

Agenda

Lyon County School District Board of Trustees

A Meeting of the Board of Trustees of Lyon County School District will be held on Tuesday, August 26, 2025, beginning at 6:30 pm Open Meeting at the following location:

Riverview Elementary School Cafeteria, 1200 Ferretto Pkwy., Dayton, NV 89403

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

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

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA
5. APPROVAL OF MINUTES 4
6. BOARD MEMBER REPORTS
7. ATTITUDE OF GRATITUDE 17
8. SUPERINTENDENT REPORT
9. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President. 25
The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.
Comments submitted electronically will be included in the minutes of the meeting.
10. **CONSENT AGENDA (FOR POSSIBLE ACTION):** Per LCSD Board Policy BDD: Board Meeting Procedures, all matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without

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

A. Trustee Questions & Answers: This information will be posted after 12:00 pm the day of the board meeting if questions are asked. No questions were asked.	
B. Personnel Reports	26
C. 2025-2027 Negotiated Agreement with LCCSEA	31
D. WNC Dual Credit Offerings 2025-26	77
E. IT Department Reports	83
F. Travel	85
G. District Financial Report - No report this month	
11. ACCEPTANCE OF DONATIONS	129
12. (For Possible Action) Discussion and possible action regarding the Debt Management Commission Notice Resolution. This item is being presented by Executive Director of Operations Harman Bains and Marty Johnson of JNA Consulting Group, LLC.	131
13. (For Possible Action) Discussion and possible action regarding Single Point Entry for Silverland Middle School and Dayton, Fernley, Silver Stage and Yerington High School and Fernley High School Culinary Lab. This item is being presented by Executive Director of Operations Harman Bains and Operations and Maintenance Supervisor Kirk McCallum.	141
14. (For Possible Action) Discussion and possible action regarding updates from the Dayton area school principals. This item is being presented by principals Chase Woodford, Rachel Hansen, Corinne Burns, Kevin Kranjcec, and Julie Bumgardner.	173
15. (For Possible Action) Discussion and possible action regarding the LCSD Policy EDBB: Use of Cell Phones and Other Electronic Devices by Students and Employees as a first reading. This item is being presented by Board President Tom Hendrix and Board Member James Whisler.	180
16. (For Possible Action) Discussion and possible action regarding revisions to the following Lyon County School District policies as a second and final reading. No changes were made after the first reading, except for GL: Staff Complaints, per board recommendation. Changes are highlighted. Any member of the board may request that a policy be removed and discussed and acted upon separately.	
A. JG: Student Discipline	215
B. KL: Processing Complaints	236
C. GL: Staff Complaints	244

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

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

Comments submitted electronically will be included in the minutes of the meeting.

19. 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 July 22, 2025, beginning at 5:00 pm Closed Session and 6:30 pm Open Meeting at Professional Learning Center, PLC, located on the SSES Campus, 3800 W. Spruce St., Silver Springs, NV 89429.

1. CALL TO ORDER

President Hendrix called the meeting to order at 6:31 pm.

2. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Superintendent Tim Logan.

3. WELCOME OF GUESTS

Guests were welcomed.

Board members in attendance:

President Tom Hendrix

Clerk Dawn Carson

Trustee Darin Farr

Trustee Elmer Bull

Trustee Sherry Parsons

Trustee Bridget Peterson

Trustee James Whisler absent

Executive Cabinet members in attendance:

Superintendent Tim Logan

Deputy Superintendent Stacey Griffin-Cooper

Executive Director of Human Resources BillieJo Hogan

Executive Director of Special Services Rachel Stewart

Executive Director of Education Services Heather Moyle

Executive Director of Education Services James Gianotti

Executive Director of Operations Harman Bains

Kirk McCallum, Skyler Tremaine, Michelle Sinclair, Margaret Heim, Blake Cooper, Kyle Rodriguez, Scott Sowinski, Blake Smith, Joseph Baptist, Brian Lee.

4. APPROVAL OF AGENDA

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

Trustee Bull seconded.

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

5. APPROVAL OF MINUTES

Trustee Peterson and Clerk Carson were not in attendance at the last meeting and announced they would abstain from voting on the minutes of that meeting.

Trustee Bull made a motion to approve the minutes of the June 24, 2025 meeting as presented.

Trustee Parsons seconded.

After calling for a vote Trustees Bull, Farr, Parsons and President Hendrix voted aye.

Trustee Peterson and Clerk Carson abstained.

Trustee Whisler was not in attendance.

Legal counsel advised that there would be no quorum if 3 members abstained.

The motion carried with 4 votes. (4 Ayes, 2 Abstained, 1 Absent)

6. BOARD MEMBER REPORTS

Trustee Parsons spoke about the renovations continuing at the schools. Her grandson is on an “alternative route to licensure” to teach.

Trustee Farr has been a mentor for a new board member at Nye County School District.

This experience will contribute toward Trustee Farr's Certified Public Official (CPO) status.

Trustee Bull attended the Nevada Association of Career and Technical Education (NACTE) conference at Tahoe. He highlighted statistics that indicate declining interest in students attending universities, and the increased need to build the CTE programs. He gave a shoutout for the Walker River Senior Little League as NV state champs.

Trustee Carson attended Dayton and Yerington High School and Adult Ed graduations.

Trustee Peterson attended Dayton, Smith Valley and Adult Ed graduations.

President Hendrix attended the NACTE conference and enjoyed the keynote speaker and the topics they covered. He shared the concept of introducing careers that meet students' interests to get them engaged in their education.

7. ATTITUDE OF GRATITUDE

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

8. SUPERINTENDENT REPORT

Superintendent Logan introduced the new SRO Deputy Kristopher Zmak. He will work in the Fernley schools with Deputy Holland.

CFO Kyle Rodriguez is leaving the district and appreciation was shown to him for all he has done for the district.

Superintendent Logan attended the first day of the NACTE conference and participated at the Nevada Association of School Superintendent (NASS) commission to Washington DC.

He met with members of congress and senators to discuss funding and regulations in Nevada.

Legal counsel Don Lattin announced his plan to transition to advisory and counsel duty for his firm. He spoke about his history with the school districts in the state and in Lyon County School District in particular.

9. PUBLIC PARTICIPATION: At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the

table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.

Comments submitted electronically will be included in the minutes of the meeting.

Public comment was made by Bryan Lee, Executive Director of the Nevada State Educators Association and representative for the Lyon County Administrators Association (LCAA). He urged the approval of ratifying the agreement presented today. They are pleased with the set-up of a working group to revise the salary structure and payscale over the next two years. Principal Blake Cooper, member of the team, was present in support of the approval. Joseph Baptist, teacher and resident, expressed his concerns about the policy revision, Item 16, Staff Complaints. He was not in favor of the policy as written. His comments are included in the minutes.

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.

President Hendrix made a motion to approve all items except item 10 E. School Performance Plans for a separate discussion on 10 E.

Trustee Farr seconded.

Upon calling for a vote, the motion carried 6-0.

Item 10 E. School Performance Plans (SPP).

President Hendrix expressed his opinion that the SPPs lack alignment with the District Performance Plan (DPP). He would like to table the item and have them reworked to align as common goals for all the schools.

He made a motion to table this item until the next scheduled workshop or meeting as an agenda item.

Trustee Bull seconded.

There was discussion regarding the natural differences in the schools' plans and the importance of allowing them to tailor their plans to meet the needs of their individual schools. However, some trustees want to see that the school administrators are including the expectations defined by the board in the DPP. Deputy Superintendent Cooper explained that the development of each school plan comes together as a result of input from community stakeholders, data and requirements from the Nevada Department of Education, and submission deadlines. She reported that the Executive Cabinet reviewed each of the SPPs and revisited them with the administrators, making sure they complement the DPP and meet statutory obligations.

Options were offered: (1) approve and submit the SPPs to the state as they are, then make changes and submit updated plans, or (2) table the item, bring teams together to renew SPPs, bring to the board in September, and submit to the state late.

It was reiterated that the board's expectation is to see that the schools develop their plans in alignment with the board's objectives. Principal Blake Cooper spoke about the process the administrators follow. By considering board goals, school data, community feedback, and state mandates, they work to create a strategy that addresses the unique objectives for their schools. These have not matched the DPP exactly. Superintendent Logan commented on past practice but the need to honor the board's goals and expectations. Discussion continued regarding the importance of adhering to the DPP as the primary guidance for the SPPs. The motion was amended to table the item to a scheduled workshop or meeting, as an agenda item outside the consent agenda.

The amended motion was seconded by Trustee Carson.

The motion carried 5-1, Trustee Peterson voted nay.

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

B. Request for Early Graduation/HSE (confidential)

C. Personnel Reports

D. Quarterly Enrollment Report

E. *School Performance Plans: Removed from the consent agenda to be discussed and voted on separately.*

F. Annual Renewal of Lyon Surfaces Bid #2023-1

G. Ratification of the 2025-2027 Lyon County Administrative Association Certified Bargaining Agreement

H. MOU Child Abuse Protection

I. MOU Special Olympics Nevada Inc.

J. Annual Sportsmanship Violations Report

K. Annual AB56 Physical & Mechanical Restraint Report

L. IT Department Report

M. Class Size Reduction Quarterly Report

N. Renewal of Warren Reed Insurance

O. Travel

P. District Financial Report

Vouchers 1475, 1476, 1480, 1479, 1490, 1491, 1527

Total \$4,966, 669.16

11. **(For Possible Action)** Discussion and possible action regarding the 10-Year Master Facilities Plan for LCSD. This item is being presented by Executive Director of Operations Harman Bains and representatives from Grace Orcutt/Winslow. Orcutt Winslow, now Grace Design, presented the final update to the 10-year master facility plan. The recommendations and ideas offered are meant for guidance and future decision-making, as all schools are currently under maximum capacity. The company will come back to the district in the 2027-28 school year, and again in 2030-31 for a scheduled review and update. The presentation followed the data already gathered from current capacity and demographics, adequacy of current needs, suitability of spaces for upcoming needs, and

current facility conditions. It reflected an enrollment forecast and prioritization of recommendations. Overall, nothing is in urgent need right now but the report allows the district to know which campuses have the most critical needs, what those needs are, and how to prioritize them. The projects currently underway have been taken into consideration, but future investments in maintenance will be entered into the planning tool to maintain the forecast and campus score over time. The security upgrades for a modified single point of entry for the remaining high schools, Dayton, Yerington, Fernley, and Silver Stage, and Silverland Middle School are recommended for completion. The report has a dashboard for every campus identifying recommended projects. The team will reassess everything and update the plan at the beginning of the 2027-28 school year.

The board commented on various aspects of the plan, recommendations, and the plan to go out to bond. Upgrades to district wide HVAC is the primary focus and many of these projects are in process or have been completed. Initiation of the security upgrades is at the discretion of the board.

Trustee Farr made a motion to approve the update from Grace Design, Orcutt | Winslow on the 10-year Facility Master Plan.

Trustee Peterson seconded.

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

12. **(For Possible Action)** Discussion and Possible action regarding LCSD Facility Projects planned for the summer of 2026. This item is being presented by Executive Director of Operations Harman Bains and Operations & Maintenance Supervisor Kirk McCallum. The district is seeking approval of the 2026 summer upgrades, mainly HVAC/Boiler projects, to ensure the timely receipt of the necessary materials and equipment to complete them. The typical lead time is 16-18 weeks, though electrical switchgear can take up to 50 weeks. With a cost of over 11 million, the district will begin the bond process to fund these requests.

Trustee Farr made a motion to approve the proposed upgrades to Fernley High School (HVAC/Boilers), Dayton High School (HVAC/Boilers), Silver Stage Elementary School (HVAC/Boilers/Electrical), and Yerington Elementary School (HVAC/Boilers/Electrical) for a total of \$11,437,608.

Trustee Carson seconded.

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

13. **(For Discussion Only)** Discussion and acknowledgment of an Open Meeting Law complaint, determination and conclusion issued by the Nevada Attorney General's Office on June 27, 2025. This item is being presented by LCSD Legal Counsel Don Lattin. Mr. Lattin reminded the board of a letter, emailed to them earlier, pertaining to the November 28, 2023 board meeting. A complaint was issued regarding public comment during that meeting. The AG's office concluded that there was no OML violation and the comment was consistent with this board's rules.
- No action taken.

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

LyOnline Distance Education for grades K-5 curriculum adoption was made necessary due to state requirements. LCSD sought the experience and opinion of Washoe County School District's North Star Online School. They recommended the Pearson Connexus material. After sampling the materials and a thorough review, the LCSD Distance Education administrator and staff expressed strong support in favor of it. The curriculum was made available to the public for review for one week and no feedback was received.

Trustee Parsons made a motion to approve the curriculum, amended to add the cost of \$23,157 for one year.

Clerk Carson seconded.

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

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

The presentation on Policy JG: Student Discipline included expectations from the state, like the requirements to implement restorative justice as part of the disciplinary process. This has been part of the LCSD policy along with a partnership with the Sheriff's office to create a safe and secure environment with balanced and fair guidelines. Key definitions in the policy are Suspension, defined as removal from school, short or long, up to one semester; Expulsion, defined as removal for more than one semester but not permanently, and lastly a Permanent Expulsion from LCSD schools. The approach is progressive to maintain and enforce safety with clear expectations, accounting for individual circumstances and disabilities, if any. Revisions to the policy include the addition of "mind-altering substances", possession, sale and/or use, based on state guidance, for drug related offenses. The board discussed the repercussions of removing a student from the schools and providing the parents/guardians with the resources to supplement the learning. Parents have the right at any time to remove their students from public school. Fernley SRO Deputy Holland clarified that students who are removed from school typically enter the juvenile court system, which includes access to educational and civil services provided by the county. Federal and state laws support district decisions when students have exhausted all restorative measures and punitive actions become necessary. The disciplinary review panel is assembled based on the individual student's case to avoid conflicts of interest. It includes principals and administrators from other schools and is tailored to be age-appropriate. The process involves compiling a case packet, establishing the panel, notifying parents, and obtaining acknowledgments—all within required timelines.

Trustee Parsons made a motion to approve the revisions to Policy JG: Student Discipline as a first reading.

Trustee Farr seconded the motion.

Lyon County Sergeant Kosak spoke in favor of the proposed revisions. He noted that the updated language better addresses issues related to mind-altering substances. He explained that current loopholes exist, such as the lack of an age limit for vape products, and the new policy helps close gaps, including cases where substances are ingested, smoked, or otherwise used. He added that the state is still working to catch up with these evolving issues.

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

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

Policy KL: Processing Complaints has been revised to provide clarification to the process of dismissing complaints that are vexatious or repeated. The board addressed the ongoing issue of members of the public bringing complaints directly to them, bypassing the established protocol of first contacting the teacher or school principal or superintendent. It was noted that most concerns are resolved through a simple conversation or phone call. However, questions or complaints that require further attention or investigation will be handled in accordance with the policy.

Trustee Parsons made a motion to approve the revisions to policy KL: Processing Complaints as a first reading.

Trustee Peterson seconded.

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

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

The revisions to Policy GL: Staff Complaints add language to clarify prohibited conduct and behavior. Cyber-bullying was added to the language and the investigation timeline was refined. New evidence or evidence of a procedural error in the initial investigation would be required for an appeal. In reference to the public comment made earlier, a person will not investigate themselves. The complaint would be filed with a person in a manager or supervisory position who is not involved in the alleged situation and who would report it to the correct person for an impartial investigation.

Public comment was made by Joseph Baptist. He commented that the policy does nothing to prevent a person from being investigated by themselves, or by a person that may have a conflict of interest with the complainant.

It was determined that the policy states that a supervisor will investigate. If the superintendent needed to be investigated, it would be done by the Deputy Superintendent or Human Resources, or an outside investigator.

Trustee Farr made a motion to approve the revisions to policy GL: Staff Complaints as a first reading.

Trustee Peterson seconded.

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

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

Trustee Farr made a motion to approve Policy JO: Student Records as a second and final reading.

Trustee Parsons seconded.

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

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

The next meeting of the board will be held on Tuesday, August 26, 2025, at Riverview Elementary School.

Possible items on the agenda will be:

- Dayton School admin highlights and goals
- Introducing new staff in Dayton schools
- LCCSEA agreement
- Discipline data report
- SPPs September meeting
- Policy EDBB on Cell phones

President Hendrix requested an item to address the security upgrades for the remaining high schools and Silverland Middle School.

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

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No public comment was made.

21. **ADJOURN:**

Adjourn: Time: 9:41 pm

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

For the Board of Trustees

Lyon County School District Statement of Nondiscrimination and Accessibility

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Public Comment
Public Participation Thank You
Greg Clausen
gclausen@pm.me

President Hendrix / Superintendent Logan / Mr. Lattin,
Thank you for the great news that we have moved beyond our 2022 "disagreement" regarding the importance and facilitation of public participation now that the Lyon County School District accepts electronically submitted Public Comment to be included in the Lyon County Board of Trustees Meeting Minutes.

Best regards,
Greg Clausen
District V / Wellington

Public Comment
Consent Agenda Item E (Jul 22, 2025)
Greg Clausen
gclausen@pm.me

President Hendrix / Superintendent Logan,
How do I reconcile Consent Agenda Item E Plans that not only do not meet, but also do not even include, the SMART Goal requirements this Board ratified at the March 2025 Board Meeting?

Best regards,
Greg Clausen
District V / Wellington

Public Comment
Increased Public Participation (Jul 22, 2025)
Greg Clausen
gclausen@pm.me

President Hendrix / Superintendent Logan,
Thank you again for enabling written Public Comment.
To encourage even further public participation -- especially if Board Meetings will be held at a single site moving forward -- What are the latest Plans / thinking regarding virtual public participation, e.g. Zoom, etc.?
The technology is mature, and many of our neighboring Counties have been doing this for some time -- Why not Lyon County?

Best regards,
Greg Clausen
District V / Wellington

Good evening, Joseph Baptist, teacher and Lyon County resident. I'm speaking to Item 17, the update to policy GL – Staff Complaints which is scheduled for a first reading this evening.

While I was happy to see this policy being updated, as it has a lot of problems, the proposed update does little to fix those problems, and potentially makes them worse.

The revised policy does not make it clear that it applies to Supervisor to Worker complaints.

14

The revised policy does little to encourage staff to resolve peer to peer problems at the lowest possible level.

The current and revised policies both specifically mention retaliation being prohibited, which is important, since fear of retaliation is a major reason that many staff do not file complaints about behaviors by those above them in the district hierarchy. Realistically, the ban on retaliation should be primarily focused on the supervisory and management level staff, as there are few ways that a subordinate employee can retaliate against a supervisory or management level employee without incurring criminal penalties, but supervisors and managers have many ways to retaliate against workers. Unfortunately, the revised policy has retaliatory measures baked into it.

There is nothing in the policy that addresses potential conflict of interest in the person conducting the investigation, or other district officials. This could lead to a staff member investigating a spouse or other family member, a boyfriend or girlfriend, or an ex-spouse – all situations where bias could reasonably be expected. Moreover, both the existing and revised policy allow managers to investigate complaints against themselves.

Then there is the idea that a complaint may be dismissed if the investigator – or the Superintendent – arbitrarily decides that it is false, “vexatious”, or “repeated” – this applies even if the investigator or the Superintendent is the one whose behaviors are being complained about.

15

What if the staff member has complained, had the complaint dismissed, and then the prohibited behaviors are repeated – if they file a second complaint, hoping they might get a better investigation, is it a new complaint, or a “repeated” complaint? And then, the staff member who filed the complaint can be disciplined for filing the complaint – which is absolutely a form of retaliation.

The appeals process is also problematic, as the person conducting the appeal might be subordinate to the person who made the initial determination, or may have some other conflict of interest that prevents them from making a fair and unbiased decision about how the initial investigation as conducted. And, even if they do recommend that the investigator re-evaluate the complaint due to a procedural error or missed evidence, there is nothing to prevent the investigator from sliding through the process and/or discounting the previously ignored evidence, and then reaching the same conclusion.

16

In conclusion, I hope that you will work with employees from different levels within the district to review and rewrite this policy, instead of adopting this very flawed update.

