee or volunteer arises to abuse or neglect under NRS 432B and/or NRS 392.275 et seq., such misconduct will be reported to law enforcement officials and Child Protective Service agency personnel in accordance with the procedures set forth in Board policies and regulations concerning mandatory reporting. These procedures are addressed in Board Policy JHG.

Reference: NRS 391.311~~650~~, NRS 201.540, NRS 201.195, NRS 201.230, NRS 200.366, NRS 200.368, NRS 201.560, NRS 432B.220, NRS 392.275 et seq.

DRAFT

PREVENTION OF SEXUAL MISCONDUCT TOWARDS STUDENTS, MANDATORY REPORTING OF CHILD ABUSE OR NEGLECT, AND CORPORAL PUNISHMENT - ADMINISTRATIVE REGULATIONS

1. "Sexual misconduct" as used in this regulation is defined as:
 - a. Any sexual conduct that meets the definition of prohibited conduct/behavior as described below or in any other District policy.
 - b. Any conduct or communication that explicitly or implicitly conditions a student's participation in an educational program or activity on submission to sexual conduct.
 - c. Any conduct or communication that explicitly or implicitly indicates that an educational decision will be based on the student's submission to sexual conduct.
 - d. Any bullying, cyberbullying, harassing, or intimidating conduct or communication, of a sexual nature, that creates an environment which is hostile to a student by interfering with their education.
 - e. Any conduct or communication of a sexual nature that is of a sufficiently severe, persistent, or pervasive and objectively offensive nature that it limits a student's ability to participate in or benefit from an educational program or activity or creates a hostile or abusive educational environment.
 - f. Any conduct or communication that is considered immorality within the meaning of NRS 391.311650 (4) including but not limited to sexual assault, statutory sexual seduction, incest, commission of certain sexual acts in public, open or gross lewdness, indecent exposure, or lewdness with a minor.

Note: The District acknowledges the applicability of criminal statutes relating to sexual conduct toward a student, including:

- NRS 201.540, which indicates that it is a felony, for a person 21 years and older, who is or was employed or is or was a volunteer at a public or private school in a position of authority, from engaging in sexual conduct with pupils students who are 16 years or age or older.
- NRS 201.230 states it is a felony for a person to conduct lewdness with a child under the age of 16.
- Other criminal statutes which are pertinent to this policy include, but are not limited to, NRS 201.195, solicitation of a minor to engage in acts constituting crimes against nature; NRS 200.366, sexual assault; NRS 200.368, statutory sexual seduction; NRS 201.560, using a computer to lure children.

2. Examples of behavior which constitute sexual misconduct include, but are not limited to:
 - a. Making sexual advances or gestures toward a student;

- b. Coercing, forcing, or attempting to coerce or force sexual intercourse or any sexual act with a student;
- c. Engaging in sexual intercourse or any sexual act with any student;
- d. Touching oneself sexually or talking about one's sexual activity in front of students;
- e. Spreading rumors about or discussing students' sexual activity; **and**
- f. Sexually motivated or inappropriate touching, patting, grabbing, or pinching a student's body, whether that student is of the same or the opposite sex; **and**
- g. Other sexual behavior or communication, including requests for sexual favors, whether or not accompanied by implied or overt threats concerning a student's educational status or implied or overt promises of preferential treatment.

Note: This prohibition does not preclude legitimate, non-sexual physical conduct which may include, but is not limited to, the use of necessary restraints to avoid physical harm to persons or property, or conduct such as a teacher's consoling or congratulatory hug of a student, or the demonstration of an athletic move by a teacher or student requiring contact with another student.

3. Sexual Misconduct Reporting

Any teacher, administrator, official, volunteer, or other school employee who **witnesses or** has or receives information that a student has or may have been subjected to sexual misconduct including sexual harassment under Title IX, **is required to shall** report the alleged acts to the Title IX Coordinator as soon as practicable, but not later than a time during the same day on which the person became aware of the sexual misconduct, including sexual harassment or allegations of sexual harassment. Reports by **school d**District employees must be made **by** in person, by telephone, and/or by email to the school district's Title IX Coordinator. Failure to make this report as prescribed may result in disciplinary or other appropriate action against the teacher, administrator, official, volunteer, or other school employee.

4. Investigation

The District shall promptly investigate all complaints or allegations of sexual misconduct. If a violation is found to have occurred, the investigation shall include recommendations concerning the incorporation of disciplinary action and other measures to be imposed. **# The District** will keep all investigations confidential to the extent possible. The District will release information obtained only to those individuals with business need-to-know or involved in the investigation and the administration of the complaint or as required by law. The District will inform the individual filing the complaint, as well as the individual against whom the complaint was made, of the final determination. All employees and students questioned as part of an investigation will be **told and expected requested** to refrain from discussing the matter with anyone except District or legal representatives or their own union or legal representatives.

The initial investigation will be conducted by a qualified and objective school official not named in the complaint, or by an outside investigator. The investigator will act with due regard for the rights of all individuals and, in particular, to ensure any rights of students to have their parent(s)/guardian(s) present during questioning. If the initial investigation indicates that a criminal act may have occurred, the investigator shall immediately notify the Superintendent, who will in turn immediately report the matter to the law enforcement agency having jurisdiction.

The District treats all complaints or allegations of sexual misconduct seriously and expects all employees and students to be candid and truthful during the investigation process. If credible evidence indicates that a participant in the investigation has made intentionally false or malicious statements, the District will discipline or take other appropriate action against that participant.

5. If warranted, the District will also initiate appropriate remedial and/or disciplinary action consistent with the findings of the report and the requirements of applicable collective bargaining agreements, District policy, and state and federal law.

6. Retaliation

The District will not tolerate any form of retaliation toward any person who reports alleged sexual misconduct in good faith, assists another in filing a complaint, or provides truthful statements during an investigation.

The District will discipline or take other appropriate action against any student, school personnel, volunteers, administrators, or officials individual for threatening, intimidating, or interfering with any person who complains of sexual misconduct, or reports sexual misconduct, or who testifies or participates in a proceeding, investigation, or hearing related to a complaint of sexual misconduct.

76. Training

All District employees, volunteers, officials, and administrators will participate in an initial training session and in periodic training updates on the prevention of sexual misconduct, will be provided an opportunity to review a copy of the District Policy, and will sign an acknowledgment of receipt stating: I have been given an opportunity to review such policy. The District will provide all new employees with a copy of this policy and afford employees an opportunity to discuss the contents during orientation.

87. Dissemination of Policy

The District will make this policy available to parents or guardians and all students, as appropriate, during annual registration. The District will also publish the policy in student handbooks and post the policy in the District administrative offices and in school offices on the

District and school websites. At least annually, the District will publicize this policy in school newsletters or other publications used to communicate District policies to parents and guardians through the district's/school's mass communication system.

8. Mandatory Reporting of Child Abuse or Neglect and Corporal Punishment

Under NRS 432B, all employees and volunteers who, in their professional or occupational capacities, know or have reasonable cause to believe that a child under age 18 has been abused, neglected, or subjected to corporal punishment must report the abuse, neglect, or corporal punishment to an agency which provides child welfare services or to a law enforcement agency.

Employees and volunteers required to report the abuse, neglect, or corporal punishment of a child must be provided notice, in writing or electronically, of their duty as a mandatory reporter. The employee and volunteer must sign acknowledgment of this notice which is to be filed in the master personnel file. (This requirement is not necessary if the employee is licensed, certified, or endorsed by a board in the state.)

9. Reporting Procedures

If a District employee or volunteer knows or has reasonable cause to believe that a child has been subjected to sexual misconduct, abused, neglected, or subjected to corporal punishment, the employee or volunteer must take the following steps:

- a. Notification to principal/designee. The employee or volunteer must immediately notify the principal/designee of the school where the child is enrolled, and
- b. Mandatory report to child welfare agency or law enforcement agency; timing of report. The employee or volunteer must report to the local child welfare agency or law enforcement agency as soon as reasonably practicable but not later than 24 hours after the employee or volunteer knows or has reasonable cause to believe that a child has been subject to sexual misconduct, abuse, or neglect.
 - If an employee or volunteer has knowledge of or reasonable cause to believe that abuse, neglect, sexual misconduct, or luring of a child has occurred by another employee or volunteer, they are required to make a report to child welfare services and law enforcement.
 - If an employee or volunteer has knowledge of or reasonable cause to believe that the use of corporal punishment or aversive intervention on a child has occurred by another employee or volunteer, they are required to make a report to child welfare services. Reports of corporal punishment are to be made to local child welfare agency only.

The employee or volunteer may request that a principal/designee be present when a report is made, but any delay in making such an arrangement does not excuse a failure to report directly to the local child welfare agency or law enforcement agency as soon as reasonably practicable but not later than 24 hours after the employee or volunteer knows

or has reasonable cause to believe that a child has been subject to sexual misconduct, abuse, neglect or corporal punishment.

- c. Form of report. The employee or volunteer may make a report by telephone or, in light of all the surrounding facts and circumstances which are known or which reasonably should be known to the person at the time, by any other means of oral, written or electronic communication that a reasonable person would believe, under those facts and circumstances, is a reliable and swift means of communicating information to the person who receives the report.
- d. Contents of report. The report must contain the following information, if obtainable:
- The name, address, age and sex of the child;
 - The name and address of the child's parents or other person responsible for the care of the child;
 - The nature and extent of the sexual misconduct, abuse, neglect, or corporal punishment of the child, the effect of prenatal illegal substance abuse on the newborn infant or the nature of the withdrawal symptoms resulting from prenatal drug exposure of the newborn infant;
 - Any evidence of previously known or suspected:
 - Sexual misconduct, abuse, or neglect of the child or the child's siblings;
 - Effects of prenatal illegal substance abuse on or evidence of withdrawal symptoms resulting from prenatal drug exposure of the newborn infant;
 - The name, address and relationship, if known, of the person who is alleged to have abused or neglected the child including sexual misconduct or subjected the child to corporal punishment; and
 - Any other information known to the person making the report that the agency which provides child welfare services considers necessary.
- e. On the same day a verbal report is made to the local child welfare agency or law enforcement agency, or as soon thereafter as reasonably practicable, the employee or volunteer, in conjunction with the principal/designee if available, must complete the "Child Abuse and Neglect Reporting Form" and provide the original to the agency where the verbal report was made, if requested.
- f. A copy of the completed Child Abuse and Neglect Reporting Form must be forwarded to the Director of Special Services to be maintained in the Director's confidential files. Records of written reports, or copies of reports, are not to be maintained within an individual school.
- g. Investigating Reports of Sexual Misconduct, Abuse, and Neglect
- No District employee is expected or authorized to contact non-school district individuals or agencies in order to investigate or obtain additional information or to verify report information.
- h. Failure to Report

Any employee or volunteer who fails to report sexual misconduct, abuse, or neglect as provided by this regulation will be subject to discipline. Any employee or volunteer who

knowingly and willfully violates the provisions of NRS 432B.220 concerning reports of sexual misconduct, abuse, or neglect is guilty of a misdemeanor (see NRS 432B.240).

i. Immunity from Civil and Criminal Liability

Immunity from civil or criminal liability extends to District employees and volunteers who in good faith make mandatory reports or perform other acts set forth under NRS 432B. See NRS 432B.160 for details and exceptions.