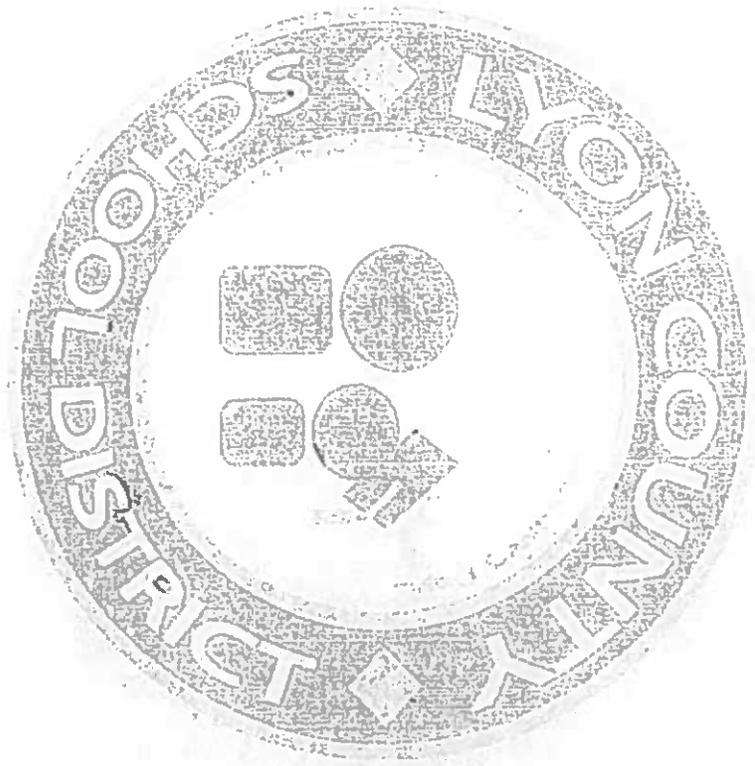
Attitude of Gratitude

My name is Betsy Cornell and I am successful at _____
student name

Dayton High School because of Ms. Fitch
school name teacher/staff member's name

want to thank him/her for because of her always
encouraging all of her history class to
try our best on the AP test and her
stories which are always unique

Signed: Betsy Gomez
student signature



Attitude of Gratitude

My name is Gabriel Quintero and I am successful at

student name

Fordley High School because of Mr. Leja

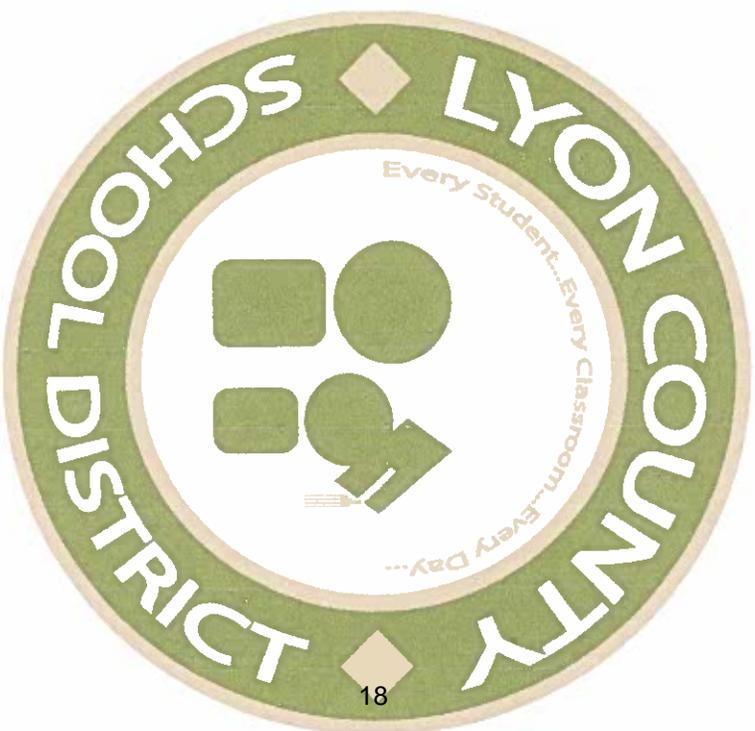
school name

teacher/staff member's name

I want to thank him/her for all the help he gives
me in math class and believing me
in football.

Signed: Gabriel Quintero

student signature



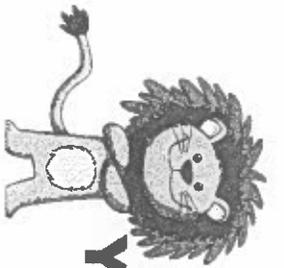
Attitude of Gratitude

My name is Ryder North Student Name _____ and I am successful at _____

DIS School Name _____ because of Mr. Smith Teacher/Staff Member's Name _____

I want to thank him/her for YOU ARE A GOOD TEACHER
AND YOU ARE THE MOST FUN
OUT OF ALL OF THE CLASSES AND
YOU HELP ME WITH MY WORK WHEN
I NEED HELP AND IT'S REALLY REALLY
NICE OF YOU TO DO THAT.

Signed Ryder



YERINGTON
ELEMENTARY
SCHOOL

Attitude of Gratitude

My name is

Gael

and I am successful at my school, Yerington

Elementary because of my parents and teacher.

I want to thank him/her for:

bringing me to school, and making me smart, school is
the reason for brain growing, school making freinds.



Attitude of Gratitude

My name is Veroica S.S and I am successful at

~~SSMSA~~ SSMSA student name

~~SSMSA~~ SSMSA because of MS. FERRE

school name

teacher/staff member's name

I want to thank him/her for helping me with
my work and getting better
at math. She is the best
teacher, and really funny.

Signed: Veroica Salinas-Suarez

student signature



Sutro Elementary



Attitude of Gratitude

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

I want to thank him/her for
Teaching me what I am good
at and she tells me jokes
that make me laugh and
she always calls me a
Palm tree,



Attitude of Gratitude

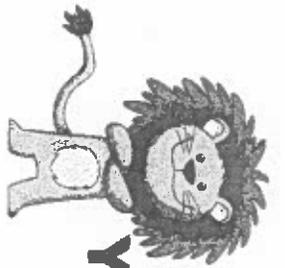
“We must find time to stop and thank the people who make a difference in our lives.” - John F. Kennedy

My name is Trace Holladay and I am successful
at Silver Stage High School because of Mr. Paff

I want to thank him/her for Teaching us First person

Narrative Writing





YERINGTON
ELEMENTARY
SCHOOL

Attitude of Gratitude

My name is

Campbell

and I am successful at my school, Yerington

Elementary because of

Ms. Kelly

Ms. Kellogg

I want to thank him/her for:

I want to thank her for helping
me with math.



From: Marjorie Mauk

Subject of Comment

Against Proposed Student Cell Phone Policy - 1st Read

Your Public Comment

I am writing to you today as a dedicated teacher and a concerned member of our educational community regarding the proposed cell phone policy that is scheduled for a first read tonight.

I believe that a middle school classroom is not the appropriate place for students to have cell phones. Students should not have these devices on them from the first bell to the last bell. This distraction impedes their ability to focus, engage with their peers and teachers, and fully participate in their education. Instead of focusing on constant vigilance against cell phone misuse, we should be fostering an environment where students can learn how to manage and prioritize their usage of these devices outside of the school day.

While I recognize the need for a clear policy, I feel compelled to share my perspective on some of its specific components, as I am strongly against the policy in its current form.

The proposed consequences for violations are also a significant source of concern. While some accountability is necessary, the policy's penalties, including expulsion, are disproportionately severe. It is difficult to justify why a cell phone infraction would carry a harsher punishment than instances of bullying, which have a far more damaging and lasting impact on a student's well-being and sense of safety. Furthermore, when comparing this policy to the existing discipline policy, it appears that the consequences for a cell phone violation are more severe than those for students as young as five years old found in possession of a dangerous weapon, who may face suspension but not expulsion.

Additionally, a part of the policy states that students will be required to leave their phones at home for five days following an infraction. I believe this part of the policy is deeply flawed. The monitoring and enforcement of this rule would fall upon the family, not the school staff. How will the school be held accountable if a family does not abide by this rule? It places an unnecessary burden on both the administration and the family, and it is a rule that is nearly impossible to enforce.

I respectfully ask that you consider these points during your review of the policy. I am confident that we can develop a solution that protects the learning environment while also being fair and enforceable for all students and families.

LYON COUNTY SCHOOL DISTRICT LICENSED

PERSONNEL REPORT LIC 0801 – August 26, 2025

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST	FUNDED BY and BOARD APPROVAL DATE {if new position}	EFF. DATE	NAME OF RECOMMENDED EMPLOYEE
Cottonwood Elementary	Teacher		X	(M. Trousdale)	8/20/25	Jennifer Carter
Cottonwood Elementary	Teacher		X	(C. Scott)	8/26/25	Jeff Rinas
Dayton High	Teacher		X	(A. Brunjes)	8/20/25	Charlette Barnum
Dayton Intermediate	Teacher		X	Long term sub in open position	8/20/25	Daneil Combs
Fernley Elementary	Teacher			(M. Doucette)	8/26/25	Michael Doucette
Fernley Elementary	Teacher		X	(C. Sandberg)	8/26/25	Cory Sandberg
Fernley Elementary	Teacher		X	(A. Corcios)	8/20/25	Breana McFarlane
Fernley Elementary	Teacher		X	(A. Preiss)	8/20/25	Bryanna Timmsen
Fernley High	Teacher		X	(J. German)	8/20/25	Daniel Avansino
Fernley Intermediate	Teacher		X	(J. Goldberg)	8/20/25	Richard Reeder
East Valley Elementary	Teacher		X	(M. Callahan)	8/26/25	M'Lisa Callahan
East Valley Elementary	Teacher		X	(A. Heilmann)	8/20/25	Zoe Chmabers
East Valley Elementary	Teacher		X	(A. Fellows)	8/20/25	Nicole Hanifan
East Valley Elementary	Teacher		X	(S. Johnson)	8/20/25	Maxine Hileman
Riverview Elementary	Teacher		X	Intern	8/20/25	Jennifer Hunn
Silver Stage Elementary	Teacher		X	Long term sub in open position	8/20/25	Le-An Roberts
Silver Stage Middle	Teacher		X	(S. Welsh)	8/26/25	Catherine Kawakami
Silver Stage Middle	Teacher		X	Long term sub in open position	8/20/25	Patrick Wulfekhule
Silverland Middle	Teacher		X	(P. Merrell)	8/20/25	Edgar Valencia-Vargas
Smith Valley Schools	Teacher		X	(D. Combo)	8/20/25	Karen Ward
Yerington Elementary	Teacher		X	(A. Roe)	8/20/25	Michelle Matheson
Yerington Intermediate	Teacher		X	(R. Lee)	8/26/25	Rebecca Neville
Yerington Intermediate	Teacher		X	(T. Chandler)	8/26/25	Theresa Scatena

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL 0801– August 26, 2026

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
Dayton Transportation	Bus Driver		X	(M. Shane)	8/29/25	Rhonda Dillon
Fernley High	College and Career Readiness Interventionist		X	(L.Cooper)	8/29/25	Linda Cooper-Manzanares
Fernley High	College and Career Readiness Coach		X	(R. Jacobson)	8/29/25	Robert Jacobson
Fernley Intermediate	College and Career Readiness Interventionist		X	(A.Abrahamzon)	8/29/25	Liset Lopez Becerra
LyOnline Distance Ed	Classified Instructor		X	(L. Hale)	8/29/25	Debra Austin
LyOnline Distance Ed	School Secretary		X	(S. O'Donnell)	8/18/25	Alisha Libke
Silver Springs Transportation	Bus Driver		X	(C. Bateman)	8/29/25	Cora Kelly
Smith Valley School	Principal's Secretary		X	(J. DeChambeau)	7/23/25	Kristin Peek
Smith Valley School	College and Career Readiness Interventionist		X	(Gleason)	8/29/25	Marla Gleason
Sutro Elementary	School Nurse		X	(C. Tecson)	8/26/25	Lisa Seymour Michalek
Sutro Elementary	Classified Instructor		X	(Z. Chambers)	8/29/25	Tamara Hay

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Fernley Elementary	Paraprofessional	6/13/25	Jamie Lewis
Fernley High	Custodian	8/22/25	Shawn O'Leary
Silver Stage Elementary	Paraprofessional	6/13/25	Michelle Dion
Silver Stage Elementary	Custodian	8/8/25	Christian Utley
Silverland Middle	College and Career Readiness Interventionist	8/13/25	Michael DeTullio
Silverland Middle	Custodian	8/29/25	John MacLaurin
Silverland Middle	Paraprofessional	6/13/25	Edalid Berumen
Yerington Transportation	Bus Para	6/13/25	Ashley Rilling

LYON COUNTY SCHOOL DISTRICT

Administrative

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
District Wide	Chief Financial Officer		X	(K. Rodriguez)	8/18/25	Africa Camacho- Polkow

	DAC	Description	Name
1	DAYTON HIGH SCHOOL	Xduty - Baseball Assistant	DEPOLO, MICHAEL
2	DAYTON HIGH SCHOOL	Xduty - Baseball Assistant	KINNEY, SEAN C
3	DAYTON HIGH SCHOOL	Xduty - Baseball Head	KINNEY, JEREMY D
4	DAYTON HIGH SCHOOL	Xduty - Basketball Boys HS Assistant	DEJOSEPH, JAYDEN G
5	DAYTON HIGH SCHOOL	Xduty - Basketball Boys HS Head	SANTOS, JASON
6	DAYTON HIGH SCHOOL	Xduty - Basketball Girls HS Assistant	HARDER, MELISSA K
7	DAYTON HIGH SCHOOL	Xduty - Basketball Girls HS Assistant	WINWARD, MIRANDA S
8	DAYTON HIGH SCHOOL	Xduty - Cheerleader Fall Assistant	STEINECKE, ROBIN J
9	DAYTON HIGH SCHOOL	Xduty - Cheerleader Fall Head	SALAMONE, DANIELLE R
10	DAYTON HIGH SCHOOL	Xduty - Cheerleader Winter Assistant	STEINECKE, ROBIN J
11	DAYTON HIGH SCHOOL	Xduty - Cheerleader Winter Hea	SALAMONE, DANIELLE R
12	DAYTON HIGH SCHOOL	Xduty - Football Assistant	CORBETT, GARRETT M
13	DAYTON HIGH SCHOOL	Xduty - Football Assistant	MCCULLOUGH, MICHAEL A
14	DAYTON HIGH SCHOOL	Xduty - Golf Boys	ALLANDER, K.C.
15	DAYTON HIGH SCHOOL	Xduty - Softball Assistant	RUSSELL, NICHOLE S
16	DAYTON HIGH SCHOOL	Xduty - Softball Assistant	WASS, JUSTIN
17	DAYTON HIGH SCHOOL	Xduty - Track HS Assistant	FLINT, BRIAN M
18	DAYTON HIGH SCHOOL	Xduty - Track HS Assistant	WINWARD, MIRANDA S
19	DAYTON HIGH SCHOOL	Xduty - Volleyball HS Assist	REEDER, DARBY
20	DAYTON HIGH SCHOOL	Xduty - Volleyball HS Assist	SMITH, BREANNE N
21	DAYTON HIGH SCHOOL	Xduty - Volleyball HS Head	STRONG, TAMI
22	EAST VALLEY ELEMENTARY SCHOOL	Xduty - Academic Fair Advisor	BATES, VIRGINIA I
23	EAST VALLEY ELEMENTARY SCHOOL	Xduty - Site Webmaster/School	SCHWARTZ, MARY
24	FERNLEY HIGH SCHOOL	Xduty - Cheerleader Fall Assistant	WAGNER, AMBER M
25	FERNLEY HIGH SCHOOL	Xduty - Cross Country HS Head	SLATER, KRISTIAN
26	FERNLEY HIGH SCHOOL	Xduty - Dance/Drill HS Fall	TROUTNER, AUTUMN M
27	FERNLEY HIGH SCHOOL	Xduty - Football Assistant	LEIJA, AMADOR S
28	FERNLEY HIGH SCHOOL	Xduty - Volleyball HS Assistant	LEIJA, ALEXIS
29	RIVERVIEW ELEMENTARY SCHOOL	Xduty - Academic Fair Advisor	ROBINSON, DEANA
30	RIVERVIEW ELEMENTARY SCHOOL	Xduty - Music Programs ES .5 FTE	HOLMAN, REBEKAH A
31	RIVERVIEW ELEMENTARY SCHOOL	Xduty - Site Webmaster/School	LAWRENCE, KASANI Y
32	RIVERVIEW ELEMENTARY SCHOOL	Xduty - Yearbook Advisor ES	SHARP, ALYSON M
33	SILVER STAGE HIGH SCHOOL	Xduty - Baseball Assistant	ORNELAS, LOGEN B
34	SILVER STAGE HIGH SCHOOL	Xduty - Baseball Head	FULLER, MASON
35	SILVER STAGE HIGH SCHOOL	Xduty - Cross Country HS Head	VON LINSOWE, CODY
36	SILVER STAGE HIGH SCHOOL	Xduty - Football Head	FULLER, MASON
37	SILVER STAGE HIGH SCHOOL	Xduty - Softball Assistant	DALLIMORE, MEAGAN L
38	SILVER STAGE HIGH SCHOOL	Xduty - Softball Head	JONES, REESE K
39	SILVER STAGE HIGH SCHOOL	Xduty - Track HS Assistant	CROSS, ASHLEE N
40	SILVER STAGE HIGH SCHOOL	Xduty - Wrestling HS Head	MILLER, WILLIAM E III
41	SILVER STAGE MIDDLE SCHOOL	Xduty - Volleyball 8	ADKINS, ERICA
42	SILVERLAND MIDDLE SCHOOL	Xduty - Activity Director MS	VALENTINE, TAMMI
43	SILVERLAND MIDDLE SCHOOL	Xduty - Athletic Director MS	GAVIN, JOHN F
44	SILVERLAND MIDDLE SCHOOL	Xduty - Band Director MS	VEDOVA, AMBER
45	SILVERLAND MIDDLE SCHOOL	Xduty - Choir Director MS	VEDOVA, AMBER
46	SILVERLAND MIDDLE SCHOOL	Xduty - MTSS Program Facilitator	FELLOWS, SCOTT W
47	SILVERLAND MIDDLE SCHOOL	Xduty - Site Webmaster/School	SPETH, TRISTA
48	SILVERLAND MIDDLE SCHOOL	Xduty - Yearbook Advisor MS	STARLING-BAUMANN, ELIZABETH
49	YERINGTON ELEMENTARY SCHOOL	Xduty - Academic Fair Advisor	AVENT, RACHEL L
50	YERINGTON ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	KENT, JERILEE
51	YERINGTON ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5 FTE	PAGE, MARILEE J
52	YERINGTON ELEMENTARY SCHOOL	Xduty - Music Programs ES	KRUSE, MICHELLE M
53	YERINGTON ELEMENTARY SCHOOL	Xduty - Site Webmaster/School	ROE, AUBURN N
54	YERINGTON ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assist .5 FTE	AVENT, RACHEL L
55	YERINGTON INTERMEDIATE SCHOOL	Xduty - Academic Olympics Advisor MS	ANGLE, VINCENT
56	YERINGTON INTERMEDIATE SCHOOL	Xduty - Band Director MS	JEKA, CHRISTOPHER
57	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Girls 7	DENNIS, FELICITEE N
58	YERINGTON INTERMEDIATE SCHOOL	Xduty - Choir Director MS	JEKA, LYNN

Lyon County School District
Volunteer Report

August 26, 2025

	School Site	Volunteer Position	Name
	Sutro Elementary	Parent Staff Organization	Kymberly Alzammar
	Fernley High	Football	David Sisneros
	Fernley High	Band Booster	Chaley Fuller
	Smith Valley Schools	Volleyball	Michelle Hanson
	Fernley High	Wrestling Volunteer	Jennifer Garrett

Lyon County School District Board Memo

Date: August 26, 2025
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Ratification of the professional negotiated agreement between LCCSEA and the LCSD

Recommendation: That the Board of School Trustees approve the ratification of the collectively bargained agreement (CBA) between the Lyon County Classified School Employees Association Chapter #7 and the Lyon County School District (LCSD) for the 2025-2027 contract years.

Background Information:

Negotiation meetings between the LCCSEA and the LCSD have concluded with a two-year tentative agreement pending ratification by the Board of Trustees. The members of the LCCSEA have already ratified the tentative agreement.

Budget Considerations:

The fiscal impact of the LCCSEA agreement includes salary increases over the next two years: a 0.25% increase in 2025-26 and a 1.50% increase in 2026-27.

Discussed at Previous Meeting:

August 22, 2023

Attachment(s):

July 1, 2025, through June 30, 2027, tentative agreement between the LCCSEA and LCSD
Ratification signature page for the agreement between the LCCSEA and LCSD

~~2023-24 and 2024-25~~
2025-2026 and 2026-2027

AGREEMENT BETWEEN

THE

LYON COUNTY SCHOOL DISTRICT

AND

**Nevada Classified School Employees Association and
Public Workers Association**

**Lyon County Classified School Employees Association
Chapter #7**

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NO STRIKE AGREEMENT

The Association recognizes the public policy as expressed in NRS 288.230 in which the Nevada Legislature declared:

That the services provided by the District as an employer are of such nature that they are not and cannot be duplicated from other sources and are essential to the health, safety, and welfare of the people.

That the continuity of such services is likewise essential and their disruption incompatible with the responsibility to the people; and

It is the public policy of the State of Nevada that a strike against the District as a Local Government Employer is illegal.

The Association agrees to act and conduct its' affairs in accordance with this policy. The Association, its' officers and agents, agree further that they shall not support any strike against the District, nor shall they engage in or support any action to impair the rendering of such essential services by the School District.

**AGREEMENT BETWEEN THE
LYON COUNTY SCHOOL DISTRICT &
Nevada Classified School Employees Association and Public Workers Association/Lyon County
Classified School Employees Association - CHAPTER #7
~~2021-2022 & 2022-2023~~
2025-2026 & 2026-2027**

PREAMBLE:

This Agreement is made and entered into by and between the Lyon County School District, State of Nevada, hereinafter referred to as the "School District" and the Nevada Classified School Employees Association and Public Workers Association, Lyon County Classified School Employees Association - CHAPTER #7, hereinafter referred to as the "Association" this 28th day of September 2021.

WHEREAS a free and open exchange of views is desirable and necessary by and between the parties hereto in their efforts to negotiate in good faith and compliance with NRS 288.150 and,

WHEREAS, it is the right of every local government employee, subject to the limitations provided in subsection 3 of NRS. 288.140, to join any employee organization of his choice or to refrain from joining any employee organization, and,

WHEREAS, the parties have reached certain understandings and agreements concerning wages, hours, and conditions of certain person employed by the District which they desire to confirm in this Agreement,

WHEREAS, except as specifically modified by this Agreement, the School Board of Trustees retains without limitations, all powers, rights, and authority vested in it by NRS rules and regulations, including but not limited to:

- 1) Direct its employees;
- 2) Hire, promote, classify, transfer, assign, retain, suspend, demote, discharge, or take disciplinary action against an employee;
- 3) Determine appropriate staffing levels, work performance standards, contents of the workday and workload factors;
- 4) Relieve any employee from duty because of lack of work; lack of money or for any other legitimate reason;
- 5) Manage school district operations in the most efficient manner;
- 6) Take whatever actions may be necessary to carry out its responsibilities in situations or emergencies.

NOW THEREFORE IT IS AGREED.

ARTICLE I DEFINITIONS

"NRS 288"

Shall mean the Statutes of Nevada as revised by the 1993 session of the Nevada Legislature, also as the Local Government Employee-Management Relations Act as used in this Agreement.

"AGREEMENT"

Shall mean this document, being the "Collective Bargaining Agreement" between the Lyon County School District and Nevada Classified School Employees Association and Public Workers Association and Lyon County Classified School Employees Association - CHAPTER #7.

"ANNIVERSARY DATE"

Shall mean July 1st for all employees hired after January 1st, 1995. Employees hired prior to January 1st, 1995, shall retain their present anniversary dates.

"ASSOCIATION"

Shall mean the Nevada Classified School Employees Association and Public Workers Association Lyon County Classified School Employees Association - CHAPTER #7.

"ATTENDANCE AREA"

Shall mean Dayton (DES, RES, SES, DIS, DHS), Fernley (CES, EVES, FES, FIS, SMS, FHS), Silver Springs (SSES, SSMS, SSHS), Yerington (YES, YIS, YHS), or Smith Valley (SVES, SVHS).

"BOARD"

Shall mean the Local Government Employee-Management Relations Board as provided in NRS 288.030.

"CALENDAR MONTH OF SERVICE"

Shall be determined by reference to the Classified Pay Structure, Appendix A.

"DAY"

Shall mean working day unless specified as calendar day in this Agreement.

"EMPLOYEE, CONFIDENTIAL"

Confidential Employee is defined in NRS 288.170. In addition, the Administrative Assistant to the Superintendent and Board of Trustees and Human Resources classified employees, including but not limited to, Administrative Secretary, Administrative Assistant, Human Resources Analyst and Talent Management and Data Analyst are classified as a Confidential Employee and may not be a part of the Nevada Classified School Employees Association and Public Workers Association (NCSEAPWA).

"EMPLOYEE, FULL TIME"

Shall mean an employee whose assigned weekly work schedule is twenty-five (25) hours or greater.

"EMPLOYEE, HALF TIME"

Shall mean an employee whose assigned weekly work schedule is greater than or equal to twenty (20) hours but less than twenty-five (25) hours.

"EMPLOYEE, PART-TIME"

Shall mean an employee whose assigned weekly work schedule is less than twenty (20) hours.

"EMPLOYEE, PERMANENT"

Shall mean an employee assigned to an established work schedule that is reasonably expected to last more than six (6) months.

"EMPLOYEE, POST PROBATIONARY"

Shall mean an employee who has successfully completed nine (9) months of probation in a job assignment specified by the School Board as defined by the work calendar.

"EMPLOYEE, PROBATIONARY"

Shall mean an employee who has not completed the first nine (9) months of employment in which his / her competency in assigned duties is evaluated. Probationary employees are not covered by this Agreement unless otherwise noted in Agreement. Probation may be extended by the District with written notice to the employee. Probationary employees do not count against the association's membership numbers reported to the State of Nevada. Employees who have completed their nine (9) month probationary period and then accept a promotion, or new position within the District, are still covered by this Agreement.

"EMPLOYEE, SUPERVISORY"

Shall mean any employee whose major responsibility is managing classified employees in the interest of the employer and has the authority and power to recommend hiring, evaluating, transferring, suspending, lay-offs, recalling from layoff, promotion, discharging, assigning, rewarding, or disciplining other employees, as stated in NRS. 288.075. Supervisory employees are not covered by this Agreement unless otherwise noted in the Agreement.

"EMPLOYEE, TEMPORARY"

Shall mean an employee assigned to an established work schedule that is reasonably expected to not last more than one hundred twenty (120) days. A temporary employee is not eligible for fringe benefits. A temporary employee shall include any substitute hired to fill a position.

"GRIEVANCE"

Shall have the meaning prescribed under NRS 288.435 which means an act, omission or occurrence that an employee or an exclusive representative believes to be an injustice relating to any condition arising out of the relationship between an employer and an employee, including, without limitation, working hours, working conditions, membership in an organization of employees or the interpretation of any law, regulation or agreement.

"GRIEVANT"

Shall mean an employee, a group of employees or the Association asserting a grievance.

"HIRE DATE"

Shall mean the actual date an employee first renders paid service in a regular position.

NOTE: This language is effective for all employees hired after board ratification of this agreement.

"IMMEDIATE FAMILY"

Shall mean the employee's spouse, parents, siblings, grandparents, grandchildren, any person similarly related by marriage, foster parents, and any person living in the immediate household.

For the purpose of bereavement leave only, the "immediate family" shall include a significant other person in the employee's life.

"JOB GROUP"

Shall mean related jobs as depicted by the vertical columns on the "Classified Pay Grades" schedule.

"OVERAGE"

Shall mean an excess or surplus of employees per positions available.

"OVERTIME"

Shall mean any time worked during a week that in aggregate exceeds the total hours in an employee's weekly work schedule.

"REST PERIODS AND MEAL PERIODS"

Per Board Policy GCC, the District will grant employees one (1) 10-minute break or rest period during each work period of four (4) or more hours. Rest periods may not be taken at the beginning or at the end of the work period. Rest periods may not be scheduled or taken consecutively or in conjunction with meal periods. Employees who work six (6) or more hours in a workday are allowed an uninterrupted, unpaid meal period of thirty (30) minutes or longer at or about the midpoint of their workday. Administrators or managers/supervisors will be responsible to ensure that wherever and whenever possible, employees will be permitted the half hour meal period uninterrupted by work-related duties. If an employee's meal period is interrupted by a work-related matter, the District will pay the employee for the meal period.

"SCHOOL BOARD"

Shall mean the Board of School Trustees of the Lyon County School District and which Board is the entity known as the Local Government Employer in NRS 288.060.

"SCHOOL DISTRICT"

Shall mean the Lyon County School District.

"SCHOOL YEAR"

Shall mean the days students are in attendance at school, including holidays and vacation days during said time.

"SENIORITY"

Shall mean the total time worked from the most recent hire date.

"SUMMER MONTHS"

Shall mean the day after the school year ends through the day before the ensuing school year begins.

"SUPERINTENDENT"

Shall mean the Superintendent of Schools of the Lyon County School District.

"WORK"

Shall mean time on the job and applicable holidays.

"WORK SCHEDULE"

Shall mean the number of hours in a position as approved by the School Board and the time work is to be performed. A work schedule specifically excludes any overtime or extra duty assignments. For work schedules established other than five (5) days of equal length in a week, the daily work schedule shall be the scheduled hours per week divided by five (5).

"YEAR"

Shall mean fiscal year July 1 through June 30.

"YEAR OF SERVICE"

Shall mean the employee must have worked and / or been compensated for at least three-fourths (3/4) of the days in the annual work calendar for the period ending on the employee's anniversary date.

ARTICLE II

RECOGNITION AND DESCRIPTION OF BARGAINING UNIT

RECOGNITION

- A. The Board of Trustees recognizes the Nevada Classified School Employees Association and Public Workers Association / Lyon County Classified School Employees Association - CHAPTER #7 as the exclusive bargaining representative of the classified employees of the Lyon County School District, subject to the provisions of NRS 288.
- B. Exclusive recognition shall entitle the Association to the following rights:
 - 1. Organizational use of designated bulletin boards located in conspicuous areas within each district facility.
 - 2. Payroll deduction of membership dues.
 - 3. Use of facilities in accordance with District policy.
- C. The Association recognizes that the School Trustees, as representatives of the electorate, have the final responsibility for establishing policies for the School District not in conflict with this Agreement.
- D. The purpose of this recognition is the mutual agreement of all parties to negotiate in good faith regarding negotiable items as set forth in Chapter 288.150 of the Nevada Revised Statutes.
- E. This Agreement constitutes School Board policy for the term of said Agreement and the School Board and the Association shall carry out the commitments contained herein and give them full force and effect.
- F. No change, rescission, alteration, or modification of this Agreement in whole, or in part, shall be valid unless the same is ratified by both the School Board and the Association, and endorsed in writing hereon.
- G. All rights and privileges expressly granted to the Association under the provisions of this Agreement are granted for the exclusive use of the Association subject to the exception of NRS 288.140 and the prohibitions of NRS 288.270.

CLASSIFIED BARGAINING UNIT

- A. The supervisory and non-supervisory unit shall be composed of all full-time, half-time and part-time permanent employees.

Probationary employees are not covered by this Agreement unless otherwise noted. Temporary and substitute employees are not covered by this Agreement.

- B. Employees in confidential positions determined by the District in compliance with NRS 288 shall be excluded from the bargaining unit.

- C. Classified Employee Group

- 1. Supervisory Group
 - Cook Manager
 - Custodian Lead
 - Mechanic Lead
 - Transportation Lead
- 2. Non-supervisory Group
 - All other permanent classified positions as defined by this article.

ARTICLE III

DUES DEDUCTION

- A. The School District agrees to deduct dues from the salaries of employees covered by this Agreement for the Association, and make appropriate remittance to the Association.
- B. The Association will notify the District, in writing, of any changes in said list, as necessary. Changes in the amount to be withheld must be submitted in writing at least thirty (30) working days prior to the date the change is to be effective. Any employee desiring to have the District discontinue deductions ~~he / she~~ they has have previously authorized, must notify the District and the Association in writing during September of each year.
- C. Upon termination of an employee the current month's dues will be deducted from the final check, if necessary.
- D. The employee's earnings must be sufficient after other deductions are made to cover the amount of the Association dues. In the case of an employee who is on non-pay status during part of the pay period and / or whose wages are not sufficient to cover the full withholdings, no Association dues deduction shall be made. In this connection, all required deductions have priority over Association dues.
- E. It is recognized that the District, in agreeing to deduct dues, is performing a solely administrative function on behalf of the Association for its convenience and is not party to any agreement between the Association and its members regarding the deduction of dues.
- F. The Association agrees to defend and hold the District harmless against any and all claims or suits that may arise out of or by reason of action taken by the District in reliance upon any authorization submitted by the Association to the District. Further, the Association agrees to reimburse the District for any and all costs, including legal fees it may incur in relation to any deduction made at the discretion of the Association and contrary to the instructions received from the individual employee.
- G. The Association agrees to refund to the district any excess amounts paid to it in error on account of the payroll deductions provision, upon presentation of proper evidence of error.

ARTICLE IV

GRIEVANCE PROCEDURE

A. PURPOSE

1. The purpose of this procedure is to secure, at the lowest possible administrative level, equitable solutions to problems which arise. Both parties agree that these proceedings shall be kept as confidential as may be appropriate at any level of the procedure.

B. DEFINITIONS:

1. A "grievance" is a legitimate complaint by an employee, group of employees, or the Association based upon an alleged violation, misinterpretation, or inequitable application of a specific provision of this Agreement.
2. A "grievant" is an employee, a group of employees or the Association, asserting a grievance.
3. A "party of interest" is a person or persons who might be required to take action, or against whom action might be taken, in order to resolve the problem. Such term always includes the District and the Association.
4. The term "days" when used in this article shall, except where otherwise indicated, mean working days rather than calendar days, with the first day beginning the day after receipt of notification.

C. TIME LIMITS:

1. Failure at any level in this procedure to appeal the denial of a grievance in writing, within the required time limits, shall cause the decision at the level at which the grievance was adjudicated to be upheld. Failure to respond within the stated time limits shall deem the grievance automatically granted unless the fiscal impact of such grievance is greater than \$500.
2. A grievance may be withdrawn at any level by the grievant without prejudice.
3. Any and all-time limitations as set forth in this section may be extended by agreement of the parties, either verbally or in writing.

D. PROCEDURES:

1. Level One (1) – Supervisor / Administrator
 - a. If an employee feels that ~~he has~~ **they have** a grievance, ~~he~~ **they** shall first discuss the matter informally with the supervisor to whom ~~he is~~ **they are** directly responsible within ten (10) days of the occurrence, or knowledge of the occurrence, or condition which is the basis of the grievance, whichever is greater, and may request the presence of the Association's representative.
 - b. If a grievant is not satisfied with the disposition of the matter through informal procedures, or reasonably believes informal procedures will not resolve the grievance, ~~he~~ **they** shall submit the matter as a formal grievance in writing to ~~his~~ **their** supervisor, the Association's representative, and the Superintendent within ten (10) days after the employee, group of employees, or Association knows of the act or condition on which the grievance is based, whichever is greater.
 - c. The supervisor shall, within ten (10) days, render ~~his~~ **their** decision and the reasons therefore, in writing, with a copy to the Association's representative, and one (1) to the Superintendent.

2. Level Two (2) - Superintendent of Schools

- a. If the grievant is not satisfied with the disposition of the grievance at Level One (1), **he they** shall file the written grievance with the Superintendent within ten (10) days after the decision was rendered at Level One (1).
- b. The Superintendent of Schools, or **his their** representative, shall act for the administration at Level Two (2) of the grievance procedure. Within ten (10) days after receipt of the written appeal of the proposed resolution of the grievance at Level One (1), the Superintendent, or **his their** representative, shall meet with the aggrieved person for the purpose of resolving the grievance. When requested by either party, electronic minutes shall be prepared and the cost, if any, shared by both parties. The Superintendent within ten (10) days after the meeting, shall render his decision to the grievant, supervisor and Association.

3. Level Three (3) - School Board

- a. If the grievant is not satisfied with the disposition of the grievance at Level Two (2), and the Association agrees that the grievance has not been satisfactorily settled, then the Association may present the grievance to the School Board within ten (10) days after receipt of the Superintendent's decision. The employee who initiated the grievance must be present at the meeting with the School Board. In case of an emergency, the presentation of the grievance may be postponed.
- b. The School Board, no later than its next regular meeting, shall have ten (10) days after the meeting to answer the grievance.

4. Level Four (4) - Binding Arbitration

- a. If the grievant is not satisfied with the disposition of the grievance at Level Three (3), the grievant may, within ten (10) days after receipt of the disposition, notify the Superintendent in writing that the grievant wishes to take the grievance to binding arbitration.
- b. Within ten (10) days after written notice of submission to arbitration, or as soon as practical, the parties shall jointly request the American Arbitration Association to furnish a list of seven (7) arbitrators from which one (1) shall be selected. Such selection shall be accomplished within ten (10) days by the parties, each striking one (1) name from the list in turn until only one (1) name remains. The District will strike the first name.
- c. The arbitrator's decision shall be submitted in writing to the grievant, Superintendent, the School Board, and Association only, and shall set forth **his their** findings of fact, and reasons for said decision on the specific issue(s) submitted. The arbitrator's decision shall be final and binding upon all parties and shall be consistent with the law and with the terms of this Agreement. The arbitrator shall not have the authority to modify, amend, alter, add to or subtract from any provision of this Agreement.
- d. The costs of the services of the arbitrator and the costs of the hearing, if any, shall be borne by the parties equally. Each party agrees to bear its own costs, fees and expenses in the preparation, presentation and participation in the case before the arbitrator.

E. RIGHTS OF EMPLOYEES TO PARTICIPATE IN GRIEVANCE PROCEDURES:

1. No reprisals of any kind shall be taken by either party against any party in interest, any school representative or any other participant in the grievance procedure by reason of such participation.
2. Any party in interest may be represented at any level of the formal grievance procedure by a person of **his her their** own choosing.

F. MISCELLANEOUS:

1. If, in the judgment of the Association, a grievance affects a group or class of employees, the Association may submit such grievance in writing to the Superintendent directly and the processing of such grievance may begin at Level Two (2). If the Superintendent determines the matter can be resolved at Level One (1), ~~he~~ she they may require the grievance start at Level One (1).
2. Grievances, appeals and decisions rendered at all levels of the formal grievance procedure shall be in writing and shall set forth the decisions and reasons therefore.
3. All documents, communications and records dealing with the processing of grievance may be part of the personnel files of the participants.
4. Forms for filing and processing grievances and other necessary documents shall be jointly prepared by the District and the Association and distributed by the Association. If forms are not available at the time, a grievance may be presented in letter form.
5. A grievance may be withdrawn at any level by the grievant without prejudice.
6. The remedy available for any alleged breach of the Agreement or any alleged violation of rights thereunder granted shall be according to the grievance procedure, provided however, that nothing contained herein shall deprive any party of any legal right.
7. In the event there is a question as to whether a specific grievance is arbitral, no further consideration of the grievance shall be allowed. If the arbitrator finds the issue arbitral, ~~he~~ they shall proceed to hear the grievance.

Arbitration awards that involve retroactivity shall not be made retroactive more than fifteen (15) working days prior to the date of filing of the grievance.

8. The District and the Association will cooperate in investigation of any grievance and further agree to furnish information which is pertinent and available for the processing of the stated grievance.

ARTICLE V

ASSIGNMENT OUT OF CLASSIFICATION

- A. Any employee who is officially assigned to perform the majority of the responsibilities of a full-time position in a higher grade of ~~his / her~~ ~~their~~ current job group by a responsible authority, shall after twenty (20) consecutive days, be granted retroactively a pay increase based on the grade of the higher position at the employee's current step. If an employee fulfills the responsibilities for more than 60 days, the District must consider reason(s) why and a possible change to the job description and pay grade.

- B. Any employee who is officially assigned to perform the majority of the responsibilities of a full-time position in another job group for which ~~he / she~~ ~~they~~ ~~has~~ ~~have had~~ no District experience shall be paid whichever is greater:
 - a. Step one (1) of the new job grade OR
 - b. 105% of the employee's current pay.

- C. Any employee who is officially assigned to perform the majority of the responsibilities of a full-time position in another job group for which ~~he / she~~ ~~they~~ ~~has~~ ~~have~~ had previous District experience shall be given credit for that experience and be granted, retroactively, pay based on whichever is greater:
 - a. Experience step of the new job grade OR
 - b. 105% of the employee's current pay.

- D. The new pay rate shall only be paid for the time of the assignment. In no case shall the pay rate exceed fifteen percent (15%) of the employee's current pay.

- E. The terms of this Article do not apply to extra summer help.

ARTICLE VI

PROCEDURES FOR FILLING VACANCIES/ASSIGNMENTS

A. GENERAL PROCEDURES FOR FILLING VACANCIES

1. When the District determines a vacant position will be filled, a vacancy announcement shall be posted on the District website and disseminated via email to all employees.
2. Each vacancy shall remain open for a period of at least seven (7) days.
3. Employees interested in being considered for the position shall submit an application on the District website.
4. With the exception of employees who are assigned to the District's transportation department that has specific procedures in place for filling positions, a district initiated transfer or if the new position is considered a promotion / advancement, an employee must have completed a minimum of six (6) months in a particular job classification at a site and have a minimum of two (2) satisfactory evaluations in order to be eligible for transfer to another site in the District.
5. A person presently employed by the District and applying for a vacant position in the same job classification shall be given due consideration for the position. Factors to be considered in making the selection may include appropriate education, training, experience, length of service, past performance, compatibility of employees, needs of the work site and the results of an oral and / or written interview, if any.
6. Upon request, an employee will be advised of the outcome of **his / her** **their** application and reasons for non-selection.
7. An employee transferred from one (1) job to another shall be on a one (1) year trial placement and will be subject to the evaluation process for probationary employees. The employee may be returned to **his / her** **their** former job classification should the probationary evaluation be unsatisfactory.
8. The District reserves the right to establish by contractual agreement, a classified position for a special need. Such a position shall be posted in accordance with this Article.
9. These General Procedures do not apply to the assignment of bus routes. Refer to Lyon County School District Transportation Policy for procedures regarding assignment of drivers to bus routes.
10. The District reserves the right to modify, add, delete or change route position assignments to serve the interests, needs, safety and welfare of the students.
11. The District will solicit input from the Association when reviewing and updating classified job descriptions.

B. INVOLUNTARY REASSIGNMENT:

District reassignment shall be considered in the spirit of providing the best possible education for students. Reassignments may be necessary when an "overage" situation occurs due to student(s) relocation / exit and the classified personnel needed to support the student's education is left without a position. The affected staff consists of personnel in the school and / or attendance area where the "overage" occurs.

B. INVOLUNTARY REASSIGNMENT: (continued)

Criteria for considering changes will be:

Requests for volunteers;

1. District-wide seniority within the attendance area;
2. In the event two (2) or more employees have the same seniority, then a draw of lots in accordance with a pre-determined procedure shall determine seniority.

ARTICLE VII

REDUCTION IN FORCE

A. SENIORITY DATE AND QUALIFICATIONS:

1. The District retains the right to determine when a reduction in force is necessary, the number of employees whose employment must be terminated and the areas of employment and / or school district operations within which such reductions in force shall occur. Once it is determined that a reduction in force is necessary, the District will agree to meet with the Association and discuss the pending Reduction in Force.
2. In the event the District determines that classified employee staff must be reduced, the following criteria shall be used in selecting employees for retention:
 - a) Temporary and probationary employees within the job classification selected for layoff shall be laid off first.
 - b) District-wide seniority.
3. Prior to implementing a reduction in force, consideration will be given to transferring employees whose positions are being eliminated into positions that are available at the time of the reduction based on retirements, resignations, and leaves of absences, and new positions. The decision to utilize these options will be at the discretion of the District.
4. Reduction in Force Procedures
 - a) When it is determined that a Reduction in Force is necessary, the least senior employees District- Wide will be reduced first.
 - b) Once a District-Wide reduction in force occurs, Area-Wide involuntary transfer procedures will be followed until all positions are filled.
5. No employee shall be replaced by another employee not qualified for such classification.
6. Seniority or "seniority date" shall mean the most recent date of employment with the District. Any resignation or termination of employment which results in the employee leaving the District shall constitute a "break" in seniority. For the purpose of staff reduction, seniority date shall mean the first working day after the most recent break in service, if any.
7. An employee's seniority date for reduction in force and bumping purposes shall encompass all periods of service from the employee's last continuous employment date. Periods of separation may not be bridged to extend such service unless the separation is a result of a reduction in force in which bridging will be authorized if the employee is re-employed in his / her their classification within the period of his / her their reduction in force eligibility, as provided in section B.2. below.
8. In the event that a reduction in force is necessary for School Maintenance personnel, Maintenance Levels I, II, III, as noted on the pay schedule, shall not be taken into consideration and all employees will be considered equal.
9. A reduction in the number of hours in a day or days in a contract year a classified employee is contracted to work shall not constitute a lay-off. However, at the earliest possible time the district will meet and provide the Association with the rationale and opportunity for input for such action.