Reference: NRS 391.311, NRS 201.540, NRS 201.195, NRS 201.230, NRS 200.366, NRS 200.368, NRS 201.560, NRS 432B.220, NRS 392.275 et seq.

DRAFT

Appendix A

CHILD ABUSE AND NEGLECT REPORTING FORM

Name(s) of child(ren) involved:

1. _____
2. _____
3. _____
4. _____
5. _____

Birthdate(s) and age(s):

1. _____
2. _____
3. _____
4. _____
5. _____

Current whereabouts _____ Phone # _____

Father's name _____ Address _____ Phone _____

Mother's name _____ Address _____ Phone _____

Siblings' names (if not listed above)

1. _____
2. _____
3. _____

Birthdate(s) or age(s)

1. _____
2. _____
3. _____

Date abuse/neglect occurred

Dates observed abuse/neglect

Type of abuse/neglect _____

Person(s) allegedly inflicting/causing abuse/neglect _____

Reported by:

Name _____ Address _____ Phone _____

Title or relationship to child of person reporting _____

Seen by doctor: Yes No Name and address _____

Action taken and comments: _____

BOARD POLICY REGARDING SUSPECTED ABUSE OR NEGLECT OF A CHILD

It is the policy of the Lyon County School District that reports be made by all school employees and volunteers who, in their occupational capacities, know or have reason to believe that a child has been abused or neglected.

Any person who is required to make a report pursuant to NRS 432B.220 may not invoke any of the privileges set forth in NRS 49:

- a. For failure to make a report pursuant to NRS 432B.220;
- b. In cooperating with an agency which provides child welfare services or a guardian ad litem for a child; or
- c. In any proceeding held pursuant to NRS 432B.410 to 432B.590, inclusive.

Under Chapter 432B of the Nevada Revised Statutes, the following school employees who, in their professional or occupational capacities, know or have reason to believe that a child has been abused or neglected have an affirmative duty to report such abuse and neglect:

- a) Nurse
- b) Psychologist
- c) Emergency medical technician
- d) Social worker
- e) Administrator
- f) Teacher
- g) Librarian
- h) Counselor
- i) Speech Pathologist and Audiologist
- j) Physical/Occupational/Music therapist
- k) Any adult person who is employed by an entity that provides organized activities for children

The Superintendent shall develop a regulation which will improve and aid in the reporting by school employees of suspected child abuse or neglect.

Employees required to report the abuse or neglect of a child must be provided notice, in writing or electronically, of their duty as a mandatory reporter. The employee must sign acknowledgement of this notice which is to be filed in employee's personnel file. (This requirement is not necessary if the employee is licensed, certified, or endorsed by a board in the state.) The district shall provide or make available training for all school employees and volunteers which will aid in the reporting of suspected child abuse and neglect.

Nothing in this policy or ensuing administrative regulations shall be interpreted to be counter to statute or to in any way prevent the reporting of suspected child abuse or neglect.

Reference: NRS 432B.220

Policy #JHG
Revised 11/24/15

**ADMINISTRATIVE GUIDELINES
FOR POLICY REGARDING
SUSPECTED ABUSE OR NEGLECT OF A CHILD**

1. All school personnel including employees and volunteers must report any suspected case child abuse or neglect. No district employee is expected or authorized to contact non-school district individuals or agencies in order to investigate or obtain additional information or to verify report information.
2. Employees and volunteers may make these reports to the school administrator or counselor who will immediately gather the required data for the report and verbally, via telephone, make the report to an agency which provides protective services or to a law enforcement agency. If the counselor determines that photographs or other tests are likely to be needed, capable agencies should be notified.
3. The administrator or counselor shall complete the *REPORT OF SUSPECTED CHILD ABUSE OR NEGLECT* to include all required data, if obtainable, on the same day of the verbal report to include:
 - a) The name, address, age and sex of the child;
 - b) The name and address of the child's parents or other person responsible for his care;
 - c) The nature and extent of the abuse or neglect of the child;
 - d) Any evidence of previously known or suspected abuse or neglect of the child or the child's siblings;
 - e) The name, address and relationship, if known, of the person who is alleged to have abused or neglected the child;
 - f) Any other information known to the person making the report that the agency which provides protective services considers necessary;
 - g) The date of the report;
 - h) The exact time of the report;
 - i) The agency receiving the report; and
 - j) The individual receiving the report.
4. The original of the form shall be forwarded via registered mail to the agency receiving the report.
5. Copies of the form will be maintained in a single secure location within the school by the administrator or counselor. This copy shall also include any known agency response to the report, including the time and date and the individual making the response. The only purpose for maintaining records of child abuse or neglect is to provide evidence that a report was filed, and for no other reason.
6. Monthly summaries of report activities shall be submitted to the Director of Special Services.

- ~~7. All information concerning reports and investigations are confidential, and nothing in sections 2-7 of this regulation shall be construed to allow violation of that confidentiality.~~
- ~~8. Any teacher, school nurse, health technician, psychologist, or administrator shall offer any assistance needed by the administrator or counselor in making reports.~~
- ~~9. Any counselor, teacher, school nurse, health technician, psychologist or administrator shall, to the best of his/her ability, cooperate and participate in child protection teams if formed.~~
- ~~10. Any counselor, teacher, school nurse, health technician, psychologist, or administrator shall participate, where appropriate, in a systematic approach to the treatment of abused or neglected children when the treatment plan involves the school system and at school social systems of the child.~~
- ~~11. All school employees and volunteers shall cooperate in the investigation by authorized agencies of suspected child abuse and neglect, including permitting or assisting in any interview or photography of the child. The notification of the person responsible for the child's welfare that an interview or other investigative technique has taken place is the responsibility of the designee of the agency investigating and is not to be completed by any school employee or volunteer.~~
- ~~12. The school district shall disseminate this regulation and the school district policy on child abuse and neglect to all employees and volunteers, and make available to all employees and volunteers the related statutes.~~
- ~~13. Nothing in this regulation is intended to prevent a direct report by any employee or volunteer of a suspected child abuse or neglect to an agency which provides services or law enforcement agency; nothing in this regulation is intended to cause those employees legally required to report (nurse, psychologist, emergency medical technician, social worker, administrator, teacher, librarian, or counselor) who have made a direct report to an agency to also make the report through the school district protocol.~~
- ~~14. Any employee or volunteer who fails to report sexual misconduct, abuse, or neglect as provided by this regulation will be subject to discipline. Any employee or volunteer who knowingly and willfully violates the provisions of NRS 432B.220 concerning reports of sexual misconduct, abuse, or neglect is guilty of a misdemeanor (see NRS 432B.240).~~
- ~~15. Immunity from civil or criminal liability extends to school district employees and volunteers who in good faith make mandatory reports or perform other acts set forth under NRS 432B. See NRS 432B.160 for details and exceptions.~~
- ~~16. A copy of the *Report of Suspected Child Abuse or Neglect* form is attached.~~

CHILD ABUSE AND NEGLECT REPORTING FORM

Name(s) of child(ren) involved:

Birthdate(s) and age(s):

1. _____
2. _____
3. _____
4. _____
5. _____

1. _____
2. _____
3. _____
4. _____
5. _____

Current whereabouts _____ Phone # _____

Father's name _____ Address _____ Phone _____

Mother's name _____ Address _____ Phone _____

Siblings' names (if not listed above)

Birthdate(s) or age(s)

1. _____
2. _____
3. _____

1. _____
2. _____
3. _____

Date abuse/neglect occurred _____ Dates observed abuse/neglect _____

Type of abuse/neglect _____

Person inflicting/causing abuse/neglect _____

Reported by: Name _____ Address _____ Phone _____

Title or relationship to child of person reporting _____

Seen by doctor: Yes No Name and address _____

Action taken and comments: _____

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
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 first 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 recently passed laws. 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 changes in LCSD Policy GBBB is the striking of “could” to “may” to match legal document language better.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBB: Employee Dating.pdf

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

EMPLOYEE DATING

The District recognizes that an environment where employees maintain clear boundaries between personal and workplace interactions is most effective for conducting business. This policy does not prevent the development of friendships or romantic relationships between employees. However, employees in supervisory/managerial positions are precluded from having a romantic relationship with any subordinate employee.

DRAFT

Policy #GBBB
Revised ~~11/24/15~~ 10/22/24

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 **could** **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 a subordinate employee. Employees employed in supervisory/managerial positions need to be cognizant of their status as role models, their access to sensitive information, and their ability to influence others.

Violation of this policy **could** **may** result in disciplinary action up to and including termination.

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: Revisions to LCSD Board Policy GBBC: Employee Bullying

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GBBC: Employee Bullying as a first 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 revisions of LCSD Policy GBBC now includes volunteers of the District in the prohibition of bullying. It also matches the new NRS language which eliminates the need of calling out harassment, intimidation, and discrimination separately from bullying. Further, it distinguishes this policy from LCSD Board Policy AB: Nondiscrimination on the Basis of Sex Under Title IX.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBC: Employee Bullying.pdf

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

PROHIBITED CONDUCT:

EMPLOYEE BULLYING, HARASSMENT, INTIMIDATION AND DISCRIMINATION

The District is committed to a safe and respectful learning and work environment free from bullying, cyber bullying, harassment, intimidation and discrimination. This policy applies to all persons involved in the operation of the District and prohibits bullying, harassment, discrimination, and retaliation by any member of the Board of Trustees, any employee of the District, including, without limitation, an administrator, principal, teacher, or other staff member or supervisors and coworkers, volunteers, customers or clients of the District, and any vendor or other service provider with whom the District has a business relationship from engaging in bullying. The District will not tolerate instances of bullying, harassment, discrimination, or retaliation whether or not such behavior meets the threshold of prohibited conduct/behavior(s). While single incidents of alleged harassment, discrimination, or retaliation may not be sufficiently severe or pervasive to rise to the level of being a violation of the law, the District nevertheless prohibits such conduct/behavior(s) and may impose appropriate disciplinary action against any employee engaging in such promptly investigate allegations and will take disciplinary action when appropriate.