B. RE-EMPLOYMENT:

1. All permanent employees terminated during a reduction in force shall be placed on a re-employment priority list for all positions for which they are qualified and available. Such employees shall be given preference for rehiring in permanent positions for which they are qualified.
2. Names shall remain on the re-employment priority list for one (1) year. Refusal of a comparable permanent position, however, shall result in removal from the re-employment priority list.
3. It is the responsibility of the employee to keep the Personnel Office current with **his / her** **their** mailing address and telephone number(s).

C. SENIORITY ACCRUAL DURING UNCOMPENSATED LEAVE:

Seniority shall continue to accrue for the following uncompensated leave:

1. Uncompensated leave as a result of a work-related injury
2. Uncompensated leave due to layoff
3. Uncompensated leave approved by the Superintendent, which does not exceed twenty (20) continuous days - accrual up to twenty (20) days

ARTICLE VIII

NON-DISCRIMINATION

The District and the Association agree not to discriminate, as set forth in federal and state law, against its employees, or its members, based upon race, creed, color, national origin, sex, sexual orientation, age, or physical disabilities. The Association shall admit persons to membership without discrimination.

NOTICE OF NONDISCRIMINATION ON THE BASIS OF SEX UNDER TITLE IX

Lyon County School District ("the school district") does not discriminate on the basis of sex in the education program and activity it operates. Title IX prohibits sex-based discrimination, including sexual harassment, in violation of Title IX of the Education Amendments of 1972. Title IX provides that no person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any school district education program or activity. The school district is required by Title IX not to discriminate in such a manner. Title IX applies to any school district education program or activity, whether such program or activity occurs on-campus or off-campus. The requirement not to discriminate in the school district's program or activity extends to employment.

The school district has designated the following employee to coordinate its efforts to comply with Title IX. The school district's Title IX Coordinator is:

Director of Human Resources
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447
(775)463-6800

Inquiries about the application of Title IX to the school district may be referred to the school district's Title IX Coordinator, or to the Assistant Secretary for Civil Rights of the U.S. Department of Education, 400 Maryland Ave., S.W., Washington, D.C. 20202, or both.

Complaints of sex discrimination and formal complaints of sexual harassment may be filed with the school district's Title IX Coordinator.

Lyon County School District has established grievance procedures that further describe how to report or file a complaint of sex discrimination and how the school district will respond in Board Policy AA and Administrative Regulation AA. Lyon County School District has established a grievance process that further describes how to report or file a formal complaint of sexual harassment and how the school district will respond in Board Policy AB and Administrative Regulation AB.

ARTICLE IX

DISCIPLINE, SUSPENSION, DEMOTION AND DISCHARGE

A. DISCIPLINARY ACTION:

If there is an issue which may be cause for disciplinary action, the supervisor shall address the issue with the employee in a timely manner. A good faith effort will be made to provide at least 24 hours written notice prior to the meeting. Personnel matters and proceedings are to be kept confidential at any level of the disciplinary process. Violation of confidentiality shall be cause for disciplinary action. All investigations and proceedings associated with the possible disciplinary action will be concluded in a timely manner. If the investigation extends beyond 10 days, administration must communicate the status of the investigation to the employee and the association representative.

1. The District shall not suspend without pay, demote, or discharge a post probationary permanent employee as a disciplinary action without just cause.
2. Discipline shall be dependent upon an individual's offense of federal, state, or District laws, regulations, guidelines and policies, and shall result in disciplinary measures up to and including termination.

Cause for discipline includes:

- a) Negligence in the performance of assigned duties
- b) Insubordination
- c) Inappropriate conduct while on the job or representing the District
- d) Unauthorized absence, excessive absence or the abuse of leave privileges
- e) Reporting on duty while under the influence of alcohol or drugs
- f) Dishonesty
- g) Activity that violates policies, rules, or regulations of the District

3. No District evaluation more than three (3) years old shall be considered valid nor shall an employee present any evaluation from a previous employer in a disciplinary or termination case.
4. However, a written warning, letter of concern or admonition issued to an employee who has met expected standards and who has received no subsequent letters or written warning(s) shall be removed from the employee's personnel file any time after thirty-six (36) months have lapsed from the original date of issue.

B. AUTHORIZED / UNAUTHORIZED ABSENCE:

1. Any authorized absence is an absence for which the employee has received prior approval. However, it is the prerogative of the District to make an exception for an extenuating circumstance beyond the power and control of the employee whereby the employee could not have received prior approval.
2. Absence without authorization shall be grounds for disciplinary action.
3. Unauthorized absence for three (3) consecutive workdays constitutes abandonment of position and the District shall move to terminate the employment as a resignation. Neither Article IV nor Section A of Article IX shall apply. However, the employee shall have the right to appeal to the Human Resources Director whose decision is final.

ARTICLE X

LEAVES

Note: All applicable leave will run concurrent with the Family and Medical Leave Act (FMLA) guidelines.

A. GENERAL TERMS OF SICK AND PERSONAL LEAVE:

1. It is the responsibility of the employee to submit leave requests, within the designated time constraints for each type of leave, utilizing the current automated LCSD Substitute Placement and Absence Management application (i.e., Frontline).
2. An employee's sick leave is a designated amount of compensated leave granted to an employee who is unavoidably absent as the result of personal illness, medical appointments, illness in **his / her their** immediate family or bereavement.
3. For each calendar month of service, a permanent employee shall be credited with hours of sick leave equal to 1.25 times the hours in the employee's daily work schedule. Within the limitations of this Article, sick leave shall be credited to an employee upon completion of each month of service, and available for use the following month, within the limitations of this article.
4. Personal leave will be granted outlined in Article X, Section E.
5. Sick leave shall be accumulated to a maximum of one hundred eighty (180) days. Days accumulated beyond one hundred eighty (180) shall be kept in the employee's file as inactive accumulated sick leave which could be used provided the School Board chooses to activate them. Excess days shall be determined on June 30th of each year. ~~Excess days shall be determined on June 30th of each year.~~ Employees may convert their inactive sick leave to personal leave at a rate of six (6) sick leave days to one (1) personal leave day, not to exceed two (2) personal days each year.
6. Employees may use accumulated sick and personal leave immediately following employment with the District.
7. An employee who has exhausted **his / her their** accumulated sick and personal leave may, at the employee's option, elect to use any vacation leave to which the employee may be entitled.
8. Employees with no accumulated leave available shall have their pay reduced for the time not worked. Such lost compensation shall not be paid at a later date when leave becomes available.
9. Employees rehired after a break of service in excess of one (1) year shall not receive credit for sick or personal leave accumulated during the previous period of employment.

B. SICK LEAVE:

1. Sick leave shall be granted for personal illness, disability, or illness or accident in the immediate family, and shall be deducted from the employee's accumulated sick leave.
2. Pregnancy and / or medical issues associated with pregnancy shall be treated as any other sick leave.
3. Should an employee be absent from **his / her their** assignment more than five (5) consecutive workdays within the fiscal year or should there be a pattern of chronic or repeated absences, or the District has reasonable cause to suspect abuse or falsification of leave, the employee may be required to provide verification of illness from **his / her their** physician in order to charge the absence to sick leave.

C. BEREAVEMENT LEAVE:

An employee may be granted five (5) of their sick leave days each year for Bereavement Leave. Bereavement leave shall be deducted from sick, personal, or vacation leave. Additional time may be granted by the Superintendent or designee. Such leave will be granted for death in an employee's immediate family.

D. PAYMENT FOR UNUSED SICK LEAVE:

1. Full-time employees leaving the employment of the District during the year beginning August 1st shall be paid at the rate specified providing the following terms are met:
 - a. The employee has eight (8) consecutive years of employment with the School District.
 - b. The employee has not been dismissed.
 - c. The employee has a minimum of fifty (50) days accrued sick leave upon separation.
2. Employees will be paid thirty-five percent (35%) of each day of unused sick leave, not to exceed fifty dollars (\$50) per day, up to a maximum of the employee's workdays. The maximum aggregate sick leave payments available yearly under this contract is \$40,000.
3. All payments shall be made during August for those employees separating from employment during the prior twelve (12) month period ending July 31.
4. An employee's beneficiary shall, if he / she dies while employed by the School District, receive payment for any accumulated sick leave payable under this Article.

E. PERSONAL LEAVE:

On July 1st of each year, all employees, full-time, half-time, and part-time, shall be eligible for two (2) days of Personal Leave. If such employee has accrued thirty (30) days of sick leave, said employee may elect to use a day's accrued leave for an additional personal day per year. In addition, one (1) paid personal leave day may be earned per year, which may be used the following contract year, according to the scale below.

Additional personal leave days acquired as the result of sick leave accrued over thirty (30) days, and/or granted as per the personal leave matrix shall be cumulative and rolled over to the next year. No more than five (5) personal days may be rolled over to the next year.

12 Month Employee	Employee has taken the equivalent of 6 sick days or fewer	1 Additional Personal Day
11 Month Employee	Employee has taken the equivalent of 5 sick days or fewer	1 Additional Personal Day
10 Month Employee	Employee has taken the equivalent of 4 sick days or fewer	1 Additional Personal Day
9 Month Employee	Employee has taken the equivalent of 4 sick days or fewer	1 Additional Personal Day

1. Personal Leave shall not be used the first or last week of school, nor during in-service / training, unless there is a verifiable emergency, mandated court appearance or extenuating family circumstances (i.e., graduation, promotion, wedding, religious event, etc.). Personal Leave may be used to extend any holiday period with the approval of the employee's supervising administrator. The supervisor's decision is final and not subject to appeal.
2. Requests for Personal Leave must be submitted at least two (2) days prior, except in cases of a verifiable emergency, for approval by the employee's supervising administrator. Such leave may be denied if no substitute is available, there is an emergency condition in the District, or such leave causes a negative impact on any District operation. Leave requests will be considered on a first-come, first-served basis.

F. SICK LEAVE BANK:

1. The Purpose of the Sick Leave Bank is to assist employees who have long-term debilitating illnesses or disabilities and who have exhausted all accumulated leave. Sick Leave Bank days shall not be used for elective surgery, family illness, or maternity leave. For purposes of this policy, the following definitions shall be used:
 - a) A long-term debilitating illness or injury:
 - 1) Is catastrophic, or life threatening in nature to the physical well-being of the employee, AND
 - 2) Causes the employee to be unable to fulfill his / her job responsibilities, AND
 - 3) Requires sick leave absence for recovery in excess of fifteen (15) days as directed by a health care physician.
 - b) Accumulated leave includes sick leave, personal leave, and vacation leave.
 - c) A day is the number of hours in an employee's workday.
 - d) The open enrollment period is the month of September.
2. Upon employment, completion of the membership application, and the transfer of the sick day from the employee to the sick leave bank, an employee is eligible to participate in the Sick Leave Bank.
3. Application for membership authorizes the Lyon County School District to transfer one (1) day of sick leave to Sick Leave Bank. A member whose daily hours of employment increase will automatically be assessed for the difference between the initial enrollment hours and the current hours of daily employment. Hours may not be withdrawn from the bank if hours of employment decrease.
4. Only individuals who have contributed to the Bank are eligible for benefits.
5. A statement of participation in the Sick Leave Bank will be included in the yearly Sick Leave accounting update given by the School District office.
6. Pre-existing conditions will be exempt for a period of one (1) year if:
 - a) The employee chose not to enroll in the Bank at the initial opportunity.
 - b) The employee withdrew from membership in the Bank and wishes to re-enroll during the open enrollment period.

F. SICK LEAVE BANK: (continued)

7. When a number of hours in the Bank falls below three hundred and twenty (320), the committee will inform the bank membership that an assessment of one (1) day sick leave per member will be made to replenish the hours available. Any member who has no sick leave at the time of the assessment will be assessed as soon as leave is accrued. There will be a maximum of two (2) special assessments made during the fiscal year. If there is a need for additional assessments, a two-third (2/3) vote of approval from the Sick Leave Bank membership will be required.
8. The maximum number of days which may be granted from the Bank at any one (1) time shall be thirty (30) days. Additional days may be granted only after additional application and review. The maximum cumulative number of days which any one (1) person can be granted from the Bank during his / her their employment with the Lyon County School District shall be sixty (60) days. A day granted is equal to the employee's regular daily hours of employment. The maximum amount of days granted for an employee in his / her their first year of employment is fifteen (15) days.
9. Any sick leave which an employee receives from the Sick Leave Bank, which is not used during the time of the long-term illness or disability or upon resignation or termination of employment of the employee, shall be returned to the Sick Leave Bank.
10. An employee who receives sick leave from the Sick Leave Bank is entitled to payment for that leave at a rate no greater than his / her their current hourly rate of pay.
11. If an employee is approved to receive assistance and the employee is receiving some form of compensation because of industrial injury, other than through the employee's personal insurance, only the number of hours required to result in compensation equal to the difference between the employee's regular daily rate of pay and benefits received may be granted.
12. An employee who has used the Sick Leave Bank shall reimburse the Bank when his / her their accumulated sick leave exceeds sixty (60) days. Upon leaving the district, the employee shall be ineligible for any payment for unused sick leave until the Sick Leave Bank is reimbursed for the balance of days the employee withdrew from the Bank.
13. The Sick Leave Bank committee will be appointed on a school year basis. The committee will consist of two (2) classified employees appointed by the Association and one (1) member appointed by the Superintendent. The decision of the Sick Leave Bank Committee will be final.
14. An employee who is found to have actively pursued other work, or participated in activities physically unlikely for one with a debilitating illness or injury, while taking days from the Sick Leave Bank shall:
 - a) Reimburse the District for days used from the Bank and forfeit any days granted but unused
 - b) Be excluded from any future membership in the Sick Leave Bank
 - c) Be subject to District disciplinary action

G. JURY DUTY:

An employee who serves as a member of a jury shall not suffer a loss in pay or benefits nor shall time be charged against his / her accumulated sick, personal or vacation leave due to such service. However, any payment received by the employee for such service shall be remitted to the School District. A copy of the subpoena is to be submitted to the employee's supervisor when the employee requests leave for jury duty.

H. VACATION LEAVE:

1. A permanent full or half-time employee whose employment is based on a twelve-month work schedule will be granted leave to be used for vacations or other personal business of the employee.
2. An employee who, prior to the signing date of this Agreement, earned vacation leave in a specified work assignment, shall continue to do so. Such provision shall not apply should the employee transfer to another assignment which, under this Agreement, is not eligible for vacation leave.

3. ACCRUAL RATES:

- a) Eligible employees with one (1) to five (5) years of service: ten (10) working days accrued at .83 days per month worked.
 - b) Eligible employees with over five (5) years of service, accrued at 1.25 days per month worked.
4. If an employee accepts a position that accrues Vacation Leave, and immediately preceding the acceptance of such position was a full-time employee of the School District, such prior full-time service shall be included in determining the rate at which annual vacation leave shall accrue.
 5. Accrued Vacation Leave shall be credited to an employee upon completion of each month of service and available for use the following month.
 6. It is the responsibility of the employee, who is eligible for vacation leave, to schedule such leave with **his / her** **their** supervisors. Requests for use of vacation leave must be submitted to the employee's supervisor for approval at least two (2) weeks in advance. Requests after that date may be approved if the requested leave does not impact District operation. Employees may not use accumulated vacation leave until completion of six (6) months of continuous service.
 7. Any person with three (3) previous continuous years of service who is rehired by the School District after a period of absence, shall be granted credit for such prior service for the purpose of determining the number of annual vacation days allowed. Persons out of service for one (1) year or less shall retain credit for 100% of their past service. Persons out of service for more than one (1) but less than two (2) years shall be credited for 50% of their past service, and persons out of service for more than two (2) but less than four (4) years shall be credited for 25% of their past service. Any person out of service for more than four (4) years shall not be entitled to any credit for past service.
 8. Contingent upon completion of six (6) months of service, an employee shall be paid accumulated annual leave upon termination.
 9. A maximum of twenty (20) unused vacation days shall be allowed to accrue from one (1) year to the next. Accrued vacation leave in excess of twenty (20) days must be taken prior to December 31 of each year or be forfeited. The District shall give employees at least thirty (30) days' notice of impending forfeiture. Effective December 31, 2000.
 10. If the Superintendent determines the employee's approved vacation leave must be cancelled and, therefore, approved leave days cannot be used by December 31, the approved days shall be carried over to the next year. Such carryover shall be good for one (1) year only.

I. LEAVE WITHOUT PAY:

1. Requests for leave without pay must be submitted in writing to the supervisor at least ten (10) days in advance, except in cases of emergency. The supervisor may authorize leave without pay up to thirty (30) days. Leave without pay beyond thirty (30) days must be approved by the Superintendent or designee. Leave without pay may be granted for reasons of health, and other reasons mutually agreed upon by the employee and the supervisor.
2. Leaves of absence for any purpose may not exceed twelve (12) months. Employees granted leave without pay longer than six (6) months must submit to the District, in writing, their intent to return no later than ninety (90) days prior to the expiration of the leave. Failure to notify the District shall be interpreted as an indication of the employee's decision not to return to work.
3. The parties agree that in the event an employee is granted leave without pay, such employee may return to his former position, or a comparable position if his former position is unavailable, at any time before the time allotted for leave without pay has expired.
4. An employee who violates the agreement for leave without pay, or who takes another job without permission from the Superintendent while on leave from the District, shall forfeit **his / her** **their** position with the District.

J. CHILD REARING AND ADOPTION LEAVE:

1. An employee shall be granted unpaid Child-Rearing Leave without pay not to exceed twelve (12) calendar months upon written application to the Superintendent submitted at least forty-five (45) days prior to the commencement of the requested leave. Such request must be directly associated with the actual or impending arrival of a newborn child or the adoption of a child.
2. No benefits shall accrue to the employee while on a child-rearing leave or adoption leave, except those provided by Federal or State laws. Upon return, the employee shall be credited with any accumulated unused sick leave.
3. An employee shall be granted an Adoption Leave without pay not to exceed twelve (12) calendar months upon written application to the Superintendent submitted at least forty-five (45) days prior to the commencement of the requested leave. Such request must be accompanied by a birth certificate, if appropriate. A leave shall commence no later than nine (9) months after the placement of the child in the home. Three (3) months prior to the expiration of the leave, the employee shall notify the School District whether ~~he / she~~ their plans to return to work. Failure to notify the District shall be interpreted as the employee's decision not to return to work and shall be deemed a resignation.

K. ASSOCIATION LEAVE:

1. Beginning each school year, the Association shall be credited with fifteen (15) days aggregate leave to be used for Association business. Should a non-executive board member of the Lyon County Classified School Employees Association be elected to the state board of the Nevada Classified School Employees Association Public Works Association, they will be able to utilize the aggregate days of leave for state association business. The Association shall reimburse the District for loss work time. Such leave is not accumulative.
2. Use of said leave shall be requested by the Association President or **his / her** **their** designee to the Superintendent not less than three (3) days prior to the commencement of said leave.
3. Employees using said leave shall do so without loss of pay or benefits. The Association shall reimburse the District for lost work time.
4. Negotiating team members shall be excused from their duties with pay to attend negotiation sessions. The Association shall reimburse the District for lost work time.

In the event School Board meetings are being conducted during school hours, the Association Representative to the School Board will be released from **his / her** **their** regular duties without loss of pay or benefits. The Association shall reimburse the District for lost work time.

L. DONATED SICK LEAVE DAYS TO CLASSIFIED EMPLOYEE

1. If both relatives within the third degree of consanguinity or affinity are classified employees of the District, one (1) classified employee may donate sick leave days to another classified employee, up to a maximum of twelve (12) weeks per the FMLA guidelines.

ARTICLE XI

HOLIDAYS

- A. All holidays as declared by the Governor, Legislature or President of the United States shall be granted to all classified employees. The employee shall be paid for those holidays designated as paid holidays on the regular annual work calendar of ~~his / her~~ **their** job group. The employees shall be paid for the hours ~~he / she~~ **they** would have been scheduled to work had it not been for the holiday. However, being paid for the holiday shall be contingent upon the employee working ~~his / her~~ **their** last working day before the holiday and ~~his / her~~ **their** first working day after the holiday unless the employee's supervisor has 1) approved the paid personal or vacation leave or 2) accepts verification of a medical condition or emergency situation resulting in absence, or 3) mandated court appearance. ~~or 4) granted compensatory time.~~
- B. If a holiday occurs while an employee is on paid leave status, ~~he / she~~ **they** shall receive the holiday pay and the day shall not be charged against the leave.
- C. The Association may make recommendations to the Board regarding the annual school calendar.
- D. HOLIDAY SCHEDULE:

The total number of holidays on the schedule shall be sixteen (16). The remainder of the holidays shall be designated by the School Board and shall be contiguous with Christmas, New Year's, and Spring break.