If the alleged bullying, cyber bullying or harassment could constitute sexual harassment under Title IX, the Nondiscrimination on the Basis of Sex Under Title IX policy AB policy and administrative regulations apply rather than the Employee Bullying policy GBBC policy and administrative regulations.¹ Because the school district must respond with specific steps whenever any employee has notice of sexual harassment under Title IX, all school employees are required to report possible incidents of sexual harassment directly to the District's Title IX Coordinator, **as soon as practicable, but not later than a time during the same day on which the employee became aware of an incident of sexual harassment, including allegations of sexual harassment. Reports by school district employees must be made by in person, by telephone, and/or by email to the school district's Title IX Coordinator as follows:**

Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800
bhogan@lyoncsd.org

¹Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:

- a. A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo); or
- b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or
- c. Sexual assault as defined in the federal Clery Act or dating violence, domestic violence, or stalking as defined in the federal Violence Against Women Act.

The school district's Title IX Coordinator will assist the employee to determine whether the allegation could constitute sexual harassment under Title IX, in which case Board Policy AB will be followed rather than Board Policy GBBC. It is the intent of this policy that all persons in employees and volunteers of the school district are entitled to maintain their own beliefs and to disagree respectfully without resorting to violence, or bullying, cyber-bullying, harassment, intimidation and/or discrimination. This policy does not advocate nor require the acceptance of differing beliefs in a manner that would inhibit the freedom of expression, but does require that all persons with differing beliefs be free from bullying, harassment and abuse.

The superintendent and staff shall use all reasonable means to inform employees, and volunteers and parents/guardians that the District will not tolerate bullying, cyber-bullying, harassment, discrimination, or intimidation. The superintendent will provide for the appropriate training of all personnel employees and volunteers employed by this District, volunteers and parents/guardians.

The District prohibits retaliation against any employees or volunteers because he or she has they made a report of prohibited conduct in accordance with this policy bullying or because he or she has they testified, assisted, or participated in the investigation of such a report. Such retaliation is a violation of this policy prohibiting bullying and the District will take disciplinary action when appropriate. This policy applies to all employees, including full- or part-time, casual/temporary/seasonal, elected officials, as well as volunteers and contract employees, and anyone else on the District's property.

Legal Reference: NRS 200.571, NRS 388.122

***PROHIBITED CONDUCT: EMPLOYEE BULLYING, HARASSMENT, INTIMIDATION
AND DISCRIMINATION - ADMINISTRATIVE REGULATIONS***

1. Equal Employment Opportunity Officer Designated

The primary responsibility for ensuring fair employment practices for the District are promoted and adhered to is assigned to the District's designated Equal Employment Opportunity (EEO) Officer. The District's designated EEO Officer will also serve as the Americans with Disabilities Act (ADA) Coordinator, unless otherwise noted, and as such, also has responsibility for coordinating the District's compliance with federal and state disability laws. The designated EEO Officer for District is the Director of Human Resources. The name and work telephone number of the individual designated will be posted on bulletin boards at District work sites.

2. 1. Implementation of Policy

The District will not tolerate instances any form of bullying, harassment, discrimination, or retaliation whether or not such behavior meets the threshold of prohibited conduct/behavior(s). The District defines bullying as repeated mistreatment of one or more persons by one or more perpetrators that takes one of the following forms:

- Verbal abuse or mistreatment;
- Offensive conduct/behaviors (including nonverbal, physical, and cyberbullying) which are threatening, humiliating, or intimidating, or
- Work interferences, such as sabotage, which prevents work from getting done.

Bullying does not include expressions, acts, or gestures which are engaged in as part of a mutual disagreement or conflict.

3. Definitions:

Bullying: repeated mistreatment of one or more persons by one or more perpetrators that takes one of the following forms: Verbal abuse; Offensive conduct/behaviors (including nonverbal, physical, and cyber-bullying) which are threatening, humiliating, or intimidating, or work interferences, such as sabotage, which prevents work from getting done. The definition of "bullying" excludes acts, gestures and expressions which are engaged in as part of a mutual disagreement or conflict.

Harassment: unwanted conduct/behavior(s) harasses, disrupts, or interferes with another's work performance or that creates an intimidating, offensive, or hostile environment based on that person's race, color, religion, age, gender, pregnancy, sexual orientation, national origin, ancestry, disability, veteran status, domestic partnership, genetic information,

gender identity or expression, political affiliation, or membership in the Nevada National Guard, or any other class that becomes protected by federal and/or state law.

Discrimination: Distinguishing treatment of an individual based on their actual or perceived membership in a certain group or category, in a way that explicitly or implicitly affects an individual's employment, prevents or denies equal access to programs or benefits; unreasonably interferes with an individual's work performance; or creates an intimidating, hostile or offensive educational or work environment.

4. 2. Purpose

The purpose of this policy is to communicate to all employees, including supervisors and managers, that the District will not tolerate any form of bullying, harassment, or discrimination, including any conduct/behavior(s) on the part of employees, volunteers, clients, customers, vendors, contractors, etc., that impairs an employee's ability to perform his/her duties. Employees found in violation of this policy may be subject to disciplinary action, up to and including termination.

5. 3. Prohibited Conduct/Behavior(s)

Examples of prohibited conduct/behavior(s) include, but are not limited to The District considers the following types of behavior/conduct examples of bullying (this list is not all-inclusive):

- a. Verbal Bullying including: Offensive verbal communication including slurs, jokes, epithets, derogatory comments, degrading or suggestive words or comments, unwanted sexual advances, invitations, slandering, ridiculing or maligning an employee or his/her an employee's family; persistent name calling which is hurtful, insulting, or humiliating; yelling, screaming, and cursing; chronic teasing; belittling opinions or constant criticism.
- b. Physical Bullying including: Unwanted physical contact including brushing up against someone in an offensive manner, unwanted touching, impeding or blocking normal movement, pushing, shoving, kicking, poking, tripping, assault or threat of physical assault, damage to an employee's work area or property.
- c. Nonverbal Bullying including: Offensive gestures, expressions, and graphics including leering, obscene hand, finger, or body gestures, offensive drawings, derogatory posters, photographs, or cartoons, displaying sexually suggestive objects or pictures, nonverbal threatening gestures or glances which convey threatening messages; threatening actions; socially or physically excluding or disregarding a person in a work-related activity.

d. ~~Online/Digital Cyberbullying:~~ Any unwanted digital communication that is offensive or threatening in manner, including repeatedly tormenting, threatening, harassing, humiliating, embarrassing, or otherwise targeting an employee using email, instant messaging, text messaging, social media, or any other type of digital technology.

e. Workplace Interference: including Sabotaging which prevents work from getting done; deliberately tampering with an ~~person~~ employee's work area or property; unreasonably assigning menial tasks outside of a person's normal job duties.

f. Expectations, requests, demands, or pressure for sexual favors.

g. Harassment: Unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability or genetic information.

h. Harassment becomes unlawful where 1) enduring the offensive conduct becomes a condition of continued employment, or 2) the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. Anti-discrimination laws also prohibit harassment against individuals in retaliation for filing a discrimination charge, testifying, or participating in any way in an investigation, proceeding, or lawsuit under these laws; or opposing employment practices that they reasonably believe discriminate against individuals, in violation of these laws.

i. Petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of illegality. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to reasonable people.

j. Offensive conduct may include, but is not limited to, offensive jokes, slurs, epithets or name-calling, physical assaults or threats, intimidation, ridicule or mockery, insults or put-downs, offensive objects or pictures, and interference with work performance.

If the alleged bullying could constitute sexual harassment under Title IX, the Nondiscrimination on the Basis of Sex Under Title IX policy AB and administrative regulations apply rather than the Employee Bullying policy GBBC and administrative regulations.

Harassment can occur in a variety of circumstances, including, but not limited to, the following:

1. The harasser can be the victim's supervisor, a supervisor in another area, an agent of the employer, a co-worker, or a non-employee.

2. The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct.

3. Unlawful harassment may occur without economic injury to, or discharge of, the victim.

4. Sexual Harassment: Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of this conduct explicitly or implicitly affects an individual's ability to receive an education, unreasonably interferes with an individual's educational performance or creates an intimidating, hostile or offensive educational environment. The term sexual harassment includes sexual violence under Title IX.

5. Intimidation: Intentional behavior that would cause an ordinary person to fear harm or injury.

Other Definitions

Protected Classes: Race, color, national origin or ethnic group identification, marital status, ancestry, sex, sexual orientation, gender identity or expression, genetic information, religion, age, mental or physical disability, military or veteran's status.

"Disability" means, with respect to a person: 1) a physical or mental impairment that substantially limits one or more of the major life activities of the person, including, without limitation, the human immunodeficiency virus; 2) a record of such an impairment; or 3) being regarded as having such an impairment.

"Gender identity or expression" means a gender-related identity, appearance, expression or behavior of a person, regardless of the person's assigned sex at birth.

"Sexual orientation" means having or being perceived as having an orientation for heterosexuality, homosexuality or bisexuality.

An "adverse employment action" has been defined in the Ninth Circuit Court of Appeals as "any adverse treatment that is based on a retaliatory motive and is reasonably likely to deter the charging party [an employee] from engaging in protected activity." *Ray v. Henderson*, 217 F.3d 1234, 1242-43 (9th Cir. 2000) Examples of adverse employment actions include termination of employment, demotion evidenced by a decrease in wage or salary, a less distinguished title, a material loss of benefits or diminished responsibilities. Not every disagreeable workplace action constitutes retaliation; rather, retaliation must produce an injury or harm. *Aki v. Univ. of California Lawrence Berkeley Nat'l Lab.*, 74 F. Supp. 3d 1163, 1181 (N.D. Cal. 2014) (citations and quotations omitted.)