January 1 (New Year's Day) (2 days)
Third (3rd) Monday in January (Martin Luther King's Birthday)
Third (3rd) Monday in February (Presidents' Birthday)
Spring Break (2 days)
Last Monday in May (Memorial Day)
June 19 (Juneteenth)
July 4 (Independence Day)
First (1st) Monday in September (Labor Day)
Last Friday in October (Nevada Day)
November 11 (Veteran's Day)
Fourth (4th) Thursday in November (Thanksgiving Day)
Friday following the fourth (4th) Thursday in November (Family Day)
December 25 (Christmas Day) (2 days)

ARTICLE XII

USE OF PRIVATE VEHICLE

- A. Other than for his / her their regular assignment and pursuant to the order of the Superintendent, in the event an employee covered thereunder is required to use his / her their private transportation for School District business, an allowance equal to the present District rate will be paid by the District, which shall include food and lodging as per current District Policy.

ARTICLE XIII

SAFETY

- A. Maintaining healthful and safe conditions throughout the School District is a responsibility shared by the School Board and the School District employees. All reasonable training, methods and procedures to secure safety shall be utilized.
- B. It shall be the responsibility of all employees to observe all safety rules, to maintain work habits and attitudes that shall protect themselves as well as students and other employees, to keep work areas free of unnecessary hazards, to wear and use required safety equipment and to participate in safety instruction activities.
- C. The School District shall make available a continuing program of safety instruction, shall provide the employee with the necessary protective clothing and equipment to perform work safely, shall provide the employee with safe tools and equipment, shall provide a structured on-going process of safety evaluation and improvement.
- D. Classified employees, in the appropriate positions, shall be trained in CPR, Handle with Care, and other safety procedures determined by the District for the welfare of staff and students.
- E. Employees are expected to work in a positive, cooperative, and collaborative manner in the workplace. Dress, appearance, language, and behaviors are to be appropriate for working in an educational setting.

ARTICLE XIV

COMPENSATION

A. Employees shall be compensated as per the applicable pay schedule. A ~~ten percent (10.0%) raise for the 2023-2024~~ twenty-five one hundredths percent (.25%) raise for the 2025-2026 school year and ~~four one and one half percent (4.5%)~~ (1.5%) raise for the 2024-2025 2026-2027 school year, absent any unforeseen, significant changes in state funding. This does not include the one and ~~eight six hundred seventy-two~~ eight six hundred ~~thousandths of a percent (1.875%)~~ thousandths of a percent (1.625%) PERS increase payable by the District effective July 1, 202~~3~~5 through June 30, 202~~5~~7. Should there be any unforeseen, significant changes in state funding during the duration of this agreement, collective bargaining sessions can be initiated per NRS 288. Placement on the pay schedule may be appealed by the employee no later than six (6) months after hire date. Should an error be discovered, it will be corrected within the same fiscal year.

B. Senate Bill 231 (2023 Legislative Session) – Additional Salary

~~For the 2023-2025 biennium, LCSD will pursue funding as made available through Senate Bill 231 of the 2023 Legislative Session. Any awarded funds will be applied to salary and benefits, as permitted by law. Any increase in salary and benefits will only be for the term of the 2023-25 biennium and will sunset effective July 1, 2025, unless extended by the Nevada Legislature.~~

~~Funds will be reported separately on employee contracts as clarification for all parties. Funds will be applied, upon receipt, consistent with a successful subgrant award.~~

Senate Bill 500 (2025 Legislative Session) – Additional Salary

For the 2025-2027 biennium, LCSD will pursue funding as made available through Senate /bill 500 of the 2025 Legislative Session. Any awarded funds will be applied to salary and benefits as provided by law. Any increase in salary and benefits will only be for term of the 2025-27 biennium and will sunset effective July 1, 2027, unless extended by the Nevada Legislature.

Funds will be reported separately on employee contracts as clarification for all arties. Funds will be applied upon receipt, consistent with a successful subgrant award.

The LCSD agrees to allocate up to one million ninety-six thousand six hundred fifty-eight (\$1,096,658) per year, on a percentage of all eligible employees' base salaries and to pay employees covered by this agreement those funds based upon that percentage, unless precluded by law.

C For all new hires, one year of experience may be allowed for every two years of verified comparable job experience. It is the employee's responsibility to substantiate this experience to the satisfaction of Human Resources, which has the final authority in making this determination. All documentation must be sent to Human Resources within six (6) months from date of hire.

D. A current permanent employee who accepts a new position in accordance with Article VI shall be placed on the pay schedule according to the following criteria:*

1. If the new position is at a higher Grade, and within the same job group (See Appendix A - column) as previously employed, the employee shall start at either the lowest step that results in a rate of pay equal to or greater than previously received or shall be given credit for experience at the rate of one (1) step for every two (2) years of experience within that group, whichever is greater.
2. If the new position is at a higher Grade, and within a different group as previously employed, the employee shall start at either the lowest step that results in a rate of pay equal to or greater than previously received or shall be given credit for experience at the rate of one (1) step for every three (3) years of experience within that group, whichever is greater.
3. If the new position is at a lower Grade than the current position, and is within the same job group, the employee shall be given credit for experience at the rate of one (1) step for every year of experience

within that group, or start on Step two (2), whichever is greater.

4. If the new position is at a lower Grade than the current position, and is in a different job group, the employee shall be given credit for experience at the rate of one (1) step for every three (3) years of experience within that group, or start on Step two (2), whichever is greater.
5. If the current permanent employee accepts a new position in a position in which the employee has previous district experience, the employee shall be given credit for experience at the rate of 1 step for every 1 year of experience in the same position. All other years of experience within the District will be factored according to Article XIV C1-4.

*** Please note: this applies to employees who have been working more than one (1) year.**

- E. A step raise shall be granted each employee on **his / her** their anniversary date contingent upon completion of a year of service.
- F. All employees eligible for retirement under the Public Employees' Retirement System of Nevada are paid over a twelve (12) month period while all other employees are paid over a ten (10) month period.
- G. Beginning January 1, 2016, classified employees earning college credit from an accredited post-secondary institution will be compensated at a rate of \$50 per credit upon proof of successful completion on an official transcript. Prior approval by the supervisor and HR Director is required. Transcripts must be turned in within three (3) months of successful completion.
- H.
 1. If two (2) or more bus drivers have the same Board hire date, and their first day as permanent drivers are the same, then consideration shall be given to the employee's verified Transportation related work experience and past Transportation performance records. In the event all things are equal, seniority shall be determined by the drawing of lots.
 2. State regulations require all school bus drivers to pass the necessary Department of Transportation physical every two (2) years. Lyon /county School District also requires a bus driver to pass a physical examination after a serious illness or accident before allowing them to resume their physical duties.
 3. Lyon County School District shall reimburse transportation personnel the cost of a renewal DOT physical up to \$50 every two (2) years, annually if mandated by federal or state requirements. Those drivers whose certification requires additional physicals in order to maintain their CDL certification shall be responsible for those costs. The exception to this requirement will be if the District, not the attending physician, requires the employee to have a physical screening due to a serious illness or accident before resuming their duties in which case, the cost of this physical will be borne by the District.
 4. The position of mechanic requires the employee provide all of **his / her** their own hand tools and lockable storage units. The District self-funded (\$25,000 deductible) and district-wide liability for fire and theft (as a result of break-in) will cover these losses provided each mechanic will have an inventory and pictures of **his / her** their tools on file in **his / her** their transportation file which must be updated a minimum of every six (6) months.
- I. Bus driving route time shall be established as of count day (usually the fourth (4th) Friday of the new school year). Such route time shall include the actual time for running the route plus fifteen (15) minutes. Only variances that exceed regular route time by over fifteen (15) minutes shall be recorded as extra time. An additional pre-trip time of .9 (.5 hours in AM and .4 hours in PM) shall be included in the daily route time. Should a route maintain a change in time greater or less than thirty (30) minutes variance over a two (2) month period, an adjustment shall be made establishing a new route time and be reflected in pay adjustment.
- J. A probationary employee who resigns, or is dismissed shall, upon request of the District, reimburse the District for any license or training fees paid by the District.
- K. During the school year, a day when students are not in attendance as the result of a teacher in-service shall be a

regular workday on the classified work calendar. Classified employees may be directed to attend the teacher in-service or to attend other in-services, or activities/trainings appropriate for their job classification.

- L. Full-time employees are eligible for longevity pay to be paid for continuous service in June of each year for the following:

10 - 14 years of service	\$500	<u>\$550</u>
15 - 19 years of service	\$750	<u>\$825</u>
20 plus years of service	\$1250	<u>\$1375</u>

Continuous service includes years worked in succession. Approved leave by the District is considered a part of continuous service. When an employee terminates from the District, a break in continuous service occurs. Any person with three (3) previous continuous year of service who is rehired by the District after a continuous break in service shall be granted credit for such prior service for the purpose of determining the number of years of continuous service. Persons out of service for one (1) year or less shall retain credit for 100% of their past continuous service credit.

M. EXTRA DUTY CONTRACT WORK BY CLASSIFIED EMPLOYEES

Any employee working an extra-duty contract as outlined in the LCEA agreement with LCSD shall not be required to use personal and/or annual leave to fulfill those obligations. Employees will be allowed to make up time lost in the course of fulfilling these obligations.

N. INSTRUCTIONAL SPECIALISTS

1. Instructional Specialists (positions required to develop daily lesson plans and deliver instruction, i.e., elementary librarians, computers, physical education, STEM, music, etc.) shall be compensated at a Grade eight (8) on the classified pay schedule.*
2. The School District recognizes that preparation time during the instructional specialist's workday is important. The School District shall provide 150 minutes of preparation time per week.

Preparation time shall be defined as structured time for preparation of lessons, correction of papers, planning instruction, coordinating with colleagues, contacting, conferencing with parents and administration and for self-directed time. Every effort will be made to maintain preparation time during testing periods and / or alternative schedules. Emergencies may necessitate adjustments to preparation times.

3. If, at any time, an instructional specialist is required to augment their class size beyond thirty-five (35) students, the instructional specialist will be compensated at the rate of \$20per hour for the number of additional hours of student contact time covered.

- O. Non-instructional Specialists (positions not required to develop daily lesson plans and deliver instruction, i.e., middle and high school librarians, APEP Aides, etc.) shall remain at a Grade five (5) on the classified pay schedule.*

- P. Principal Secretaries will be designated as twelve (12) month employees effective July 1, 2016.*

*** Please note: These changes will be reflected in Appendix A Classified Matrix**

- Q. Transportation Leads, Transportation Facilitator and Bus Driver Trainer Lead will be designated as twelve (12) month employees effective July 1st, 2018.

ARTICLE XV

OVERTIME, AND COMPENSATORY TIME, AND MODIFIED WORK SCHEDULES

A. OVERTIME AUTHORIZATION:

1. All overtime must be authorized in advance by the Superintendent or designee, except in case of emergency whereby the Superintendent or designee must be contacted as soon as possible to verify the emergency situation. A verbal request by the employee's designated supervisor to work beyond regular hours shall be construed as authorization.
2. Classified employees called in to work in an authorized emergency shall receive a minimum of two (2) hours compensation. Classified employees taking a phone call in an authorized emergency shall receive compensation in 15-minute increments.
3. Classified employees taking a phone call in an authorized emergency shall receive compensation in 15-minute increments. This provision does not apply to the Lead Mechanic and Mechanic positions, who instead shall receive an annual stipend paid in June: \$1000 for the Lead Mechanic and \$500 for the Mechanic.

B. PAYMENT:

1. Overtime shall be paid at the employee's regular rate of pay for the classification he / she they is are assigned unless the employee has worked in excess of forty (40) hours in one (1) work week. For those hours worked in excess of forty (40) hours, the employee shall receive 1.5 times their regular rate of pay.
2. In the event an employee is required to work on a holiday, such time shall be paid at two (2) times the regular rate of pay, once for the holiday and once for the actual time worked. If the time worked causes the total hours worked, including holiday time, to exceed forty (40) hours for the week, such time shall be paid at 2.5 times the regular rate of pay. Such modifications to flex this time must not exceed the employee's regular work schedule.
3. Although administrators or managers/supervisors are encouraged to work with their employees to flex time during extenuating circumstances, they are not required to if doing so would negatively impact the operations of the District.

Note: Overtime will be paid, and Compensatory Time may be granted in accordance with the provisions outlined in LCSD Board Policies GCC through GCCD respectively.

C. COMPENSATORY TIME:

1. In lieu of payment of overtime, an employee may be granted compensatory time. Compensatory time is taken on an hour-to-hour basis unless earned at the 1.5 rate.
2. Compensatory time must be used within thirty (30) days. If not used within this time period, such overtime will be reported to the payroll department as overtime and compensated at the rate earned.
3. An employee must indicate his / her desire to receive compensatory time prior to the overtime worked.
4. The School District reserves the right to modify any employee's weekly work schedule in order to assure adequate staffing needs are met. Such changes are not considered overtime or compensatory time if the total time worked does not exceed the hours in the employee's weekly work schedule.

ARTICLE XVI

INSURANCE

- A. The Association shall have proportionate representation on the District insurance committee. The District agrees to include all qualifying employees and / or dependents in the Lyon County School District Health Care Plan. New employees and / or dependents may be enrolled providing they meet the qualifiers set forth by the Lyon County School District Health Care Plan.
- B. Beginning August 1, 2023, health benefits shall be effective on the first day of the month, following the date of hire.
- C. Other than the thirty (30) day grace period for new hires, dependent coverage for the Lyon County School District Health Care plan shall be elective during the District's designated open enrollment period or other qualifying events.
1. Effective July 1, 2025 and upon the execution of this Agreement, the LCSD and LCCSEA agrees that the LCSD shall contribute 100% of the premium on the base health insurance plan for eligible employees (those scheduled to work twenty-five (25) hours or more hours per week) and contribute 35% towards dependent health insurance coverage from July 1, 2025 - June 30, 2026, with the agreement that the costs associated with this increase shall be included in the total compensation package negotiated for the successor agreement.
 2. Effective July 1, 2026 – June 30, 2027, LCSD shall contribute the same amount of the premium of the prior year plus an additional 19.9% on the base health insurance plan for eligible employees (those scheduled to work twenty-five (25) hours or more per week) and contribute an additional 19.9% of the prior year's dependent cost up to 35% of dependent health insurance coverage, with the agreement that the costs associated with this increase shall be included in the total compensation package negotiated for the successor agreement.
- D. ~~The School District shall contribute up to \$725.00 per month per regularly employed participant (for employees working twenty five (25) hours or more per week) in the Lyon County School District Health Care Plan effective July 1, 2023 – June 30, 2024, and contribute up to \$780 per month per regularly employed participant (for employees working twenty five (25) hours or more per week) in the Lyon County School District Health Care Plan effective July 1, 2024 – June 30, 2025. In the event of an increase in the Lyon County School District Health Care Plan, the Trustees shall give full consideration to payment of some portion of said increase. Dependent coverage shall be made available at full cost to the employee at the current rate.~~ The Life insurance limit for the employee shall be set at \$20,000 with Accidental Death and Dismemberment set at \$20,000. (Death by accident would then total \$40,000). The life insurance benefit and premium are reduced by 50% at age 70.
- E. "On the job" accidents and occupational sickness shall be compensated to the extent of required and necessary medical expenses and to limited weekly benefits as prescribed by the Nevada State Labor Commission and set forth in the Nevada Workers' Compensation Act.
- F. The School District offers its full-time employees an Internal Revenue Code Section 125 Flex Benefit Program.

ARTICLE XVII

PUBLIC EMPLOYEES' RETIREMENT FUND

- A. The Lyon County School District will pay the applicable retirement contribution for those employees who qualify for membership under the Retirement System, as defined by policy of the Nevada State Retirement System.
- B. It is understood that Article XVII can be changed to comply with any statutes, laws, rules, or regulations enacted or adopted by either the Federal Government or the Public Employees' Retirement Board.

ARTICLE XVIII

PERSONNEL RECORDS AND INFORMATION

- A. An employee shall, on his / her their request and by appointment, be permitted to examine his / her their personnel file which shall be kept in the Personnel Department. This information, whether positive or negative, shall be maintained in this file and not in a separate file that can be presented later. An employee may be given a copy of any material in his / her their file if it is to be used in connection with a grievance or a personnel hearing.
- B. No material derogatory to an employee shall hereafter be placed in his / her their personnel file unless a copy of same is provided to the employee. The employee shall be given an opportunity to submit explanatory remarks for the record within ten (10) days.
- C. Materials may be moved from an employee's file under the terms defined in Article IX.
- D. It shall be noted, at each supervisor's site there shall be an employee file maintained for purposes of summative evaluation. The original evaluation is placed in the official personnel file, one (1) copy is placed in the site file, and another copy is given to the employee.
- E. The complete up-to-date Lyon County School District Policies and Job Descriptions will be maintained online and accessible on the Lyon County School District website.
- F. The Association shall be responsible for the distribution of the Classified Negotiated Agreement to the employees and for maintaining copies in the office area and staff lounge.

ARTICLE XIX

SCHOOL POLICY GUIDE

- A. Representatives of the Association shall meet with the School Board and Administration at least once each school year during the second semester to assist in constructing, amending, or revising the school policy guide that affect the staff for the Lyon County School District.

ARTICLE XX GENERAL

SAVINGS CLAUSE

- A. It is not the intent of either party hereto to violate any laws of the State of Nevada or of the United States of America. The parties agree that in the event any provision of this Agreement is held by a Court of competent jurisdiction to be in contravention of any such laws, they shall enter into negotiations at a time mutually agreeable to all parties. The remainder of the Agreement shall remain in full force and effect.

ARTICLE XXI

NEGOTIATIONS

1. All negotiations shall proceed in accordance with the applicable sections of Nevada Revised Statute 288 with the Ground Rules established by mutual consent at the initial meeting of the two (2) parties.
2. Upon agreement, as to the printers and total printing cost of the contract, the District and the Association shall each be responsible for payment of half the cost.

ARTICLE XXII

IMPASSE PROCEEDINGS

Should an impasse occur, it shall be resolved in accordance with the applicable sections of Nevada Revised Statute 288.

APPENDIX A – ~~2023-2025~~ 2025-2027
Lyon County School District
Classified Pay Structure

Calendar months of service for purposes of Article X, A.2: (1) = 12-month position (2) = 11-month position (3) = 10-month position (4) = 9-month position (5) = temporary position
 *School Secretary: (Elementary/Middle/Intermediate = 10-month position) (High School = 11-month position)
 A current Sign Language Interpreter with no EIPA score shall remain at current rate. Sign Language Interpreter EIPA 4.0 and above will move to the Licensed Non-Degree Salary Schedule
 Maintenance Level I = Elementary School Maintenance Level II = Middle/Intermediate Maintenance Level III = High School Maintenance Level IV = District Wide
Program Paraprofessional work a modified school calendar to include one (1) additional workday.

Grade	Finance	Clerical	Other	Specialists	Specialized or Technical	Food Service	Operations & Facility Services	Transportation	Data Processing
31	General Ledger Acct Manager (1)	CTE Specialist						Mechanic Lead (1)	IT Network Administrator (1) SIS Administrator (1)
30					2 Yr RN (4)		Maintenance IV (1)	Mechanic (1)	Network System Assistant (1) Software System Assistant (1)
29	HR/Business Analyst (1)		CTE Coordinator (1) Grants Coordinator (1)						IT Technicians (1) SIS Admin Assistant (1)
28	Lead Payroll Clerk (1) HR Talent Mgmt Data Analyst (1)						Maintenance III (1)	Transportation Area Lead (1)	
27							Maintenance II (1)	Transportation Facilitator (1)	
26	Account Clerk (1)	Admin Assistant (1)		Instructional Specialists (4)	LPN (4)		Maintenance I (1)	Bus Driver Trainer (1) Bus Driver Trainer Alternate (5)	
25	Business Bkpr (1)	Principal Sec (1) Admin Sec (1) Receptionist / Admin Sec (1) Psych Secretary (4) Fiscal Admin Support (1)			Sign Lang. Int EIPA 2.0-3.9 (4) Technical Aide (4)	Food Service Sec (1)	Groundskeeper & Transport (1)	Bus Driver (4)	
24	Warehouse (1)	School Sec (2/3)* Secretary Aide (4)		Non-Instructional Specialists (4)	School Health Aide (4)	Food Services Area Lead (4)	Groundskeeper (1) Custodial Lead (1)		
23					Paraprofessional (4) Sign Lang Int EIPA 0-1.9 (4)	Kitchen Lead (4)			
22					Special services Aide (4)	Food Service Cashier (4)	Custodian (1)		
21						Food Svc Asst (4)			
20	Reserved for Temp Positions								

Lyon County School District
2025-27 Classified Salary Schedules

FY24 (1.875% PERS and 10% COLA)

Employee/Employer Paid

STEP/GRADE	21	22	23	24	25	26	27	28	29	30	31
STEP 1	14.99	17.01	17.84	19.13	19.66	20.64	21.22	21.87	26.00	27.31	29.81
STEP 2	15.64	17.82	18.90	20.37	21.11	22.07	22.72	23.39	27.53	28.69	31.28
STEP 3	16.26	18.62	19.92	21.60	22.32	23.51	24.21	24.94	29.10	30.14	32.87
STEP 4	16.87	19.45	20.96	22.81	23.66	24.96	25.71	26.49	30.62	31.63	34.51
STEP 5	17.51	20.24	21.99	24.05	24.99	26.42	27.19	28.02	32.15	33.20	36.20
STEP 6	18.13	21.03	23.03	25.29	26.35	27.86	28.70	29.57	33.70	34.86	38.06
STEP 7	18.76	21.86	24.07	26.52	27.65	29.32	30.22	31.09	35.24	36.61	39.93
STEP 8	19.13	22.30	24.56	27.05	28.20	29.90	30.82	31.70	35.95	37.33	40.72
STEP 9	19.51	22.75	25.06	27.59	28.77	30.49	31.44	32.34	36.66	38.08	41.54

Employer Paid* STEP/GRADE

STEP/GRADE	21	22	23	24	25	26	27	28	29	30	31
STEP 1	12.88	14.60	15.32	16.43	16.89	17.72	18.22	18.78	22.33	23.45	25.60
STEP 2	13.43	15.30	16.23	17.49	18.13	18.94	19.50	20.09	23.64	24.63	26.86
STEP 3	13.96	15.99	17.11	18.55	19.16	20.19	20.79	21.41	24.98	25.88	28.23
STEP 4	14.49	16.70	18.00	19.59	20.32	21.43	22.08	22.75	26.29	27.16	29.62
STEP 5	15.04	17.38	18.88	20.65	21.46	22.69	23.35	24.06	27.61	28.50	31.09
STEP 6	15.57	18.06	19.78	21.71	22.62	23.93	24.64	25.39	28.94	29.93	32.68
STEP 7	16.10	18.77	20.67	22.77	23.75	25.17	25.95	26.70	30.26	31.44	34.29
STEP 8	16.42	19.14	21.09	23.22	24.22	25.67	26.47	27.24	30.87	32.07	34.97
STEP 9	16.75	19.53	21.51	23.68	24.71	26.19	26.99	27.79	31.48	32.70	35.67

FY25 (4.50% COLA)

Employee/Employer Paid

STEP/GRADE	21	22	23	24	25	26	27	28	29	30	31
STEP 1	15.67	17.77	18.64	19.99	20.54	21.56	22.17	22.85	27.17	28.54	31.15
STEP 2	16.35	18.62	19.75	21.29	22.06	23.06	23.74	24.44	28.77	29.98	32.69
STEP 3	16.99	19.46	20.82	22.58	23.32	24.56	25.30	26.06	30.40	31.50	34.35
STEP 4	17.63	20.32	21.90	23.84	24.73	26.08	26.86	27.68	32.00	33.05	36.06
STEP 5	18.30	21.15	22.98	25.13	26.12	27.61	28.42	29.28	33.60	34.69	37.83
STEP 6	18.94	21.98	24.07	26.43	27.53	29.12	29.99	30.90	35.22	36.43	39.77
STEP 7	19.60	22.84	25.15	27.71	28.90	30.63	31.58	32.48	36.83	38.26	41.73
STEP 8	19.99	23.30	25.67	28.27	29.47	31.24	32.21	33.13	37.57	39.01	42.55
STEP 9	20.39	23.77	26.19	28.83	30.06	31.86	32.85	33.80	38.31	39.80	43.41

Employer Paid*

STEP/GRADE	21	22	23	24	25	26	27	28	29	30	31
STEP 1	13.46	15.25	16.01	17.17	17.64	18.52	19.04	19.62	23.33	24.51	26.75
STEP 2	14.04	15.99	16.96	18.28	18.94	19.79	20.38	20.99	24.70	25.74	28.07
STEP 3	14.59	16.71	17.87	19.38	20.02	21.09	21.73	22.37	26.11	27.05	29.50
STEP 4	15.14	17.45	18.81	20.47	21.23	22.39	23.07	23.77	27.47	28.38	30.96
STEP 5	15.71	18.16	19.73	21.58	22.43	23.71	24.40	25.14	28.85	29.78	32.48
STEP 6	16.27	18.87	20.67	22.69	23.63	25.00	25.75	26.53	30.24	31.28	34.15
STEP 7	16.83	19.61	21.60	23.79	24.82	26.30	27.12	27.90	31.62	32.85	35.83
STEP 8	17.16	20.00	22.04	24.27	25.31	26.83	27.66	28.46	32.25	33.51	36.54
STEP 9	17.51	20.40	22.47	24.75	25.82	27.37	28.21	29.04	32.90	34.17	37.28

*Subject to change pending changes in contribution rate

PAY RETRO PAY

Retroactive pay will be paid to all permanent employees, employed as of the signing date of this Agreement by both parties. Retroactive pay will be calculated on regular, extra, and overtime compensation and paid within sixty (60) days upon school board ratification.

LCCSEA and LYON COUNTY SCHOOL DISTRICT

TERM OF AGREEMENT SIGNATURE PAGE

Ratified by the Lyon County Classified School Employees Association.



Kathy Rudy, President



Date

LYON COUNTY SCHOOL DISTRICT

This contract was ratified and accepted by the Lyon County School District Board of Trustees at a meeting held on August 26, 2025

Tom Hendrix, LCSD Board of Trustees President

Date

Lyon County School District Board Memo

Date: August 26, 2025
To: Board of School Trustees
From: Jim Gianotti, Executive Director for Educational Services
Re: WNC Courses for Approval

Recommendation

That the board approves the attached WNC courses for students in Lyon County School District.

Background Information

Attached is a list of WNC courses that students from the Lyon County School District are projected to enroll in for credit during the 2025-2026 school year. The numbers are based on the enrollments/requests as of July 2025, as well as historical enrollments, but there is an expectation that this list may grow as students start the academic year. It is our hope that the Board will approve this list as it stands, understanding that some variations may occur.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

WNC LCSD 25-26 Approved Courses

Western Nevada College/Lyon County School District - Dual Credit List (7/14/25)

Subject	Course Number	Course Title	WNC Units	Course Description
ACC	105	Taxation for Individuals	1-3	Covers income, expenses, exclusions, deductions, and credits. Emphasizes the preparation of individual income tax.
ACC	201	Financial Accounting	3	Recommended prerequisite: ACC 135 Introduces the basic principles of financial accounting for business enterprises with special emphasis on accounting for corporations. Includes theory of debit and credit, accounting cycle, special journals, receivables, depreciation, inventory, long-term debt, corporate capital, and preparation of basic financial statements.
ACC	202	Managerial Accounting	3	Prerequisites: ACC 201 with a grade of C or better Introduces the basic principles of management accounting including manufacturing and cost accounting, budgeting, accounting for management decision-making, and financial statement analysis.
AM	140	American Sign Language I & II	6	Introduces ASL and focuses on the development of basic conversational skills, emphasizing receptive abilities.
AM	141	American Sign Language III&IV	6	Prerequisites: AM 140 or AM 145 / AM 146 American Sign Language III promotes the shift from comprehension to production of ASL to bring the students current ASL fluency to a point of self-generated ASL. American Sign Language IV encourages the student to expand his or her command of discourse in ASL on various everyday topics.
AM	145	American Sign Lang I	4	Introduces ASL and focuses on the development of basic conversational skills, emphasizing receptive abilities.
AM	146	Amer Sign Lang II	4	Prerequisites: AM145 Continues to stress the development of basic conversational skills with emphasis on expanding vocabulary and expressive skills.
AM	147	Amer Sign Lang III	4	Prerequisites: AM146 Promotes the shifting from comprehension to production of ASL to bring one's current ASL fluency to a point of self generated ASL.
AM	151	Fingerspelling I	1	Develops basic skills in receptive and expressive fingerspelling.
AM	152	Fingerspelling II	1	Prerequisites: AM151 or current enrollment in AM 151 Improves receptive and expressive fingerspelling skills to intermediate/advanced levels.
ART	100	Visual Foundations	3	Explores visual forms and contemporary concepts through a variety of media, presentations and discussions.
ART	101	Drawing I	3	Develops drawing skills through practice with a broad variety of drawing tools and techniques. 1 hour lecture/4 hours studio per week.
ART	124	Beginning Printmaking	3	Introduces printmaking processes emphasizing relief, intaglio, lithographic, and screen processes.
ART	141	Intro Digital Photography	3	Introduces photographic techniques. Topics include exposure, camera controls, digital printing, file management. Explores creative possibilities and thematic modes of photography; working in series.
ART	160	Art Appreciation	3	Studies art, artists and art media of various historical periods to develop the student's capacity to evaluate and appreciate them.
ART	211	Ceramics I	3	Offers a beginning studio course in ceramic construction and decoration. Lecture and laboratory methods are used to give special attention to the development of individual student's skills. Uses potter's wheels. One hour lecture and four hours studio per week.
ART	212	Ceramics II	3	Prerequisites: ART211 Continues ART 211 but with increased attention given to further refinement of skills. One hour lecture/four hours studio per week.
ART	225	Intermediate Printmaking	3	Prerequisites: ART124 Continues Art 124 with emphasis on contemporary techniques and processes for traditional intaglio, lithography, and digital imaging techniques for intaglio and lithographic processes.
ATMS	117	Meteorology	3	Covers the elements that make up meteorology, potential climate change, severe weather, and weather forecasting.
AV	110	Private Pilot Ground School	4	Prerequisite: None A study of aviation fundamentals including principles of flight, aircraft and engine operations, weather, navigation, and radio communications as required by the Federal Aviation Administration (FAA) regulations. Topics will include general service, maintenance, and safety practices.
BIOL	113	Life in the Oceans	3	Introduces the plants, animals and microorganisms of the oceans with an emphasis on important marine ecosystems such as intertidal zones, estuaries and coral reefs.
BIOL	190	Intro to Cell & Molec Bio	4	Prerequisite: Math 124 or higher with a grade of C- or higher; or, placement into a MATH course numbered 127 or higher; or, ACT MATH score of 25 or higher or SAT MATH score of 560 or higher; or, a grade of B- or better in high school precalculus. Covers the structure and functions of cells. Includes the major molecules of life, composition and physiology of cellular organelles, cellular metabolism, reproduction, motility, gene function and related topics. Meets for a total of 45 lab hours and 45 lecture hours. Note: BIOL 190 plus BIOL 191 transfer to UNR as fulfilling BIOL 190, 191 and 192 requirements.
BIOL	191	Intro Organismal Biology	4	Prerequisite: None. Combines the principles of botany and zoology into one course emphasizing levels of organization and life processes common to all organisms. Topics range from nutrient processing and homeostasis to reproduction. Meets for a total of 45 lecture hours and 45 lab hours. Note: BIOL 190 plus BIOL 191 transfer to UNR as fulfilling BIOL 190, 191 and 192 requirements.
BIOL	223	Human Anatomy & Phys I	4	Prerequisite: BIOL 190 with lab, or BIOL 190/190L with grade of C or better. May be repeated a maximum of two times within the last five years. Offers detailed study of histology and the integumentary, skeletal, muscular, and nervous systems. Primary for physical education, pre-nursing and other pre-health majors. Three hours lecture/three hours laboratory. NOTE: For programs that require BIOL 223 and 224, both courses must be completed at the same institution if taken outside Nevada.
BIOL	251	General Microbiology	4	Prerequisites: BIOL 190 with Lab with a grade of C or better or BIOL 190A & 190L with a grade of C or better. May be repeated a maximum of two times within the past five years. Emphasizes the distribution, form, structure and physiology of microorganisms in laboratory. Develops the student's skills in aseptic procedures, isolation and identification. Three hours lecture/three hours laboratory per week.
BUS	101	Intro to Business	3	Provides the student a broad background about the modern business world. An important course for students who are considering choosing a business major.
CEM	100	Fundamentals Construction Mgt	3	Provides an overview of the construction industry roles, responsibilities, and risks from perspectives of owners, constructors, designers, financial institutions, and government agencies. Study of construction process techniques and applications.
CH	201	Ancient & Medieval Cultur	3	Prerequisites: ENG101 Provides an introduction to Greek, Roman and Judeo-Christian culture through the Middle Ages.
CH	202	The Modern World	3	Prerequisites: ENG101 Explores the intellectual, literary and political history of Europe from the Renaissance to the present.
CHEM	100	Molecules Life Mod World	3-4	Prerequisites: MATH120 or higher Introduces chemistry with emphasis on impacts on human society, environmental issues, energy sources and life processes. Includes four laboratory experiments.

CHEM	121	General Chemistry I	4	Prerequisite: MATH 126 with a grade of C- or higher; or, placement into higher MATH course (excluding MATH 176); or, ACT MATH score of 25 or higher or SAT MATH score of 560 or higher; or, a grade of B- or better in high school precalculus. Provides fundamentals of chemistry including reaction stoichiometry, atomic structure, chemical bonding, molecular structure, states of matter and thermochemistry. Three hours lecture/three hours laboratory.
CHEM	122	General Chemistry II	4	Prerequisites: CHEM121; and, MATH 127 or MATH 128 Provides fundamentals of chemistry including solutions, kinetics, equilibria, thermodynamics, electrochemistry, nuclear chemistry and properties of inorganic and organic compounds. Three hours lecture/three hours laboratory.
CIT	112	Network +	3	Prerequisites: None Introduction to the concepts and practices needed to function in an entry level network technician capacity. Course content is mapped to current domains within the Comp/TIA Network+ Certification
CIT	114	IT Essentials	4	Provides a comprehensive overview of the primary operating systems and the support of hardware devices. Demonstrates the integration between hardware and software. Emphasis is on installing, configuring, troubleshooting and upgrading a PC and working with computer users as an IT technician. Non-transferable/non-applicable towards an AA or AS degree
CIT	128	Intro to Software Development	4	Recommended prerequisite: MATH 95 or appropriate score on the WNC placement exam. Offers a first course in programming and software development, and assumes no prior programming experience. Introduces the basic syntax of a programming language and stresses the principles of good software engineering. Introduces HTML (the language of the Web), Webscripting (dynamic Web content), and SQL (Structured Query Language), which is used to access relational databases.
CIT	173	Introduction to Linux	3	Prerequisites: Basic computer literacy skills. Provides an introduction to the Linux Operating System. Topics include Linux origins, file system, user commands and utilities, graphical user interfaces, editors, manual pages and shells.
CIT	211	Microsoft Op System Mgt	3	Through lectures, discussions, demonstrations, textbook exercises and classroom labs, teaches the basic skills and knowledge necessary to help prepare for the Microsoft Certified Professional (MCP) exam on the topic of a current Microsoft Workstation operating system.
CIT	217	Security +	3	Prerequisites: Instructor Consent Introduces fundamental concepts of information security. Provides a basic understanding of best practices and current standards and explores topics of increasing importance in the industry as a whole. Provides practical knowledge and skills using monitoring and detection tools in a lab environment.
CIT	263	It Project Management	3	Introduces students to the concepts of project management as used within the information technology fields of study.
CIT	270	Network Tools	4	Prerequisites: CIT 112 or Consent of Instructor Introduces current needed tools and techniques to effectively enumerate, map, document, investigate, and configure within current network architectures and environments. Focuses on tools and methods needed in computer and network technician, and cybersecurity roles.
CIT	273	Network Defense	3	Prerequisites: Instructor Consent Details network security information domains regarding planning to protect a network, as well as detecting and responding to network attacks.
COM	101	Oral Communications	3	Introduction to the principles and practices of public speaking.
CONS	108	Cons Materials & Methods I	4	Prerequisite: MATH 110 or higher. Studies the various types of buildings and structures utilized in industrial, commercial and residential construction. Examines peculiarities and potential problem areas for each type of construction. Construction sequencing, inspection sequencing and required testing will be outlined as well as observable "red flags" that can be indicative of potential problems.
CONS	109	Cons Materials & Methods II	4	Prerequisite: CONS 108 Teaches students about the typical materials used in the construction of bridges, roads, pathways, and small commercial buildings. Includes testing procedures, material properties, design, specification, and installation methods using certification standards and guidelines.
CRJ	104	Intro Administration Justice	3	Provides an overview of the American criminal justice system, its development, components, and processes; includes consideration of crime and criminal justice as a formal area of study.
CRJ	106	Intro to Corrections	3	Studies the history and development of correctional agencies, particularly prisons. Examines ideas influencing contemporary correctional institutions. Explores the relationship of the Department of Corrections to other criminal justice system components.
CRJ	164	Prin of Investigation	3	Prerequisites: CRJ 104 or consent of instructor Examines the fundamentals of investigation: crime scene search and recording of information, collection and presentation of physical evidence, sources of information, scientific aids, case preparation, and interviews and interrogation procedures.
CRJ	222	Criminal Law & Procedure	3	Prerequisites: CRJ 104 or consent of instructor Provides an integrated overview of the elements of substantive criminal law and the fundamental concepts of due process and fairness underlying American criminal procedures.
CRJ	234	Intro Courts & US Legal System	3	Prerequisite: CRJ 104 or consent of instructor Introduces the judicial branch of government, its history, roles, structure and hierarchy of the courts, the central actors and processes. Compares and contrasts the roles of the other branches of government; its organization and interrelationship of the courts within our system of federal, state, and local governments.
CRJ	270	Intro to Criminology	3	Examines how society interacts with crime and delinquency through the use of the criminal justice system. Studies effective interaction and communication between the general public and members of the criminal justice system. Emphasizes the understanding of criminal behavior from a sociological and psychological perspective.
CS	135	Computer Science I	3	Prerequisites: MATH128 or higher or satisfactory score on a placement exam Introduces modern problem solving and programming methods. Emphasis is placed on algorithm development, data abstraction, procedural and object-oriented design, implementation, testing, and documentation of computer programs. Students will write several computer programs.
CS	202	Computer Science II	3	Prerequisites: CS135 Emphasizes problem solving and program development techniques. Typical numerical and non-numerical problems are examined. Emphasis is placed on data abstraction, object-oriented design, implementation, testing, and documentation of elementary data structures such as lists, stacks, queues and trees. Students will write and test several non-trivial computer programs.
DFT	110	Blueprint Read/Indust	3	Teaches those concepts required by machine shops or engineering, electrical and welding industries. Student will begin with simple prints and proceed to more advanced prints.
ECON	100	Introduction to Economics	3	Recommended prerequisite: MATH 95 or higher Offers an introductory overview to supply and demand, the four types of product markets (perfect competition, monopolistic competition, oligopoly and monopoly), operations of markets, consumer and enterprise behavior, price determination. Also covers the measurement of the levels of national income, employment and general prices, and basic causes for fluctuation for these levels.
ECON	102	Prin of Microeconomics	3	Recommended prerequisite: MATH 95 or higher. Covers supply and demand, the four types of markets (perfect competition, monopolistic competition, oligopoly and monopoly), operations of markets, consumer and enterprise behavior, and price determination.

ECON	103	Prin of Macroeconomics	3	Prerequisites: ECON102 or consent of instructor. Recommend MATH 95 or higher. Introduces the study of the determination of levels of national income, employment and prices, and basic causes for fluctuation for these levels.
ECON	261	Prin of Statistics I	3	Prerequisites: MATH126 or equivalent Offers probability and major probability distributions, sampling theory, descriptive statistics, measure of central tendency and dispersion, index figures, and time series.
ECON	262	Prin of Statistics II	3	Prerequisites: ECON261 Offers statistical inference; estimation hypothesis testing, simple linear regression and correlation, and analysis of variance.
EDU	110	Success Strat Educ & Human Dev	3	Prerequisites: None Designed to introduce students to the resources of Western Nevada College and expectations of a college student. Emphasis on education's role in society as well as historical, philosophical and sociological foundations of education and the role of each student within. Introduction to the field of Education as a career choice and major. Includes study skills and strategies to meet college-level study. Exploration of the career preparation path in order to meet goals for timely graduation and career entry.
EDU	112	Education Internship	3	Prerequisites: EDU 110 or Instructor Consent Supervised work and learning experience in research, public, education, business or government organizations related to Elementary or Secondary Education.
EDU	201	Intro to Elementary Educ	3	Introduces the foundations of elementary education, current trends and issues in curriculum and instruction, the roles of teachers and issues of diversity. Includes field experience. A background check may be required for field experience.
EDU	202	Intro to Secondary Ed	3	Introduces the prospective middle/secondary school teacher to the role of thinker/reflective practitioner. Creates awareness of the historical, social, political and economic forces influencing schooling in the United States.
EDU	203	Intro to Special Ed	3	Surveys the various types of exceptionalities. Emphasizes etiology, physical and educational characteristics.
EDU	206	Class Learn Env	3	Prerequisites: EDU201 Presents the function and analysis of elementary school classrooms, daily activities, and methods of behavior management. Includes field experience. A background check may be required for field experience.
EDU	210	Nevada School Law	3	Identifies legal issues in education and illustrates the implications of laws/mandates in the schools. Guidelines for teachers will provide information on avoiding situations that may lead to litigations. Concepts covered include teacher liability, teacher/student right to free speech and privacy, and accommodations for religious practices and students with disabilities.
EMS	108	Emergency Medical Technician	7.5	Prerequisite: must be 18 years of age. Current CPR certification and required immunizations and tests, and health insurance. See Nursing and Allied Health web site for further information. Prepares individuals to provide basic emergency medical care, according to US Department of Transportation guidelines, to individuals experiencing sudden illness or injury. Course content includes appraisal of scene safety and scene management, assessment and treatment of common emergency patient conditions, including fractures, wounds and airway obstruction. Instruction includes use of emergency medications and automatic external defibrillation (AED) devices as well as components of continuing care during emergency ambulance transportation to the emergency department (ED). Clinical experience includes Emergency department hospital and ambulance rotations to meet a required minimum of 10 patient contacts. Upon successful conclusion of the course the student is eligible to sit for the National Registry Examination for EMT Basic.
ENG	101	Composition I	3	Prerequisite: ENG 98, 99 or equivalent writing course or appropriate score on WNC placement or equivalent examination. Students should meet with a Counselor to determine readiness based on placement or equivalent exam, high school coursework, or other factors. Studies expository writing with special attention to the modes, arrangement and style. Students learn to write essays which are unified, thorough, clear and convincing. Students read essays to augment critical reading skills. They learn the research, reasoning and organizational skills necessary for effective academic and research writing.
ENG	102	Composition II	3	Prerequisites: ENG100 or ENG101. Continues the study of expository writing. Students read and analyze writing and discursive techniques of interpretation, argument, and research.
ENG	200	Novels Into Film	3	Prerequisites: ENG102 or consent of instructor Studies film and novels to examine the transformation in genre when novels are made into films. Students read novels and view films based on those novels to examine the impact of each form upon the audience as well as to understand the differences between literary and film genre. Emphasizes critical reasoning and writing skills.
ENG	205	Intro to Creative Writing	3	Prerequisites: ENG102 or consent of instructor Offers a beginning writers' workshop in poetry, fiction, and creative non-fiction.
ENGR	100	Intro to Engineering Design	3	Provides overview of engineering practice and exposure to the environment which engineers generally work in. Students will have the opportunity to begin developing information retrieval, technical and interpersonal skills that can be used throughout their educational programs and subsequent careers.
ENV	101	Intro to Environmental Scienc	3	Prerequisite: Math 120 or consent of instructor. Explores the fundamental components and interactions of earth's natural systems, the relationships between humans and environment, and solutions to current and potential environmental problems.
EPY	150	Strategies Academ Success	3	Helps students to develop effective and efficient study skills. Students will learn how to learn.
GEOG	103	Physical Geography	3	Prerequisites: MATH120, MATH126 or higher or consent of instructor Teaches the physical processes of geography, including maps, seasons, weather and climate. Includes at least four lab experiences.
GEOG	104	Physical Geography Lab	1	Pre or Corequisite: GEOG103 or consent of instructor. Offers experimental and in-depth investigations designed to illustrate fundamental principles of physical geography..
GEOG	121	Climate Change: Environ Impact	4	Reviews the past, present and likely future climate changes, together with its associated impacts on the landscape, with emphasis on water resources, species distributions, and wildfire regime.
GEOL	100	Earthquakes and Volcanoes	3	Investigates geology of the dynamic earth with a focus on geologic hazards. Includes at least four laboratory experiences.
GEOL	101	Exploring Planet Earth	4	Prerequisites: MATH120, MATH126 or higher or consent of instructor 3 hours lecture and 3 hours lab. Investigates the fundamental principles of physical geology, including plate tectonics, earth materials, geologic time, topographic maps and geologic structures.
GRC	116	Intro Digital Art and Design	3	Prerequisites: Basic Computer Skills Introduces students to the Adobe Creative Cloud Software (Illustrator, InDesign, Photoshop and Acrobat). Students will explore design ideation, process, and effective design thinking and analysis as it relates to Graphic Design. Presents projects and design exercises that will increase student's technical fluency in industry-standards for Graphic Design software applications.
HDFS	201	Life Span Hum Development	3	Studies human growth over the life span covering the biological influences on development and the processes of intellectual and social development. Reviews the family system and explores major challenges and developmental issues facing families today.
HGPS	201	Concepts in Holocaust	3	Prerequisite: None Analyzes the origins of prejudice, hatred, and dehumanizing policies that culminate in major social conflicts, mass destructions and genocides. Delves into global reaction to crimes against humanity and international laws that bring perpetrators to justice.