4. Dealing with Allegations of Prohibited Conduct/Behavior(s) Bullying

- Process (See Policy GL: Staff Complaints)

Employees or applicants who believe they are being subjected to any form of prohibited conduct/behavior(s) as described in this policy/regulation **bullied** by another (e.g., employee, **student, parent,** volunteer, vendor, contractor **of the District**), as well as those who believe they have witnessed another employee, volunteer, customer, or member of the public being subjected to **prohibited bullying** behavior have an affirmative duty to bring the situation to the attention of the administrator/supervisor. **Employees covered by a collective bargaining agreement may opt to use the process described in this policy/regulation or in an applicable grievance procedure delineated by their collective bargaining agreement, but may not use both.**

SPECIAL NOTE REGARDING SEXUAL HARASSMENT UNDER TITLE IX:

If the alleged bullying, cyber bullying, or harassment could constitute sexual harassment under Title IX, the AB policy and administrative regulations apply rather than the GBBC policy and administrative regulations.² Because the school district must respond with specific steps whenever any employee has notice of sexual harassment under Title IX, all school employees are required to report possible incidents of sexual harassment to the District's Title IX Coordinator, as soon as practicable, but not later than a time during the same day on which the employee became aware of sexual harassment, including allegations of sexual harassment. Reports by school district employees must be made by in person, by telephone, and/or by email to the school district's Title IX Coordinator as follows:

Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800
dhuckaby@lyoncsd.org

The school district's Title IX Coordinator will assist the employee to determine whether the allegation could constitute sexual harassment under Title IX, in which case Board Policy AB will be followed rather than Board Policy GBBC.

²Sexual harassment is defined under the federal Title IX regulations as conduct on the basis of sex that satisfies one or more of the following:

a. A school employee conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo); or

~~b. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school district's education program or activity; or~~

~~e. Sexual assault as defined in the federal Clery Act, or dating violence, domestic violence, or stalking as defined in the federal Violence Against Women Act.~~

- Employee Responsibilities

Employees who believe they personally are being or have been subjected to ~~prohibited conduct/behavior(s)~~ **bullying** and/or are the target of any form of ~~prohibited conduct/behavior(s)~~ **bullying**, or have witnessed any other employee being subjected to these behaviors should immediately:

1) Identify the offensive behavior to the alleged offender and request that the behavior cease.

Note: An employee is NOT required to talk directly to the alleged offender or to the employee's supervisor. It is critical, however, that the employee contact one of the individuals listed in sections 2 or 3 below if ~~s/he~~ **they** believes ~~s/he~~ **they are** ~~is~~ being targeted or ~~has~~ **have** witnessed what the employee believes to be ~~prohibited conduct/behavior(s)~~ **bullying** directed to or committed by another employee(s), client(s), customer(s), vendor(s), volunteer(s), contractor(s), etc.

2) If the employee feels uncomfortable in speaking directly to the alleged offender or if the employee requested the ~~prohibited conduct/behavior(s)~~ to **bullying** cease, but the request did not produce the results desired, the employee should report the ~~prohibited conduct/behavior(s)~~ **alleged bullying** as soon as possible to any administrator or manager/supervisor, ~~the~~ District's designated EEO Officer (**Executive Director of Human Resources**), or to the ~~HR Representative~~ **alternate EEO Officer (Employee Relations Administrator)**.

3) Employees who believe the EEO Officer has engaged in ~~prohibited conduct/behavior(s)~~ **alleged bullying** should bring such concerns to the attention of the Superintendent or designee. The Superintendent will designate an objective person to conduct an investigation of such allegations.

4) An employee who witnesses or obtains information regarding ~~prohibited conduct/behavior(s)~~ **alleged bullying** by ~~his/her~~ **their** immediate supervisor is required to report the incident to the administrator, EEO Officer, or ~~HR Representative~~ **alternate EEO Officer**.

5) Applicants who have concerns regarding violations of this policy are encouraged to contact the designated EEO Officer or the alternate.

- Administrator/Supervisor Responsibilities

Regardless of whether the employee involved is in the administrator's or manager's/supervisor's department and regardless of how ~~s/he~~ they became aware of the alleged prohibited conduct/behavior(s), all administrators or managers/supervisors must immediately report all allegations, complaints or observations of such prohibited conduct/behavior(s) to the EEO Officer. The information reported must include:

1. The persons(s) involved, including all witnesses.
2. A written record of specific conversations held with the accused and any witnesses.
3. All pertinent facts, including date(s), time(s), and locations(s).

An ~~administrator's or manager's/supervisor's failure to immediately report such activities, complaints, or allegations will result in discipline, up to and an~~ administrator/supervisor is required to report this information to the District's EEO Officer, or the ~~Director of Human Resources~~ alternate EEO Officer immediately ~~including possible termination.~~

- Investigation

Upon being made aware of allegations or complaints of ~~prohibited conduct/behavior(s)~~ bullying, the District will ensure that such allegations or complaints are investigated ~~within three (3) days where deemed necessary. The District treats all allegations or complaints seriously and requires all employees to be candid and truthful during the investigation process.~~

The District will make efforts to ensure that all investigations are kept as confidential as reasonably possible. ~~Employees will be requested to refrain from discussing the subject content with others, particularly while the investigation is in progress. Employees shall be required, upon request, to provide information to regulatory agencies.~~ The District will release information obtained only to those individuals ~~involved in the investigation and the administration of the complaint~~ with a ~~business~~ need-to-know business or involved in the investigation and the administration of the complaint, or as required by law.

~~The District will communicate to the individual who made the initial complaint, as well as the individual against whom the complaint was made, that the investigation is completed and appropriate action, if any, has been taken.~~

~~If evidence arises that a participant in the investigation made intentionally false statements, that employee will be disciplined, up to and including possible termination.~~

If it is determined that a violation of this policy/regulation has occurred, the District will take corrective action against the violator commensurate with the severity of the offense. Such corrective action may include, but is not limited to, counseling, verbal warning, written reprimand, pay reduction, transfer, demotion, suspension without pay, or termination. The District will also initiate action to deter any future prohibited conduct/behavior(s) from occurring.

With regard to disability related complaints, the EEO Officer shall propose a resolution to the complaint based upon the findings of such investigation. Such resolution will include reasonable accommodation when the District determines that such a reasonable accommodation can be provided.

Upon being made aware of allegations or complaints of bullying, the District will ensure that such allegations or complaints are investigated where deemed necessary.

The District will make efforts to ensure that all investigations are kept as confidential as reasonably possible. The District will release information obtained only to those individuals with need to know business or involved in the investigation and the administration of the complaint, or as required by law.

The individual who made the initial complaint, as well as the individual against whom the complaint was made, will be made aware that the investigation is completed and appropriate action, if any, has been taken.

If it is determined that bullying, harassment, intimidation or discrimination has occurred, the District will take appropriate action. The District will also initiate action to deter any future prohibited conduct/behavior(s) **bullying** from occurring.

Training

The District will provide training to all employees on the prevention of discrimination and prohibited conduct/behavior(s) in the workplace. The District will provide new employees a copy of this policy/regulation upon hire and discuss the contents during the new hire orientation process. New employees will participate in training on the prevention of discrimination and prohibited conduct/behavior(s). A copy of this policy/regulation will be made available to applicants upon request.

5. Prohibition Against Retaliation

Retaliation is an adverse employment action against the employee based upon a protected activity, i.e. Filing a complaint or being a witness in an investigation. The District will not tolerate any retaliation by management or by any other employee against an employees who exercises his/her rights under this policy. The District will not tolerate any retaliation by administrators/supervisors or coworkers against an employee who exercises his/her rights under this policy. Any employee who believes s/he has they have been retaliated or discriminated against in any manner whatsoever as a result of having filed a complaint, assisted another employee in filing a complaint, or participated in an investigative process should notify the EEO Officer or the Director of Human Resources alternate EEO Officer immediately. The District will promptly investigate and deal appropriately with any allegation of retaliation.

DRAFT

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: New LCSD Board Policy GBBCA: Genetic Information Nondiscrimination Act

Recommendation

That the Board of Trustees approve the new LCSD Board Policy GBBCA: Genetic Information Nondiscrimination Act as a first 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. LCSD Policy GBBCA is new policy required because of the federal Genetic Information Nondiscrimination Act (GINA). Simply it prohibits the district from collecting genetic information from employees.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBCA: Genetic Information Nondiscrimination Act.pdf

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

GENETIC INFORMATION NONDISCRIMINATION ACT (GINA)

When requiring employees or applicants to see a health care provider for work-related medical exams, pre-employment physicals, ADA accommodations, fitness-for-duty exams, or similar work-related medical exams, the District must state to the applicant, employee, AND the health care provider that no genetic information is sought by or to be relayed to the District.

DRAFT

Policy #GBBCA
Adopted 10/22/24

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
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

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 changes in LCSD Policy GBBD is the clarification of a *reasonable* accommodation where the need for such is known by the District, and the applicant or employee requests such reasonable accommodation.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBD: Employment Disabilities.pdf

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

EMPLOYMENT DISABILITIES

The Lyon County School District recognizes that the preceding sections of its personnel policies relating to fair employment practices encompass its commitment to fair and equitable treatment of all employees and applicants, including those with disabilities. The District also recognizes that there are particular issues relating to individuals with disabilities that must be individually addressed. The District acknowledges its responsibility to ensure that individuals in the workplace can efficiently and safely perform the essential functions of their jobs without posing a direct threat to themselves and others.

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), as amended 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 disability impairment, history of disability impairment, or perceived disability 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 him/herself oneself or others.

References: NRS 613.310-435, 281.370, and 233.010

Policy #GBBD
Revised 9/25/18 10/22/24

EMPLOYEE MENT DISABILITIES - ADMINISTRATIVE REGULATIONS

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 is being regarded as having such an impairment. Major life activities include, but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, concentrating, thinking, communicating, reading, sitting, reaching, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, bowel, bladder, neurological, brain, genitourinary, cardiovascular, hemic, lymphatic, musculoskeletal, respiratory, circulatory, endocrine, and reproductive functions.

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.

The District's restrictions regarding disability-related inquiries and medical examinations apply to all employees/applicants, whether or not they have disabilities. A disability related question to an applicant may be a violation of law, even though the applicant may not have a disability.

The District may require the employee to provide a fitness-for-duty certification from an appropriate medical health care provider whenever the District has reason to believe the employee may be unable to perform the essential functions of his/her the job, or pose a direct threat to themselves oneself or to others, and 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, 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.

b. Accommodation for Employees

~~When the District has some objective reason to believe an employee may need some type of accommodation to perform his/her essential job functions, the District must initiate an interactive process with the employee to find out what accommodation the employee might need. Also, whenever an employee approaches his/her supervisor, the District's ADA Coordinator, or any other manager within the District requesting some type of accommodation, the District will initiate the interactive process.~~ 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. ~~Upon learning of the employee's request for accommodation, the ADA Coordinator~~ who shall arrange to meet with the administrator or manager/supervisor and the employee to discuss ~~his/her the~~ accommodation request, the need for any reasonable documentation ~~of the disability and~~ 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.

~~5. Requirements of Other Laws~~

The District may make disability-related inquiries and require medical exams that are required or necessitated by applicable laws or regulations; e.g., federal safety regulations, OSHA requirements, etc.

DRAFT

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: New LCSD Board Policy GBBDA:
Reasonable Accommodation For Victims Of Domestic Violence Or Sexual Assault

Recommendation

That the Board of Trustees approve the new LCSD Board Policy GBBDA: Reasonable Accommodation For Victims Of Domestic Violence Or Sexual Assault as a first 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 new Policy GBBDA is to comply proactively with the applicable employment provisions of discrimination laws, including NRS 613. Specifically, the policy provides for reasonable accommodations to employees who are victims of domestic violence or sexual assault, or whose family or household members are victims of domestic violence or sexual assault.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBDA: Reasonable Accommodation For Victims Of Domestic Violence Or Sexual Assault.pdf

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

REASONABLE ACCOMMODATION FOR VICTIMS OF DOMESTIC VIOLENCE OR SEXUAL ASSAULT

It is the District’s policy to comply proactively with the applicable employment provisions of discrimination laws, including NRS 613, which set forth requirements for employers, absent creating an undue hardship, to provide reasonable accommodation to employees who are victims of domestic violence or sexual assault, or whose family or household members are victims of domestic violence or sexual assault. For the purpose of this policy, “family or household members” include the employee’s spouse, domestic partner, minor child, or parent or other adult person who is related within the first degree of consanguinity or affinity to the employee, or other adult person who is or was actually residing with the employee at the time of the act which constitutes domestic violence or sexual assault.

Reference: NRS 613

DRAFT

Policy #GBBDA
Adopted 10/22/24

REASONABLE ACCOMMODATION FOR VICTIMS OF DOMESTIC VIOLENCE OR
SEXUAL ASSAULT - ADMINISTRATIVE REGULATIONS

1. Accommodation

Whenever a manager or supervisor becomes aware that an employee has a need for an accommodation due to domestic violence or sexual assault, the manager/supervisor should promptly notify the EEO Officer (Executive Director of Human Resources). The District is committed to provide *reasonable* accommodations as provided in the *Accommodation Process* section under LCSD Board Policy GBBD: *Employment Disabilities*.

2. Prohibitions

The District will not discharge, discipline, discriminate against, in any manner, or deny employment or promotion to, or threaten to take any such action against an employee because:

- The employee requested accommodation pursuant to this policy, or
- An act of domestic violence or sexual assault was committed against the employee at the workplace.

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintended
Re: New LCSD Board Policy GBBDB:
Pregnancy, Childbirth, and Related Medical Conditions

Recommendation

The Board of Trustees approve the new LCSD Board Policy GBBDB: Pregnancy, Childbirth, and Related Medical Conditions as a first 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 passed laws. 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 new Policy GBBDB is required by federal law and the Nevada Pregnant Workers' Fairness Act (NPWFA). The District will provide reasonable accommodations for a condition of the employee relating to pregnancy, childbirth, or related medical conditions.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

Lyon County School District Board Policy GBBDB: Pregnancy, Childbirth, and Related Medical Conditions.pdf

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

PREGNANCY, CHILDBIRTH, AND RELATED MEDICAL CONDITIONS

As required by federal law and the Nevada Pregnant Workers' Fairness Act (NPWFA), the District is committed to provide reasonable accommodation, as listed in the *Accommodation Process* section under Employment Disabilities, whenever a female employee/applicant requests an accommodation for a condition of the employee relating to pregnancy, childbirth, or a related medical condition, provided the individual is otherwise qualified to perform the essential functions of the assigned job, absent undue hardship.

DRAFT

Policy #GBBDB
Adopted 10/22/24

**PREGNANCY, CHILDBIRTH, AND RELATED MEDICAL CONDITIONS -
ADMINISTRATIVE REGULATIONS**

1. Accommodation

Whenever a manager/supervisor becomes aware that an employee has a need for an accommodation due to pregnancy, childbirth, or related medical conditions, the manager/supervisor should promptly notify the EEO Officer (Executive Director of Human Resources). The District is committed to provide reasonable accommodation, as listed in the *Accommodation Process* section, under Employment Disabilities.

2. Prohibitions

The District will not:

- Take adverse employment action against an employee because the employee requests or uses a reasonable accommodation.
- Deny an employment opportunity to an otherwise qualified applicant because they have requested a reasonable accommodation.
- Require an employee or applicant to accept an accommodation she did not request or chooses not to accept.
- Require an employee to take leave if a reasonable accommodation is available that would allow the employee to continue working.

3. Notice Requirements

This policy complies with the District's obligation to provide a written or electronic notice to all new employees upon commencement of employment that they have the right to be free from discriminatory or unlawful employment practices as well as the right to a reasonable accommodation for a condition of the employee relating to pregnancy, childbirth, or related medical condition. This notice will be provided within ten days after an employee notifies her immediate supervisor that she is pregnant. This notice will also be posted at conspicuous locations that are accessible to employees.

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim, Superintendent
Re: Revisions to LCSD Board Policy GA: General Provisions

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GA: General Provisions 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 changes in LCSD Board Policy GA are the addition of administrative regulations which clarify each employee's responsibility of familiarizing themselves with the policies and signing an acknowledgment form indicating such. Additionally, it clarifies the district's responsibility of making all personnel policies available to employees.

Budget Considerations

None

Discussed at Previous Meeting

August 27, 2024 first reading

Attachment

Policy GA: General Provisions revised

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

PERSONNEL POLICY GENERAL PROVISIONS

These policies are established to carry out the intent of the District to adopt uniform personnel policies that will enable each employee of the District to make **his/her** the fullest contribution to the programs and services provided by the District. Each employee is responsible for reviewing and complying with the District's personnel policies.

The District retains the sole right to manage its affairs and direct its workforce within the existing framework of law (national, state, and local), but not limited to the right to plan, direct, and control its operations: to determine the location of its facilities; to determine working hours; to decide the types of services to be provided and the manner of providing them; to decide the work to be performed; to decide the method and place of providing its services; to determine the schedules of work; to hire, layoff, assign, transfer, and promote employees; to determine the qualifications of employees; to determine and re-determine job content; to determine the starting and quitting times; to make such reasonable rules and regulations not in conflict with any collective bargaining agreement, as it may from time to time deem best for the purpose of maintaining order, safety, and/or effective operations of its facilities and to require compliance therewith by employees; to discipline and discharge employees for cause. These management rights are not subject to the dispute resolution/grievance procedure except as may be provided in a collective bargaining agreement.

The contents of these policies do not constitute a contract of employment and should not be construed as a guarantee of continued employment with the District. In cases where application of these policies would conflict with a collective bargaining agreement that is in effect between a recognized employee organization and the District, the provisions of the collective bargaining agreement shall govern. In all other cases, these policies shall govern. Nothing in these policies is intended to supersede applicable state or federal laws or regulations related to personnel matters.

PERSONNEL POLICY GENERAL PROVISIONS - ADMINISTRATIVE REGULATIONS

The District reserves the right to change these personnel policies at any time. Nothing contained in these policies is intended to confer any property right in continued employment or imply a contract of employment.

All employees of the District are expected to read and familiarize themselves with the contents of these policies, including definitions. After receiving and reviewing these policies, each employee must sign and return an acknowledgment form to the Lyon County School District Human Resources Department for inclusion into the employee's master personnel file. Employees who fail to comply with these policies may be subject to disciplinary action, up to and including termination.

All changes, revisions, additions, and notices of deletions to these policies will be made available to all employees.

DRAFT

Lyon County School District Board Memo

Date: September 24, 2024
To: Board of School Trustees
From: Tim, Superintendent
Re: Revisions to LCSD Board Policy GAB: Personnel Files

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GAB: Personnel Files 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 changes in LCSD Board Policy GAB is revised verbiage for clarity of the District's policy to operate effectively and efficiently in a manner that encourages transparency in government in compliance with all applicable laws, and in so doing protecting the confidential information from disclosure to the extent allowed by law, specifically but without limitation Nevada's Public Records Act.

Budget Considerations

None

Discussed at Previous Meeting

August 27, 2024 first reading

Attachment

Policy GAB: Personnel Files revised

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

PERSONNEL FILES

The Lyon County School District will maintain a master personnel file for each employee in the District Office. The Superintendent or their designee will be the records manager for personnel files and will have the overall responsibility for maintaining and preserving the confidentiality of the files. An employee's supervisor or manager may elect to maintain a duplicate copy of the documents; however, this does not supersede or eliminate the need for the District to maintain the master personnel file. At the time of hire, each new employee will complete all government-required documentation, all District-required documentation, and, when applicable, documentation pertaining to such matters as benefit plans enrollment and beneficiary designations. Where required, the employee has the responsibility to provide a copy of his/her driver's license or other required license or certificate.

It is the responsibility of each employee to keep the District informed, in writing, of changes in physical or mailing address, telephone number, name, or any other information relating to employment status.