HIST	101	U.S. History to 1877	3	Prerequisite: None. Recommended: Completion or corequisite of ENG 101 or eligibility to enroll in ENG 101. Offers a survey of American history and civilization from the time of the first European settlement to about 1877. Satisfies the United States constitution requirement.
HIST	102	U.S. History Since 1877	3	Prerequisite: None. Recommended: Completion or corequisite of ENG 101 or eligibility to enroll in ENG 101. Covers American history and civilization since the end of the American Civil War and Reconstruction Era. Satisfies the Nevada Constitution requirement.
HIST	105	European Civil to 1648	3	Covers the development of Western civilization and history from its beginnings in the valleys of the Nile, Tigris, and Euphrates rivers to the mid-17th century rise of strong nation-states.
HIST	106	European Civilztn Since 1648	3	Covers Western civilization and history from the mid-17th century to the present.
HIST	111	Survey of U.S. Const History	3	Teaches the origin, development, history of the Nevada and United States constitutions. Examines the American judicial system through a number of significant decisions and will analyze the individuals who made those decisions. Satisfies the U.S. and Nevada Constitution requirements.
HIST	217	Nevada History	3	Studies Nevada's history from prehistoric times to the present. Examines the early mining and cattle frontiers, the development of towns and the advent of industrialization as well as the 20th century problems of water, energy, and growth. Satisfies the Nevada Constitution requirement.
HIST	290	The Roaring 20s	3	Prerequisites: None. Recommended: Completion or corequisite of ENG 101 or eligibility to enroll in ENG 101. Study of American society and culture in the 1920s through the interrelated topics of consumerism, youth culture, the role of the U.S. in the world, post-war retrenchment, the Harlem Renaissance/Jazz Age, and shifting definitions of race and gender.
HIT	117	Medical Terminology	1	Studies word derivations and formation with emphasis upon understanding common usage in the field of health care.
IS	101	Intro to Information Sys	3	Introduces the student to the role of computers in today's technology-driven environment, allowing for hands on lab experience. Students will be introduced to the Internet, distance education, and the World Wide Web for research, along with operating systems, word processing, spreadsheets, database and basic multi-media. Upon successful completion of this course, the student will be able to demonstrate basic computer survival skills, understand computer terminology, and create data using a variety of software.
MATH	110	Mathematics for Industry	3	Covers fractions, decimals, percentages, ratios, proportions, measurement, geometry, and briefly, the fundamentals of algebra and right triangle trigonometry.
MATH	124	College Algebra	3	Prerequisites: Success in intermediate algebra, algebra II, MATH 96 or similar course is recommended as preparation for this course. Students should meet with a WNC Counselor to determine readiness based on placement or equivalent exam, high school coursework, or other factors. Covers equations and inequalities; relations and functions; linear, quadratic, polynomial, exponential, and logarithmic functions; systems of linear equations.
MATH	120	Fund of College Math	3	Prerequisite: Success in intermediate algebra, algebra II, MATH 96 or similar course is recommended as preparation for this course. Students should meet with a Counselor to determine readiness based on placement or equivalent exam, high school coursework, or other factors. Studies probability, statistics, business, finance and consumer mathematics. Course is broad in scope and emphasizes applications.
MATH	122	Number Concpt Elem Tchr	3	Prerequisites: MATH120 or consent of instructor Introduces elementary problem solving with emphasis on the nature of numbers and the structure of the real number system. Designed for students seeking a teaching certificate in elementary education.
MATH	126	Precalculus Mathematics I	3	Prerequisite: Success in intermediate algebra, algebra II, MATH 96 or similar course is recommended as preparation for this course. Students should meet with a Counselor to determine readiness based on placement or equivalent exam, high school coursework, or other factors. Provides a third course in algebra. Topics include: polynomial, rational and radical equations; absolute value and quadratic inequalities; relations and functions; linear, quadratic, polynomial exponential and logarithmic functions, their graphs and applications; and systems of equations.
MATH	127	Precalculus Math II	3	Prerequisites: MATH 126 with a grade of C- or higher; or, ACT MATH score of 25 or higher or SAT MATH score of 560 or higher; or, a grade of B- or better in high school precalculus; or appropriate score on the WNC placement exam; or, consent of instructor. Studies circular functions, trigonometric identities and equations, conic sections, complex numbers, and discrete algebra.
MATH	176	Intro Calc for Bus/Socsci	3	Prerequisites: MATH 124, 126 or 128 or equivalent with a grade of C- or better; or, ACT MATH score of 25 or higher or SAT MATH score of 560 or higher; or, a grade of B- or better in high school precalculus; or, appropriate score on the WNC placement exam; or consent of instructor. Instructs students in fundamental ideas of analytical geometry and calculus. Includes plane coordinates, graphs, functions, limits, derivatives, integrals, the fundamental theorem of calculus. Includes applications to rates, extremalization, and interpretation of integrals.
MATH	181	Calculus I	4	Prerequisites: MATH 127 or MATH 128 with a grade of C- or better; or, ACT MATH score of 28 or higher or SAT MATH score of 630 or higher; or, a grade of B- or better in high school trigonometry and precalculus; or, appropriate score on the WNC placement exam; or, consent of instructor. Offers fundamental concepts of analytical geometry and calculus, functions, graphs, limits, derivatives, and integrals.
MATH	182	Calculus II	4	Prerequisites: MATH181 or equivalent or consent of instructor. Teaches transcendental functions, methods of integration, conics, vectors.
MATH	283	Calculus III	4	Prerequisites: MATH182 or equivalent or consent of instructor Covers infinite series, vectors, differential and integral calculus of functions of several variables, and introduction to vector analysis.
MGT	201	Prin of Management	3	Prerequisite: BUS 101 or consent of instructor. Studies fundamentals and principles of management; administrative policies, objectives and procedures, and problems of organization control and leadership. MGT 201 is accepted in lieu of MGRS 301 (UNR) or MGT 401 (UNLV) upon validation of content and knowledge by approved College of Business examination, or satisfactory performance ("C" or better) in MGRS 352 (UNR) or MGT 452 (UNLV) during the first year of eligibility to enroll in the appropriate upper division business course at the University of Nevada, Reno or the University of Nevada, Las Vegas.
MKT	210	Marketing Principles	3	Covers the problems of manufacturers, wholesalers, and retailers in the marketing of goods and services. Students will develop a plan applying the marketing principles.
MUS	111	Piano Class I	3	Introduces the piano, including instruction in note reading, technique, theory and easy repertoire. Students work in a laboratory setting, each using their own electronic piano.
MUS	112	Piano Class II	3	Prerequisites: MUS111 or consent of instructor Provides a continuation of MUS 111, a class in basic piano technique and theory.
MUS	121	Music Appreciation	2-3	Analyzes styles and forms of music from the Middle Ages through the 20th century, and discusses musical instruments and major composers.
MUS	125	History of Rock Music	3	Explains how cultural, social, political and economic conditions have shaped rock music's evolution. Familiarizes the student with the history of rock music from its origins in Blues through contemporary rock styles. Prominent players and groups of each era will be covered, as well as sociological, economic and cultural factors that shaped the many styles of rock music. Extensive classroom listening will enhance the student's learning experience.
MUS	176	Musical Theatre Practicum I	1-3	Performance ensemble, centered on public performance of musical theatre literature. Repeatable up to 9 units.

MUS	299	Spec Topics in Music	1-3	
NURS	129	Level I Basic Nursing Skills	2	Prepares students to provide holistic basic nursing care within the lab simulation environment. Students provide total patient care and comfort measures at the level of a nursing assistant while incorporating basic principles of safety and infection control for self and others. This is an alternative prerequisite (in lieu of the Certified Nursing Assistant class) for the WNC nursing program. Note: This class does NOT prepare students to sit for the Nevada State Board of Nursing Certified Nursing Assistant Examination.
NUTR	223	Prin of Nutrition	3	Prerequisites: BIOL 190 and 190L with a grade of C or better or CHEM 121 with a grade of C or better Studies nutrient functions and basis for nutrient requirements at the cellular level. Three hours lecture.
NUTR	121	Human Nutrition	3	Prerequisites: None. Offers a beginning course in the principles of human nutrition including a study of each of the major nutrients and how they relate to good health and a well balanced diet. Includes four laboratory experiences.
PBH	120	Health and Wellness	3	Covers the components and wellness and of lifelong tools that will help enhance wellness. health values, attitudes and behaviors of self and others. Students will be active in design and execution of personal fitness and wellness plans.
PBH	101	Foundations of Public Health	3	Introduces the basic tenets of community health, including concepts of health, health promotion and disease prevention, risk factors affecting community health, health information and research, ethics and health programs.
PHIL	101	Intro to Philosophy	3	Prerequisites: ENG 101 recommended Studies basic problems in different areas of philosophy such as ethics, political theory, metaphysics, and epistemology.
PHIL	210	World Religions	3	Prerequisites: ENG 101 recommended Examines the main moral and religious views of world religions.
PHYS	180	Physics Science/Eng I	3	Prerequisite: MATH 181. Corequisite: PHYS 180L. Explores vectors, rectilinear motion, particle dynamics, work and energy, momentum, rotational mechanics, oscillations, gravitation, fluids, wave properties and sound. Students must co-enroll in both lecture and lab to receive credit.
PHYS	180L	Physics Science/Eng Lab I	1	Prerequisites: MATH181 ; Corequisites: PHYS180 Explores vectors, rectilinear motion, particle dynamics, work and energy, momentum, rotational mechanics, oscillations, gravitation, fluids, wave properties and sound. Students must co-enroll in both lecture and lab to receive credit.
PHYS	181	Physics Science/Eng II	3	Prerequisites: MATH 182 AND PHYS 180. Corequisite: PHYS 181L. Explores electric fields, potential, current, dielectrics, circuits, magnetic fields, electromagnetic oscillations, thermodynamics and kinetic theory of gases. Students must co-enroll in both lecture and lab to receive credit.
PHYS	181L	Physics Science/Eng Lab II	1	Prerequisites: MATH182 & PHYS180 ; Corequisites: PHYS181 Explores electric fields, potential, current, dielectrics, circuits, magnetic fields, electromagnetic oscillations, thermodynamics and kinetic theory of gases. Students must co-enroll in both lecture and lab to receive credit.
PSC	101	Intro to American Politics	3	Prerequisite: None. Recommended: Completion or corequisite of ENG 101 or eligibility to enroll in ENG 101. Studies American government and the discipline of political science; surveys participation, pursuit and use of power, constitution formation and contemporary political issues. Satisfies United States and Nevada Constitution requirements.
PSY	101	General Psychology	3	Introduces the field of psychology. Covers major principles and their application to the study of human behavior.
PSY	240	Intro to Research Methods	3	Prerequisites: PSY101 or consent of instructor Introduces how hypotheses are objectively tested in the social sciences, including research design, data collection, and interpretation of results.
PSY	241	Intro Abnormal Psychology	3	Prerequisites: PSY101 or consent of instructor Covers causes, symptoms, and treatments of major psychological disorders, including anxiety, dissociative, mood, somatoform, eating, schizophrenia and substance-related disorders.
PSY	261	Intro to Social Psyc	3	Prerequisites: PSY101,SOC101 or consent of instructor Examines how the presence of others influences thoughts and behavior, including research on close relationships, persuasion, stereotyping, aggression, and group dynamics.
RE	101	Real Estate Principles	4	Prepares students for careers in the real estate profession. Includes law of agency, listing agreements, encumbrances, legal descriptions, taxes, contracts and escrow. This course, along with RE 103, satisfies requirements of the Real Estate Division and Commission for taking the salesperson exam.
SOC	101	Prin of Sociology	3	Explains sociological principles underlying the development, structure, and function of culture, society, human groups, personality formation and social change.
SPAN	111	First Year Spanish I	4	Develops language skills through practice in listening, speaking, reading, writing and structural analysis. Includes an introduction to Spanish culture.
SPAN	112	First Year Spanish II	4	Prerequisites: SPAN111 or equivalent or consent of instructor Develops language skills through practice in listening, speaking, reading and writing; and structural analysis.
STAT	152	Intro to Statistics	3	Prerequisites: Success in intermediate algebra, algebra II, MATH 96 or similar course is recommended as preparation for this course. Students should meet with a Counselor to determine readiness based on placement or equivalent exam, high school coursework, or other factors. Introduces statistics, probability models, statistical estimation and hypothesis testing, linear regression analysis, and special topics.
SW	101	Intro to Social Work	3	Introduces the profession of social work within a historical context. Emphasis on values, human diversity, analysis of social problem solving and fields of practice.
WELD	221	Welding II	3	Prerequisites: WELD211 or consent of instructor Continues MTL 212 with emphasis on developing welding skills for SMAW, GMAW, GTAW production in overhead, flat, horizontal, and vertical positions.
WELD	222	Welding II Practice	2	Prerequisites: WELD221 Continues MTL 212 with emphasis on developing welding skills for SMAW, GMAW, and GTAW production in overhead, flat, horizontal, and vertical positions.

Information Technology
Service Ticket Report
07/01/2025 - 07/31/2025

Created 07/01/25 - 07/31/25

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total	
Urgent		0	0	0	0	0	0	0	0	0	0	0	0	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	0
Medium		1	0	0	0	0	1	2	3	1	0	3	0	4	4	0	0	0	0	0	0	0	0	5	0	0	24
Normal		35	0	6	0	0	7	4	15	0	0	4	4	18	5	3	6	6	7	3	1	2	1	5	1	133	
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		36	0	6	0	0	8	6	18	1	0	7	4	22	9	3	6	6	7	3	1	2	6	5	1	157	

Closed 07/01/25 - 07/31/25

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total	
Urgent	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	0
Medium	Closed	2	0	0	0	0	3	3	4	2	0	4	0	5	5	0	0	0	1	3	0	0	5	0	0	0	37
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	2	0	0	0	0	3	3	4	2	0	4	0	5	5	0	0	0	1	3	0	0	5	0	0	0	37
Normal	Closed	30	0	5	1	0	8	19	13	9	0	4	1	25	3	2	15	11	10	9	6	5	4	7	1	188	
	Cancelled	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	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	0	
	Total	30	0	5	1	0	8	19	14	10	0	4	1	25	3	2	15	11	11	9	6	5	4	7	1	191	
Project	Closed	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	Cancelled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	Closed	33	0	5	1	0	11	22	17	11	0	8	1	30	8	2	15	11	11	12	6	5	9	7	1	226	
	Cancelled	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	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	0	
	Total	33	0	5	1	0	11	22	18	12	0	8	1	30	8	2	15	11	12	12	6	5	9	7	1	229	

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Closed by Site/District Tech

Technician Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total	
Site Tech		0	0	0	0	0	0	3	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	7
I. T. Tech		30	0	5	1	0	10	19	18	11	0	8	1	24	8	2	15	11	11	11	5	5	9	7	1	212	
Oasis Support		3	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	1	1	1	0	0	0	0	8

Information Technology
Service Ticket Report
07/01/2025 - 07/31/2025

Open as of 07/31/25

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	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	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	2	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4
	Total	2	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Normal	Open	13	0	0	0	0	60	18	6	69	0	27	37	44	123	7	4	389	0	2	1	23	51	18	50	942
	Pending	0	0	0	0	0	1	0	5	4	0	1	3	3	1	0	1	1	0	0	0	2	0	0	1	23
	On Hold	6	0	0	0	0	3	31	42	50	0	4	3	38	26	35	31	70	3	0	2	0	0	0	0	344
	Total	19	0	0	0	0	64	49	53	123	0	32	43	85	150	42	36	460	3	2	3	25	51	18	51	1309
Project	Open	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
	Total	2	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Total	Open	13	0	1	0	0	61	18	6	69	0	27	37	44	123	7	4	389	0	2	1	23	51	18	50	944
	Pending	0	0	0	0	0	1	0	5	4	0	1	3	3	1	0	1	1	0	0	0	2	0	0	1	19
	On Hold	10	0	0	0	0	3	31	43	50	0	5	3	38	26	35	31	70	3	0	2	0	0	0	0	350
	Total	23	0	1	0	0	65	49	54	123	0	33	43	85	150	42	36	460	3	2	3	25	51	18	51	1317

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Yearly Closed Comparison	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
2025	244	58	30	12	1	134	164	209	220	1	68	88	330	158	159	109	337	175	244	257	43	180	188	243	3652
2024	179	39	26	20	0	139	180	214	384	2	99	85	626	211	176	92	766	152	248	246	79	218	242	165	4588
2023	155	40	16	7	0	161	159	249	273	3	84	109	521	254	181	123	1113	101	172	179	76	194	154	179	4503
2022	190	5	13	5	0	156	93	169	180	4	137	101	386	154	124	134	658	125	168	142	65	112	146	139	3406

LYON COUNTY SCHOOL DISTRICT

*Staff Travel Report
to
School Board of Trustees*

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

Please Download & TYPE the following information.

Staff Member:	<u>Judith Ellis</u>	School:	<u>Transportation</u>
Conference:	<u>State Trainers Meeting</u>	Staff Assignment	<u>Review Training Materials</u>
Location of Conference:	<u>Henderson, Nv.</u>	Dates Attended:	<u>July 7th & 8th</u>

General Overview: Do not use acronyms

The Nevada Department of Education Transportation Summit is an annual event that brings together school district⁸⁵ transportation departments from across the state. This year's summit covered a wide range of important topics, including state and federal laws, policies, and procedures that impact student transportation. Discussions also focused on alternative transportation options, updates to the state's out-of-service criteria, minimum school bus safety standards, and a powerful presentation on human trafficking—highlighting Nevada's alarming statistics and the critical role transportation staff play in identifying and reporting potential cases.

How will this impact student learning in a positive way?

The information presented and discussed at the summit is critical to ensuring the safety, security, and overall well-being of our students. By staying informed on the latest laws, policies, and safety standards, transportation departments can implement best practices that directly enhance the quality and reliability of student transportation services. This proactive approach helps create a safe environment not only on the school bus, but also at bus stops and during school-related travel. Ultimately, these efforts contribute to a positive educational experience by ensuring students arrive at school safely, on time, and ready to learn.

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

The information learned during the summit will play a vital role in shaping our department's guidelines, protocols, and training programs for all transportation staff. Key takeaways from the event will be reviewed and integrated into our existing policies to ensure they align with the most current state and federal regulations, safety standards, and best practices. This includes enhancing driver training modules, updating in-service materials, and reinforcing procedures that promote student safety and operational efficiency. By applying this knowledge, we can better equip our staff to handle emerging challenges, maintain compliance, and deliver high-quality transportation services that prioritize the safety and well-being of every student we serve.

Other Comments:



Site Principal/Supervisor Approval



Deputy Superintendent Approval

7/16/2025

Date

7/18/25

Date

LYON COUNTY SCHOOL DISTRICT

*Staff Travel Report
to
School Board of Trustees*

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

Please Download & **TYPE** the following information.