The contents for each employee's personnel file should include, at a minimum, the following:

1. Job description
2. Position's exempt/non-exempt status
3. Job application/résumé
4. Job offer letter (Certified personnel only)
5. Employment contract/any agreement between the employee and the District
6. Signed acknowledgments, including receipt of the District's policies and procedures, new employee orientation checklist, and related documents
7. Enrollment documentation for District-sponsored benefits
8. Emergency contact information
9. Authorizations for release of information signed by employee
10. Salary history record, including rates of pay and other forms of compensation
11. Employment history of positions held including promotion, demotion, transfer, layoff, and termination
12. Training/education records including college transcripts
13. Performance evaluations
14. Performance improvement plan, letters of instruction, and reports of coaching/counseling session
15. Documentation of oral reprimand, written reprimand, disciplinary notices and documents
16. Letters of recognition, commendation, and congratulations
17. COBRA notice (if employee was covered by District-provided insurance)

18. Exit interview (unless confidentiality was guaranteed)

The personnel file should not include any of the following:

1. Grievances or responses to grievances
2. I-9 immigration form, W-4 tax form or other supporting documents
3. General correspondence
4. Any document which describes a medical or psychological condition of the employee or any other individual. For positions designated "safety sensitive" by the District, necessary employee medical documentation will be kept in a separate confidential file with access restricted to those with a business "need to know".
5. Investigation reports and supporting documents. These reports will be kept in a separate confidential file with access restricted to those with a business "need to know".
6. Employment examination results beyond testing required by the District to meet minimum qualifications for the position in which they are employed.
7. Employment interview questionnaires and supporting materials, including comment sheets and notes made by the interview panel.

The Lyon County School District maintains job-related information for each employee throughout the course of employment. It is District's policy to operate effectively and efficiently, in a manner that encourages transparency in government in compliance with all applicable laws, and in so doing to protect confidential information from disclosure to the extent allowed by law. As such, it is the District's policy that personnel files are confidential to the extent such files contain personal information subject to a nontrivial privacy interest, including specifically but without limitation Nevada's Public Records Act (NPRA). Such information is subject to nondisclosure. To that end, the District strives to maintain accurate and complete personnel records. Employees must promptly notify the District of any changes to their personal information, such as address, telephone number, legal name, marital status, and number of dependents. Records are retained and destroyed in accordance with District policies and schedules published by the Nevada State Library, Archives and Public Records as well as other applicable laws governing record retention.

The types of files which may be maintained include:

- General employee personnel records such as application/résumé, job offer letter(s) or contract(s), job description, signed acknowledgment forms and/or agreements, performance records, disciplinary documentation, training records, and other job-related documents.
- Documents related to recruitment and selection for each position filled such as job announcements, applications and résumés, and interview questions and notes.

- Information regarding an applicant's background such as reference checks, conviction records, and credit histories.
- Form I-9 for each employee (and supporting documentation, if retained).
- Records related to pay including but not limited to timesheets, attendance records, payroll records, tax records (including W-4 forms), payroll deductions, direct deposit information, and wage garnishments.
- Files related to safety including but not limited to: safety training records; occupational injury and illness reports; workers' compensation reports (no names listed); and reports related to exposure to toxic substances and/or blood-borne pathogens.
- Information regarding medical or psychological conditions or diagnoses such as doctor's note, Family and Medical Leave Act (FMLA) forms, workers' compensation forms, and drug/alcohol test results.
- Documents related to an investigation including copies of complaints, investigation reports, witness statements, investigation notes, notices given to employees, and other related documents.
- Documents related to a grievance including, but not limited to copies of grievance form; employee's request/appeal for grievance; witness statements and interview notes; copies of each response to the grievance from the organization; copies of requests from employee/union to advance the grievance to the next level in the appeals process; copies of all correspondence sent/received regarding processing the grievance; and other related documents.

The District will maintain a master personnel file for each employee in the District Administration Office. The Superintendent/designee will be the records manager for personnel files and will have the overall responsibility for maintaining and preserving the confidentiality of the files. An employee's supervisor or manager may elect to maintain a duplicate copy of the documents; however, this does not supersede or eliminate the need for the District to maintain the master personnel file maintained at the District Administration Office.

All personnel records will be considered confidential and not open to public inspection, and access to files will be governed by the provisions of Policy GAC: Confidential Information.

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim, Superintendent
Re: Revisions to LCSD Board Policy GABA: Employee Access to Personnel Files

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GABA: Employee Access to Personnel Files 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 changes in LCSD Board Policy GABA is revised language on employees viewing the contents of their own master personnel file upon request as provided in Policy GAC – Confidential Information.

Budget Considerations

None

Discussed at Previous Meeting

August 27, 2024 first reading

Attachment

Policy GABA: Employee Access to Personnel Files revised

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

EMPLOYEE ACCESS TO PERSONNEL FILES

An ~~e~~Employee may view the contents of his/her ~~his/her~~ **their own master** personnel file upon request as provided in Policy GAC – Confidential Information. All inspections must be conducted in the presence of the Director of Human Resources or their designee. An ~~e~~Employee may make copies of any or all documents in his/her ~~his/her~~ **their master personnel** file, but may not remove any documents from the file. The District will provide only one (1) set of copies to the employee without charge per year. ~~If the employee needs additional copies, s/he will be required to pay for them.~~

Reference: NRS 613.075

DRAFT

Policy #GABA
Revised ~~10/12/10~~ **9/24/24**

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim, Superintendent
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 changes in LCSD Board Policy GABB is revised language for employee file to “master personnel file”. Since removing the negative or derogatory language lives in the Negotiated Agreement, this language was stricken from policy.

Budget Considerations

None

Discussed at Previous Meeting

August 27, 2024 first reading

Attachment

Policy GABB: Negative Information revised

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

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 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 supervisor or manager should be used as a witness to the employee's refusal, and should co-sign the entry along with the originating supervisor. Any negative or derogatory information will be removed from an employee's file no later than three (3) years after its inclusion into the file.

Statements by the employee submitted in rebuttal to adverse material placed in his/her 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.

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim, Superintendent
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 simple changes in LCSD Board Policy GABC is revised to updated language including an employee's residence or telephone number will not be given without authorization signed by the employee.

Budget Considerations

None

Discussed at Previous Meeting

August 27, 2024 first reading

Attachment

Policy GABC: Verification of Employment revised

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

VERIFICATION OF EMPLOYMENT **POLICY**

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 **release** authorization signed by the employee, a court order, or a subpoena).

DRAFT

Policy #GABC
Revised **10/12/10** 9/24/24

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: Revisions to LCSD Board Policy GAC: Confidential Information

Recommendation

That the Board of Trustees approve revisions to LCSD Board Policy GAC: Confidential 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 changes in LCSD Board Policy GAC are revised to define what should and should not be considered confidential information and those who have access to view confidential information.

Budget Considerations

None

Discussed at Previous Meeting

August 27, 2024 first reading

Attachment

Policy GAC: Confidential Information revised

*Respectfully Submitted,
BillieJo Hogan, Executive Director of Human Resources*

CONFIDENTIAL INFORMATION

The District will identify, by Administrative Regulation, the types of personnel information and employment records that it will keep confidential and identify the positions that might appropriately be granted access to such confidential data on a need-to-know or business-related basis.

The Superintendent/designee will identify the confidential information and records and designate what positions will have access to those records and information.

Reference: 29 CFR 1630.14, NRS 239B.030

DRAFT

CONFIDENTIAL INFORMATION - ADMINISTRATIVE REGULATIONS

Identification of Confidential Information

The following types of personnel information and employment records concerning current employees, former employees, and applicants for employment that the District maintains are confidential **are as follows**, without limitation:

Note: This policy has been developed to identify and protect records for internal purposes and is not intended to comply with the NPRA Public records requests which will be evaluated independently on their own merits.

1. All information related to an employment application including, but not limited to, letters of reference, résumés, **or his/her** and status as an applicant for employment.
2. All information that the District received or compiled concerning the qualifications of an applicant or an employee including, but not limited to, reports by employers, law enforcement officials, or other individuals concerning the hiring, promotion, performance, conduct, or background of applicants **or employees**.
3. Ratings, rankings, scoring sheets, or remarks by members of an evaluation board or individual interviewers concerning an applicant, or results received from any testing or employment screening process.
4. Materials used in examinations, including answers, rating guides, score sheets, etc., on any written exam or rating criteria for interviews.
5. Information in an employee's file or record of employment which relates to **his/her** the employee's:
 - a. Performance;
 - b. Conduct, including any proposed or imposed disciplinary action taken;
 - c. Race, color, religion, ethnic identity or affiliation, age, gender, marital status, pregnancy, number and names of dependents, military/veteran status, living arrangements, membership in any organization, sexual orientation, domestic partnership, national origin, ancestry, genetic information, disability, gender identity or expression, political affiliation, date of birth, membership in the Nevada National Guard, or social security number;
 - d. Past or present home address, telephone number, post office box, or relatives;
 - e. All information concerning the voluntary or involuntary termination of an employee, other than the dates of actual employment.

6. The name of an employee's/former employee's designated beneficiary.
7. All medical information concerning an employee or applicant including, but not limited to:
 - a. Pre-employment and post-employment medical and psychological examinations;
 - b. Disability and documentation relating to reasonable accommodation requested by or granted to the employee;
 - c. Drug alcohol, and prohibited substance testing;
 - d. Genetic information;
 - e. Pregnancy, health care provider's certification and other communication or related condition;
 - f. Health care provider's certification and other communication;
 - g. Subsequent Injury Fund Questionnaire; and
 - h. Any other medical information that an employee or applicant has voluntarily provided or the District has requested on condition of confidentiality.

Notes:

- Medical information shall be kept in files segregated from other personnel and employment records.
- Notations on attendance sheets that an employee took sick leave are not a confidential record.

8. All confidential medical information shall be kept in files segregated from other personnel and employment records. Access to such files shall be strictly limited to those with a demonstrable need-to-know. This would include
 - a. Supervisors and managers, regarding necessary restrictions and accommodations in the employee's duties;
 - b. First aid and safety personnel;
 - c. Government officials investigating compliance with the ADA, on request;
 - d. State workers' compensation office officials; and
 - e. Insurance company employees when the company requires a medical examination to provide health or life insurance (29 CFR §1630.14(c)(1)).

9. Notations on attendance sheets that an employee took sick leave are not a confidential record.

108. The District shall keep all information and documents pertaining to an investigation separate from other personnel and employment records ensuring privacy of all employees, witnesses, and other individuals involved. Access is limited to only those individuals with a demonstrable business need-to-know.

9. Grievance files that include notices, notes, and decisions of appeal will be maintained in a separate file with limited access to only those individuals with a demonstrable business need-to-know.

Access to Confidential Information

Access to confidential records is restricted to the following, unless specifically provided in a separate policy.

1. The names of members of an evaluation panel are confidential and shall not be released, nor shall tests that are governed by confidentiality agreements be released. Access to the materials for an examination and information relating to an applicant that is relevant to a decision to hire that person (i.e., information described in Identification of Confidential Information Section, Items 1-4) is limited to:

- a. Employees with a business need-to-know the information in order to fulfill the responsibilities assigned by the District;
- b. The District's Superintendent/designee, Human Resources Director, or their designee;
- c. Persons authorized pursuant to any state or federal law or court order (i.e., governmental/legal/auditing/investigating agencies);
- d. Counsel retained by or on behalf of the District; and
- e. Any other parties with whom the District has a contractual relationship in order to enable the District to respond accurately and fully to any lawsuit, complaint, grievance, request, or other statutory appeal action filed by or on behalf of an employee or former employee against the District.

2. Access to an employee's personnel-related confidential file containing those items listed above in Identification of Confidential Information Section, Items 5-96, and other items referred to in Identification of Confidential Information Section, is limited to:

- a. The employee;
- b. The employee's representative when s/he presents with a current signed authorization from the employee;
- c. The employee's administrator or manager/supervisor or human resources officer who has with a need-to-know, or as needed for required to make a reasonable accommodation and human resources;
- d. Persons authorized pursuant to any state or federal law or court order;
- e. Counsel retained by or on behalf of the District; and
- f. District's workers' compensation carrier in order to address a claim filed for workers' compensation; and
- fg. Any other parties with whom the District has a contractual relationship in order to enable the District to respond accurately and fully to any lawsuit, complaint, grievance,

request, or other statutory appeal action filed by or on behalf of an employee or former employee against the District.

3. Access to an employee's personnel-related confidential file containing those items listed above in *Identification of Confidential Information Section. Item 7* is limited to:

- a. Supervisors and managers, regarding necessary restrictions and accommodations in the employee's duties;
- b. First-aid and safety personnel;
- c. Government officials investigating compliance with applicable laws, on request;
- d. State workers' compensation office officials;
- e. Insurance company employees when the company requires a medical examination to provide health or life insurance (29 CFR 1630.14(c)(1));
- f. District's workers' compensation carrier in order to address a claim filed for workers' compensation; and
- g. As otherwise required by applicable law.

34. Access to an employee's personnel-related confidential investigative and grievance file containing those items listed above in *Identification of Confidential Information Section. Item 10* is limited to:

- a. The employee's administrator or manager/supervisor, human resources director/manager, or his/her designee;
- b. Persons authorized pursuant to any state or federal law or court order;
- c. Counsel retained by or on behalf of the District; and
- d. Any other parties with whom the District has a contractual relationship in order to enable the District to respond accurately and fully to any lawsuit, complaint, grievance, request, or other statutory appeal action filed by or on behalf of an employee or former employee against the District.

Disposal of Employee Personal Records

NRS 239B.030 states that government agencies shall ensure that personal information, defined as social security numbers, driver's license numbers, or bank account numbers, required to be maintained by state or federal statute and received after January 1, 2007, be maintained in a confidential manner.

If the agency has records containing personal information which is not required by specific state or federal statute and the information was received prior to January 1, 2007, the information must be obliterated or removed from documents and computer systems on or before January 1, 2017.

As of June 1, 2005, and in compliance with the Fair and Accurate Credit Transactions (FACT) Act Disposal Rule, the District shall dispose of sensitive information derived from consumer reports to ensure there will be no unauthorized access to or use of any confidential information. "Consumer Reports" are defined as reports which contain information from a consumer reporting company, such as reports obtained from third party agencies who conduct employment background checks on behalf of the District.

Sensitive information includes any and all documents which contain employee information which can include:

- Employee name,
- Social security number,
- Driver's license number,
- Phone number, Lyon County School District Board Policy
- Physical address,
- E-mail address, and
- Any other personal identifiers.

The District shall dispose of sensitive information by shredding or burning any and all papers and by destroying or erasing all electronic files or media which contain personal information. In addition, the District shall, in accordance with good personnel practices, properly dispose of any records containing employee personal or financial information. An electronic record must be destroyed in accordance with the applicable schedule in a manner that ensures the information cannot be retrieved or reconstructed, including, without limitation, overwriting, degaussing and the physical destruction of the storage media.

The District will determine whether the disposal of consumer report documents will take place by utilizing an internal process and equipment or by procuring the services of a document destruction contractor to dispose of material that is specifically identified as consumer report information. The District will exercise due diligence to ensure that a contractor disposes of documents as required by law. Due diligence may consist of requiring the disposal company be certified by a recognized trade association to ensure the disposal company complies with the disposal rule requirements.

1. In compliance with the Fair and Accurate Credit Transactions Act (FACTA) Disposal Rule, the District shall dispose of any record about an individual that is a consumer report or is derived from consumer reports to ensure there will be no unauthorized access to or use of information in a consumer report.

2. Method of disposal

- The District shall dispose of sensitive information by shredding or burning any and all papers and by destroying or erasing all electronic files or media which contain personal information. In addition, the District shall, in accordance with good personnel practices, properly dispose of any records containing employee personal or financial information. An electronic record must be destroyed in accordance with the applicable schedule in a manner that ensures the information cannot be retrieved or reconstructed, including, without limitation, overwriting, degaussing and the physical destruction of the storage media.
- The District will determine whether the disposal of consumer report documents will take place by utilizing an internal process and equipment or by procuring the services of a document destruction contractor to dispose of material that is specifically identified as consumer report information. The District will exercise due diligence to ensure that a contractor disposes of documents as required by law. Due diligence may consist of requiring the disposal company be certified by a recognized trade association to ensure the disposal company complies with the disposal rule requirements.

Reference: 29 CFR 1630.14, NRS 239B.030

Lyon County School District Board Memo

Date: September 24, 2024
To: Board of School Trustees
From: Tim Logan, Superintendent
Re: Discussion of U.S. Government requirements for graduation

Recommendation

That the LCSD Board of Trustees review and discuss ideas around the addition of an additional semester of U.S. Government as a graduation requirement.

Background Information

During the review of Policy IKF – Graduation Requirements as a first and second reading in June and July of 2024, the Board of Trustees discussed the requirement of U.S. Government and the change from 1 credit to .5 credits as required by the State of Nevada. Board Members brought forward concerns that students needed a full year of Government as opposed to just one semester. To provide some context, the state of Nevada decreased the requirement of a full year to one semester when they brought back the requirement of one semester of Economics in 2021. The fact that these courses are a semester each allows for them to be taken in succession during one year without having to fill with a semester elective.

Attached, you will find the scope and sequence for Civics (U.S. Government) that was developed in 2018. When Government was reduced to a semester course teachers trimmed this down to cover the material in a semester (18 weeks). They were able to do so by focusing on the essential standards.

In meeting with the high school Principals, high school Counselors, and social studies Department Chairs at each of the high schools, it was communicated that they could revert back to a year long course but it would come with some changes. Each of the high school Principals indicated that they would require more staffing as this would increase the sections. Many of the teachers have since taken on additional coursework (EDU 110 and EDU 112, Hist. 101-102, as well as a variety of social studies electives). Some of this coursework is part of the LCSD Jump Start program while other courses provide students choice as electives. It was estimated that upwards of 7 more staff would be required to make this happen or courses would need to be eliminated, decreasing offerings. It was also mentioned that by adding back a semester, the district would limit choice which would be counter to the work of the Portrait of a Learner. An example of this would be CTE courses, which are year long, and by having the addition of one semester, the one semester slot created would require a half year course to be put in place to bookend the Economics class.

A sample student schedule-pathway has been attached as well for the Board's consideration. While this is a very simplistic view, one must consider that there are countless variations of this. There is also the attachment of the updated credit requirements for the classes of 2024-2027 as well as for the classes of 2028 and beyond that require the College and Career Ready Diploma for all. All of these requirements make it more difficult for students to have choice and meet expectations outlined by the state board and the Nevada State Legislature.

These are all considerations when adding requirements to future graduates of Lyon County School District.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

Sample Student Schedule-Pathway

LCSD Civics Edited 060421

Respectfully Submitted,

Jim Gianotti, Executive Director of Educational Services

Sample Standard Diploma Pathway								
	Semester 1	Semester 2						
Grade Level								
9	English I	English I	<p>This is a simplistic look at a student completing a standard diploma, meeting the requirements outlined by the state of Nevada.</p> <p>Starting with the class of 2027 and beyond, World History/Geography will become a stand alone requirement and Flex Credit will increase to 2 (meaning we can no longer count World History/Geography as a flex credit).</p> <p>This will remove 1 credit of electives from the mix to allow for students to meet the requirements.</p> <p>Flex Credits can be met by taking: A Level II or Level III CTE course (requiring a level I or II respectively to be taken prior). A fourth year of math, which most students take due to the requirement of a 22 or better on the ACT or they must take another math as seniors. A fourth year of math can include Algebra II or higher (Computer Science can be counted as a fourth credit of math, but does not count as a remedial math for the needs of falling below the 22 on ACT).</p>					
	Math	Math						
	Science	Science						
	Elective	Elective						
	CET	Health						
	PE	PE						
10	English II	English II	<p>A third year of Science (Computer science can count as a third credit of science) A third year of Social Studies starting with the class of 2027 (keep in mind we use World History currently as a flex but it will be a stand alone at that point). One must also understand that starting with the class of 2028, all students are required to pursue the path of a college and career ready diploma, which is equivalent to an Advanced Diploma</p>					
	Math	Math						
	Science	Science						
	World History	World History						
	Flex Credit	Flex Credit						
	PE	PE						
11	English III	English III	<p>As we increase requirements, we reduce choice for students and "require" them to go a particular path...</p>					
	Math	Math						
	US History	US History						
	Elective/Flex	Elective/Flex						
	Fine Arts/Humanities	Fine Arts/Humanities						
	Elective	Elective						
12	English IV	English IV						
	Math	Math						
	Economics	Government						
	Elective	Elective						
	Elective	Elective						
	Elective	Elective						

Required Credits for students in the graduating cohorts of 2025 and 2026:

Required Courses	Standard Diploma	Advanced Diploma/CCR	Alternative Diploma
English Language Arts	4	4	4
Mathematics	3	4	3
Science (including 2 laboratory classes)	2	3	2
World History or Geography	1	1	1
American History	1	1	1
American Government	.5	.5	.5
*Economics and Financial Literacy	.5	.5	.5
Arts and Humanities	1	1	1
College and Career Ready Flex Credit	1	0	1
**Computer Education and Technology (CET)	.5	.5	.5
Health	.5	.5	.5
Physical Education	2	2	2
Elective Coursework	6	6	6
Total:	23	24	23

Required Credits for the students in the graduation cohorts of 2027. Keeping in mind that students in the graduating cohorts of 2028 and beyond must begin with a College and Career Ready Diploma track.

Required Courses	Standard Diploma	Advanced Diploma/CCR	Alternative Diploma
English Language Arts	4	4	4
Mathematics	3	4	3
Science (including 2 laboratory classes)	2	3	2
World History or Geography	1	1	1
American History	1	1	1
American Government	.5	.5	.5
*Economics and Financial Literacy	.5	.5	.5
Arts and Humanities	1	1	1
College and Career Ready Flex Credit	2	0	2
**Computer Education and Technology (CET)	.5	.5	.5
Health	.5	.5	.5
Physical Education	2	2	2
Elective Coursework	5	6	5
Total:	23	24	23

**Lyon County School District
Board Memo**

Date: September 24, 2024
To: Board of School Trustees
From: Phil Cowee, Board President and Dawn Huckaby, Deputy Superintendent
Re: Policy EDBB: Use of Cellular Phones and Other Electronic Devices by Students and Employees.

Recommendation

That the Board of Trustees discuss Policy EDBB Use of Cellular Phones and Other Electronic Devices by Students and Employees.

Background Information

Discussion only regarding the use of cell phones and other electronic devices such as watches during the school day. As the use of cellular phones becomes increasingly prevalent in society, it is important that we address their role in the K12 educational environment. The presence and use of cellular phones by students within our schools has pros and cons. Student use of cell phones offer convenience, connectivity, and access to learning tools. However, their presence in the classroom also raises concerns about distractions, cyberbullying, and the undermining of face-to-face interaction. It can limit student interactions with others. Many schools have implemented varied policies, ranging from outright bans to regulated use during non-instructional times.

Educational Value:

Phones can enhance learning through access to research materials, educational apps, and collaboration platforms. Teachers can integrate mobile technologies into classroom instruction, particularly in STEM and blended learning models.

Distraction and Misuse:

Despite the benefits, phones often become a distraction during lessons, resulting in reduced focus. Social media, texting, and gaming are common disruptions that detract from learning outcomes. Discipline for students' noncompliance is also an important part of this discussion.

Budget Considerations

None

Discussed at Previous Meeting

N/A

Attachment(s)

Policy EDBB Use of Cellular Phones and Other Electronic Devices by Students and Employees.

*Respectfully Submitted,
Phil Cowee, LCSD Board President, Dawn Huckaby, Deputy Superintendent*

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY

EDBB

USE OF CELLULAR TELEPHONES AND OTHER ELECTRONIC DEVICES BY STUDENTS AND EMPLOYEES

The purpose of this policy is to set forth expectations for appropriate use of existing and emerging technologies which students and staff may possess electronic devices, including but not limited to cellular phones, digital picture/video cameras and/or camera phones, iPods, iPads, MP3 players, tablets and other personal electronic devices capable of transmitting data and/or images.

The Lyon County School District believes that the responsible use of existing and emerging technologies, such as those listed can be beneficial to the instructional environment and the safety of all students. Students and staff who possess and/or use such devices at school or school-sponsored events shall demonstrate the greatest respect for the educational environment and the rights and privacy of all individuals within the school community, as well as comply with any rules or directives regarding possession and/or use on school property as communicated by the Superintendent or their designee.

STUDENT USE OF CELLULAR TELEPHONES AND OTHER ELECTRONIC COMMUNICATION DEVICES

It is expected that students will show respect for the educational environment by not disrupting instructional time with use of cell phones or other electronic devices.

1. Cellular phones and other electronic devices shall be turned off and kept out of sight during instructional time unless approval has been granted by the site administrator and teacher for use as a learning tool during class time. Should a student choose to use their device as a learning tool in the classroom, written permission from parents/legal guardians must be obtained in order to avoid possible overages on personal data plans.
2. Students shall not use any electronic device that disrupts or detracts from the educational environment.
3. Use of cellular phones or other personal electronic devices is prohibited in classrooms during the school day, Media centers, during assessments, or during fine arts or other performances.
4. Students will not be allowed to leave class in response to any electronic devices.
5. Cellular phones and other electronic devices may be used appropriately and respectfully before and after classes, in common areas—such as near lockers or the cafeteria—or outside on school grounds.
6. With prior approval of the site administrator or their designee, teachers may permit the purposeful use of personal electronic devices in support of curriculum learning objectives. Should student electronic devices be used on a regular basis in the classroom, written permission from parents/legal guardians must be obtained due to the expense such use may cause. This Lyon

approval does not apply to the use of District-owned electronic devices purchased and maintained by District Information Technology or Special Services staff.

7. Students may not utilize the District's wireless network infrastructure with their personal electronic device unless authorized by the Site Administrator and/or the District's IT Department.

8. In the case of medical necessity or emergency, a student shall be permitted to possess or use a cell phone or other personal electronic device provided the student receives advanced authorization from the site administrator or their designee.

9. Students shall not photograph or videotape other individuals at school or at school sponsored activities without their knowledge and consent, except for activities considered to be in the public arena such as sporting events or public performances.

10. Use of cellular phones or other personal electronic devices is strictly prohibited in locker rooms, restrooms or any other areas in which a reasonable person would have an expectation of privacy.

11. Students shall not use cellular phones or other electronic devices in any way that would suggest cheating, plagiarism, copyright infringement, or any other dishonorable or prohibited conduct.

SAFE AND RESPECTFUL LEARNING ENVIRONMENT

A student who uses their cellular telephone or other electronic device in order to engage in bullying, cyber-bullying, intimidation or harassment will be disciplined in accordance with District Policy JFCC (Safe & Respectful Learning Environment) and applicable state/federal law, rather than under this policy.

DISCIPLINARY ACTION

First Infraction: An employee shall direct the student to turn off the device, put it away, and comply with any other reasonable requests.

Second Infraction: The second infraction shall result in confiscation of the device, (which is to be turned in to school administration) notification of a parent or legal guardian, detention, and a warning that the next infraction will result in further disciplinary action which may include suspension.

Third Infraction: The third infraction shall result in confiscation of the device, (which is to be turned in to school administration) notification of a parent or legal guardian, and possible suspension as outlined by school administration.

Repeated or Severe Infraction: Further suspension as outlined by school administration with a mandatory parent/legal guardian conference before reinstatement back into school.

STAFF USE OF CELLULAR TELEPHONES, PAGERS AND OTHER ELECTRONIC DEVICES

As communication devices such as cellular phones become more prevalent, teachers and other school staff increasingly rely on such devices as an efficient mode of communication with students, fellow employees, and parents/legal guardians. Because such use can lead to inappropriate contact with students and can threaten an educator's professional reputation, the District strongly discourages texting or electronic communication to contact students. However, the District recognizes that cell phone texting or electronic communication can serve as a useful communication tool in certain limited circumstances. This policy is designed to provide guidance as to when texting or electronic communication is permitted between students and school district staff, and what types of communication are appropriate.

APPROPRIATE USES

- A school district employee must receive written permission from students and parents/legal guardians if a student is under the age of 18 to use cell phone texting/electronic communication prior to the use of such technologies, and must specify how and when he or she plans to use texting/electronic communication. If a student or parent refuses to accept text messages/electronic communication from an employee, the school district employee must use an alternative means of communication without any penalty to the student involved.
- A district employee may maintain a private address book with student cell phone numbers, email addresses, hashtags, etc. However, the employee must protect student privacy rights and ensure that the numbers are not available to unauthorized individuals under any circumstances.
- The content of all text messages/electronic communication must directly involve a school-related subject matter. Text messages/electronic communication to a single student must never occur. Whenever communicating with students, mass or bulk messaging must be used. If it is necessary to communicate with only one student, the employee must include the student's parent/legal guardian in the message. Cell phone texting/electronic communication should never be used to conduct a personal conversation with a student.
- If an employee receives an inappropriate text message response from a student, it is the responsibility of that employee to contact the student's parent/legal guardian and school administration immediately to address the behavior.
- An employee must use text messaging/electronic communication sparingly. A student may incur charges from his or her cellular phone service provider for use of text messaging/electronic communication. Frequent text messaging may be considered a violation of District Policy JFCC and/or other state and federal laws.

INAPPROPRIATE USES

The school district prohibits all communication with students and staff members via texting or

other means that may negatively impact the school district's reputation, the reputation of its employees, or its educational interests, or that may negatively impact its students or the school community at large. Such activity, even if engaged in on an employee's own time, may result in discipline up to and including termination of employment. Such behavior may also be reported to the appropriate law enforcement agencies, and may likewise result in suspension or revocation of an employee's teaching license. The following types of text messages are therefore strictly prohibited:

- Messages/communication directed to a student or staff member that are sexual in nature, or that solicit or encourage an inappropriate personal relationship with a student or staff member.
- Messages/communication that contain inappropriate images, language, gestures or signs such as racial slurs, or biased, lewd or lascivious expressions.
- Language or images that disparages a student or staff member on the basis of race, ethnicity, socioeconomic status, gender, national origin, sexual orientation, political or religious affiliation, physical characteristics, academic or athletic performance, disability or English language proficiency.
- Messages/communications that are used to harass, bully, cyber-bully or intimidate a student or staff member or that encourage others to harass, bully, cyber-bully or intimidate another student or staff member.
- Language or images that encourages students or staff to act inappropriately or that provokes altercations between students.
- Language or images that would be considered inappropriate to the educational interests of a student, negatively impact the school community at large, and/or be otherwise offensive to an objective reasonable person.

Ref: Policy GBB (Fair Employment Practices), Policy GBBC (Employee Bullying), Policy JFCC (Safe & Respectful Learning Environment)

Policy #EDBB

Revised 10/22/13