Staff Member: Les Evasovic School: DO-Transportation
Conference: Nevada Department of Ed Transportation Summit Staff Assignment _____
Do not use acronyms _____
Location of Conference: Henderson NV Dates Attended: 7/7/25 - 7/8/25

General Overview: Do not use acronyms

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The Nevada Department of Education Transportation Summit is an annual gathering of school district transportation departments from across the state. The summit provides an important platform for discussing transportation-related laws, policies, and procedures that impact student safety and operations. District representatives have the opportunity to vote on whether to adopt or reject proposed guidelines, and can also make recommendations to the state legislature for potential bills in the upcoming legislative session.

This year's summit covered a range of critical topics, including alternative forms of student transportation, updates to the state's out-of-service criteria, and revisions to Nevada's minimum bus safety standards. One of the most impactful presentations was delivered by the Nevada Highway Patrol, which addressed the alarming reality that Nevada ranks number one in the nation for human trafficking. The presentation emphasized the vital role school transportation staff can play in recognizing and combating human trafficking and introduced training opportunities specifically designed to equip bus drivers and support staff with the tools to help protect vulnerable students.

How will this impact student learning in a positive way?

The information shared and discussed at this summit is vital to the well-being and success of our students. The summit helps establish clear guidelines and best practices for local school districts to follow, with a strong emphasis on enhancing the safety, efficiency, and reliability of student transportation.

Safe and dependable transportation plays a critical role in setting the tone for a student's day. When students feel secure and supported during their commute, they are more likely to arrive at school ready to learn, focus, and engage in their education. By implementing updated safety protocols and operational standards learned at the summit, school districts can create a more consistent and protective environment that supports both student achievement and peace of mind for families.

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

Information I learned during this summit will be discussed with Transportation leaders within Lyon County School District, when we update our various handbooks and training materials, which are used for all bus drivers within our district. Essentially the information gained will become policy and procedures for our department.

Other Comments:



Site Principal/Supervisor Approval



Deputy Superintendent Approval

7/16/2025

Date

7/18/25

Date

LYON COUNTY SCHOOL DISTRICT

*Staff Travel Report
to
School Board of Trustees*

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

Please Download & **TYPE** the following information.

Staff Member:	<u>Sydney Botts</u>	School:	<u>Fernley High</u>
Conference:	<u>Curriculum for Agriculture Science Education, Animal Science</u>	Staff Assignment	<u>Attendee</u>
Do not use acronyms			
Location of Conference:	<u>Bozeman, Montana</u>	Dates Attended:	<u>7/6-7/11, 2025</u>

General Overview: Do not use acronyms

The CASE Animal Science Curriculum Training provided an intensive and highly valuable professional development ⁸⁹ experience focused on implementing the Principles of Agricultural Science—Animal course. This foundation-level course engages students in hands-on laboratories and activities designed to explore the world of animal agriculture through a scientific and inquiry-based lens. Key concepts covered during the training aligned directly with the curriculum's focus areas: animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. Additionally, we explored how to help students evaluate animal systems while considering consumer perceptions and market preferences at local, regional, and global levels. This training will have a lasting and positive impact on my classroom climate and student learning. I now have the tools and confidence to deliver a rigorous, standards-based curriculum that fosters critical thinking, collaboration, and engagement. By integrating CASE Animal Science into our program, I am ensuring that students receive high-quality instruction that prepares them for post-secondary education and careers in agriculture, animal science, and beyond.

How will this impact student learning in a positive way?

During the training, I was immersed in the structure of the CASE curriculum, which emphasizes student-centered learning through real-world applications. This included strategies for guiding students as they develop a comprehensive Producers Management Guide for the animal species of their choice—a cornerstone project of the course. The training also emphasized the development of core academic and career-readiness skills, including problem-solving, documentation of scientific processes, and effective communication. These practices are designed to empower students not only in agriculture, but across interdisciplinary STEM fields. Attending the CASE Animal Science Curriculum Training will positively impact student learning in several key ways:

Engaging, Hands-On Instruction: Students will participate in labs and real-world activities that make complex animal science concepts more accessible and meaningful. This experiential learning deepens understanding and retention.

Skill Development: The curriculum emphasizes critical thinking, problem-solving, and scientific inquiry. Students will develop these essential skills by conducting investigations, documenting their findings, and presenting solutions—practices that mirror professional scientific and agricultural processes.

Standards-Based Curriculum: By implementing a nationally recognized and structured curriculum, students will receive high-quality instruction that aligns with state and national standards, ensuring academic rigor and consistency.

Career and College Readiness: The course helps prepare students for careers in agriculture and related fields by exposing them to industry-relevant content, terminology, and practices.

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

I plan to implement what I learned from the CASE Animal Science Curriculum Training by fully integrating the Principles of Agricultural Science—Animal curriculum into my classroom instruction during the upcoming school year. This includes utilizing the provided lesson plans, labs, assessments, and the comprehensive Producer's Management Guide project to structure student learning around inquiry-based, hands-on experiences.

I will begin the year by establishing classroom routines that support scientific investigation and collaborative problem-solving. Each unit will be approached through the lens of real-world agricultural challenges, encouraging students to think critically and apply their knowledge in meaningful ways. Additionally, I will regularly assess student understanding through performance-based tasks and project documentation, as modeled during the training.

To share this information with my colleagues I will offer peer support and co-planning opportunities for any colleagues interested in integrating similar inquiry-based practices into their classrooms.

90

Other Comments:

I am truly grateful for the opportunity to attend the CASE Animal Science Curriculum Training. This experience has equipped me with valuable tools and instructional strategies that will significantly enhance the learning environment in my classroom—both in the coming school year and for years to follow. I am confident that the knowledge gained will contribute to a more engaging, rigorous, and meaningful experience for my students, and I deeply appreciate the support that made my participation possible.



Site Principal/Supervisor Approval

7.21.25

Date



Deputy Superintendent Approval

7.24.25 7/21/25

Date

LYON COUNTY SCHOOL DISTRICT

*Staff Travel Report
to
School Board of Trustees*

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

Please Download & TYPE the following information.

Staff Member:	<u>Wyndy Jackson</u>	School:	<u>Transportation DO</u>
Conference:	<u>State Directors & Trainers Meeting</u>	Staff Assignment	<u>Transportation Facilitator</u>
Location of Conference:	<u>Las Vegas, Nevada</u>	Dates Attended:	<u>July 6-8 2025</u>

General Overview: Do not use acronyms

The purpose of attending the State Directors and Trainers Meeting was to collaborate with transportation leaders and stakeholders across Nevada, review new legislative updates, and stay informed about upcoming changes in school bus safety and operations. Participants included representatives from most county school districts within the State of Nevada, Clark County Detectives, Nevada Department of Transportation (NDOT), and members of the Nevada Highway Patrol. Representatives from various school bus vendors were also present.

How will this impact student learning in a positive way?

Legislative Updates: Recent changes passed during the latest legislative session impacting school transportation were reviewed and discussed in detail. These updates will affect operational procedures and policies in the upcoming school year. NCST Changes: Updates from the National Congress on School Transportation (NCST) were presented, focusing on new national standards and recommendations relevant to Nevada's student transportation systems. Collaboration with Law Enforcement: Clark County Detectives and Highway Patrol officers engaged in productive conversations with school district representatives to strengthen communication and coordination related to student safety, emergency procedures, and enforcement of school bus laws including the states out of service manual for school buses.

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

We will hold an internal meeting with our transportation staff and trainers to provide a detailed overview of the legislative changes, NCST updates, and key safety points discussed at the meeting. Based on the legislative and NCST changes, I will work with the transportation leadership team to review and revise current policies and procedures to ensure compliance for the upcoming school year. New safety practices and procedures shared by Highway Patrol and other presenters will be integrated into upcoming driver in-service trainings and onboarding sessions for new staff. Handouts, slides, and reference materials from the meeting will be shared electronically with relevant team members and posted in a shared drive for future reference. I will follow up with school bus vendors who presented at the meeting to explore options for upgrading safety features or piloting new technologies in our fleet. I will maintain open communication with state contacts, NDOT, and local law enforcement to stay current on future updates and collaborate on student safety initiatives.

Other Comments:

This meeting provided a valuable platform for networking, information exchange, and preparing for the upcoming school year. The collaborative efforts between school districts, state officials, and law enforcement underscore a shared commitment to student safety and transportation excellence. The information and updates shared will help guide policy adjustments and training at the local level.



Site Principal/Supervisor Approval

7/16/2025

Date



Deputy Superintendent Approval

7/18/25

Date

LYON COUNTY SCHOOL DISTRICT

Staff Travel Report
to
School Board of Trustees

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

Please Download & TYPE the following information.

Staff Member: [List of names] School: District Wide
Assignment: July 15-17th 2025 Name of Conference: Nevada Association for Career and Technical Education
Location of Conference: Stateline, NV Dates Attended:

General Overview: Do not use acronyms

The 98th annual NV Association for Career and Technical Ed (ACTE) Summer Conference theme was "Rooted in Purpose: Growing Our Future," this was a chance to strengthen Nevada's CTE community and plant seeds for success. Attendees had the opportunity to hear from Mark Perna and learn more about Career Trees, collaborate with fellow educators, learn best practices, and increase their knowledge around Career and Technical Education in Nevada and nation wide.

How will this impact student learning in a positive way?

Attendees had the following comments:
**SSHS will be implementing Career Trees this upcoming school year. Mark Perna, creator of the Career Trees, presented at the conference. I was able to attend all of his sessions and conceptually understand why Career Trees are necessary to today's learner and how to successfully implement them. Students need to understand how new learning will benefit their needs. Today's learner must be able to relate learning to their future goals and desires. Career Trees allow teachers to design a system for their content that will promote relevancy and vision for a career path for their students. This conference allowed me to gain the knowledge to make this practice become a foundation at SSHS.
**Being able to connect both my CTE and academic course material to foundational CTE understandings will help establish a career pathway approach to my teaching. Additionally, utilizing the resources and concepts from Mike Perna will help me make stronger and more meaningful connections with my students.
**Enhanced focus on career readiness and entrepreneurship will help students connect classroom concepts to real business applications
**NACTE impacts student learning in a positive way by helping attendees to understand the gap between generations, as this was a common theme throughout the conference. Students focus on the here and now, while older generations tend to think about the long term future. Bringing in guest speakers to our schools to conduct career exploration in this field as well as simulated work experiences.
**One key point was the idea of separating content for a two-year sequence into 80% in year one and 120% in year two instead of 100/100. This frees up time to work on the development of relationships, keeping kids coming back for year two.

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

Attendees had the following comments:

**I will implement the Career Trees to all my courses so that they have access to Perna's unique illustration of the school-to-career pipeline. Additionally, as a teacher Leader I will attempt to master the new School Links software to ensure staff are comfortable with implementing this tool in their advisory classes.

**At the beginning of the year, I will present Career Trees to my staff and the vision aligned for the implementation process of the Trees for the school year. SSHS staff will also be participating in a book study, "Answering Why" by Mark Perna. The implementation of Career Trees aligns with our SPP action step of having every 10th grader taught the Workkeys curriculum which will also directly correlate with students discovering areas of interests that relate to the work field. This action step directly relates to increasing our graduation rate which is one of our SPP goals. In today's world, it is a must for schools to shift the mindset from everything being about the college ready to being about career ready. College isn't for everyone and there are more and more opportunities for our youth to attain certification (without college) in areas that will allow them to be passionate and successful. Graduating kids from SSHS with the tools in hand to go and explore their aspirations is most definitely something every educator at SSHS wants!

**The work that Mark Perna presented was very powerful. Sharing and teaching students about competitive advantage will have a huge positive impact. Students always want to know why they need to do something or learn what is being taught, and presenting it through the lens of competitive advantage will help bring purpose to students.

Other Comments:

Attendees had the following comments:

I look forward to sharing the career tree information with my colleagues. I hope that my school and the district consider implementing Career Trees and exploring how each subject relates to current and future goals, potential jobs, and opportunities for students. I would also like to do a book study with my colleagues on Mark Perna's book, "Answering Why".

A big thank you to LCSD executive leadership for providing us the opportunity to attend the NVACTE Summer Conference. The support is appreciated!

Thank you to LCSD for supporting the large number of staff to attend this event. The more engaged staff we have to the "inspirational focus," the better chances we have at connecting to students through innovative efforts.

I appreciate the board approving the travel for this conference and I greatly appreciate President Hendrix and Member Bull for attending and participating in one of the greatest aspects of our district's curricular and instructional pathways. This was one of the most productive conferences I have attended in some time.

Site Principal/Supervisor Approval

Deputy Superintendent Approval

8/7/2025

Date

8/8/25

Date

LYON COUNTY SCHOOL DISTRICT

*Staff Travel Report
to
School Board of Trustees*

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

Please Download & TYPE the following information.

Staff Member:	Kevin D Kruse	School:	Yerington High School
Conference:	CASE Institute- Agricultural Power and Technology	Staff Assignment	Ag Mechanics/Welding Teacher
Do not use acronyms	Texas State, San Marcos, TX	Dates Attended:	07/13/25-07/18/25
Location of Conference:			

General Overview: Do not use acronyms

The CASE Institute- Agricultural Power and Technology is an excellent program for teachers of all skill levels within the Ag Mechanics field. Its focus varied from electrical, hydraulics, and mechanics, tying all of it to agricultural topics. Although, fast paced, this class was very thorough, and the instructors were very eager to assist the students in any way. I would recommend this program to any instructor.

How will this impact student learning in a positive way?

Students will now have a diverse set of topics from which to learn. The varying topics will keep learning fresh and interesting for students of all skill levels. With a tie-in to real-world agriculture, pupils will be better prepared to join the work force.

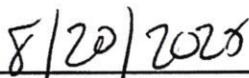
How will I implement what I learned and how will I share this information with my colleagues?

I will implement as much of this program as possible and as physical space allows. I will share all relevant topics with my CTE colleagues.

Other Comments:



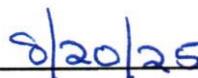
Site Principal/Supervisor Approval



Date



Deputy Superintendent Approval



Date

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: All travel MUST have prior approval of the Superintendent or Board of Trustees. All requests must be submitted to the district office a minimum of FOUR (4) WEEKS PRIOR to a Board Meeting. A written report is due to the district office within two weeks of return. See LCSD Board Policy DG: Travel Policy for all requirements.

NAME(S) Of Attendees: BillieJo Hogan DATE of request: 10/7-10/10
SCHOOL: District - Human Resources

NAME OF CONFERENCE: American Association of School Personnel Administrators
(Do Not Use Acronyms)
(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Nashville, TN

DATE OF DEPARTURE: Oct. 6th, 2025 DATE OF RETURN: Oct. 10th, 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:
Performance Plan: Related to a specific program/course: Other: 97

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

I am requesting approval to attend AASPA's 87th Annual Conference, the premier professional development event for PK-12 school HR leaders. This four-day conference offers practical, ready-to-use solutions and research-based strategies specifically designed for education HR professionals. It provides an opportunity to engage with diverse perspectives, deepen my knowledge in key areas of talent management, and build meaningful connections with peers from across the country.

Attending will allow me to bring back new ideas, tools, and resources to strengthen our district's HR practices —all within a collaborative and energizing environment aligned to this year's theme, "Tune into Talent."

TRAVEL APPROVED: Yes No

Date

TRAVEL APPROVED: Yes No

Date 8/8/2025

NA
Site administrator or supervisor signature
[Signature]
Superintendent or designee signature

District Office Use Only
Received by District Office: _____ Date: 8/8/2025
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: NA

	<u>Total</u>	<i>District Office</i>	<i>Grant</i>	<i>School Site</i>	<i>Other</i>						
BUDGET# 100.102.0000.000.2570.330 Registration Fees: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Attendees</td> <td style="width: 10%; text-align: center;">X</td> <td style="width: 30%;">Reg. fee</td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table>	Attendees	X	Reg. fee				\$ 750.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendees	X	Reg. fee									
BUDGET# 100.102.0000.000.2570.580 Travel By: Airline - Southwest (Air, district car, private car for personal convenience, etc.)	\$ 498.36	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
BUDGET# 100.102.0000.000.2570.580 Lodging: Room rate \$ 449.68 X 4 nights	\$ 2376.36	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 \$ 22 X 4 days	\$ 88	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Lunch \$ 23 X 5 days	\$ 115	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Dinner \$ 36 X 5 days	\$ 180	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Incidental \$ 5 X 5 days	\$ 25	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>						
Other Miscellaneous expenses: (attach explanation)	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
TOTAL EXPENSES	\$ 4132.72										

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

Conference Dates & Times:	10/7-10/10
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	JW Marriot Nashville

Do you need airline reservations? Yes No

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:	10/6 - 6 AM
Date & Time you wish to RETURN:	10/10 - 11 AM
List any special notes here:	

Are you renting a car? Yes No How many Days? _____

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

Do you need lodging reservations? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Single <input checked="" type="checkbox"/>	Double <input type="checkbox"/>	Triple <input type="checkbox"/>
(Circle Preferences) Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.	Smoking <input type="checkbox"/>		Non-Smoking <input checked="" type="checkbox"/>
Lodging GSA (Per Diem Rate) : 248 _____	All travelers agree to share lodging as appropriate? <input type="checkbox"/> Yes <input type="checkbox"/> No		
Register under what name(s)?	BillieJo Hogan		
Name, Address, Phone number of lodging establishment:	Embassy Suites - Nashville		

If this activity is sponsored by a large group, does the group have a block of rooms/code reservation name or number reserved in a particular hotel? Yes No

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. Keep copies at your site, as this paperwork will not be returned to you.

< Back to Events (/events/)



2025 Annual Conference

📅 **Tuesday, October 7, 2025** to Friday, October 10, 2025

📍 JW Marriott Nashville
 201 8th Avenue South
 Nashville, TN 37203-3919
 United States ([https://maps.google.com/?q=\(JW Marriott Nashville 201 8th Avenue South Nashville, TN 37203-3919 United States\)\)](https://maps.google.com/?q=(JW+Marriott+Nashville+201+8th+Avenue+South+Nashville,+TN+37203-3919+United+States)))).

[Register Now \(/events/2025-annual-conference-/register\)](/events/2025-annual-conference-/register)

[aaspaconference.com \(https://www.aaspaconference.com/\)](https://www.aaspaconference.com/)

[Call for Presenters! \(https://www.aaspaconference.com/speaking-opportunities\)](https://www.aaspaconference.com/speaking-opportunities)

Event Details

Join us for the AASPA 87th Annual Conference!

October 7 - 10, 2025 | Nashville, TN

Registration Now Open!

AASPA’s 87th Annual Conference delivers four days of engaging content, the opportunity to encounter diverse perspectives and the ability to grow valuable connections across the industry. It is the premier conference that offers PK-12 school leaders ready-to-use solutions and research-based strategies all in a relaxed and fun environment. Our goal is to help you put things into focus, so that you will leave feeling rejuvenated and armed with new ideas, resources and contacts.

Your job is unique. How often do you have the chance to interact with another, much less many other school administrators? This is your chance! Build the relationships that will support you through years to come.

Join us and get ready to **"Tune into Talent!"**

100
The event will be held at the

JW Marriott Nashville
201 8th Avenue South
Nashville, TN 37203

Starting at \$329 per night based on hotel availability.

Our room block at the JW Marriott Nashville is currently SOLD OUT. To book a room at a nearby hotel, please see options below. You may also continue to check back with the JW Marriott Nashville as people may cancel their reservation.

Wish to stay at a nearby hotel?

If you are planning on attending the conference and wish to stay at a different hotel, search for hotel availability ([https://reservations.aresttravel.com/hotel/list/21606?](https://reservations.aresttravel.com/hotel/list/21606?Search%5BhotelRegion%5D=i6211&Search%5BcheckInDate%5D=10%2F06%2F2025&Search%5BcheckOutDate%5D=10%2F10%2F2025&Search%5BroomOccu)

[Search%5BhotelRegion%5D=i6211&Search%5BcheckInDate%5D=10%2F06%2F2025&Search%5BcheckOutDate%5D=10%2F10%2F2025&Search%5BroomOccu](https://reservations.aresttravel.com/hotel/list/21606?Search%5BhotelRegion%5D=i6211&Search%5BcheckInDate%5D=10%2F06%2F2025&Search%5BcheckOutDate%5D=10%2F10%2F2025&Search%5BroomOccu) our trusted partner aRes Travel.

Book Online or Call 1-800-632-1696 for Live Assistance

[Search%5BhotelRegion%5D=i6211&Search%5BcheckInDate%5D=10%2F06%2F2025&Search%5BcheckOutDate%5D=10%2F10%2F2025&Search%5BroomOccu](https://reservations.aresttravel.com/hotel/list/21606?Search%5BhotelRegion%5D=i6211&Search%5BcheckInDate%5D=10%2F06%2F2025&Search%5BcheckOutDate%5D=10%2F10%2F2025&Search%5BroomOccu)

Future Annual Conference Dates & Locations

October 12-15, 2026 | Austin, TX
October 4-7, 2027 | Kansas City, MO

Share Event:

EMAIL (MAILTO:?) [EMAIL \(MAILTO:?\)](mailto:?subject=AASPA%20%E2%80%93%202025%20ANNUAL%20CONFERENCE-&body=Share%20the%20AASPA%202025%20Annual%20Conference%20on%20Facebook%20or%20LinkedIn%20and%20invite%20others%20to%20attend%20the%20event%20on%20October%2012-15%2C%202026%20in%20Austin%2C%20TX%20or%20October%204-7%2C%202027%20in%20Kansas%20City%2C%20MO%20at%20https%3A%2F%2Fwww.aaspa.org%2Fevents%2F2025-annual-conference-)
FACEBOOK [FACEBOOK](https://www.facebook.com/sharer/sharer.php?u=https%3A%2F%2Fwww.aaspa.org%2Fevents%2F2025-annual-conference-)
LINKEDIN [LINKEDIN](https://www.linkedin.com/sharing/share-offsite/?url=https%3A%2F%2Fwww.aaspa.org%2Fevents%2F2025-annual-conference-)

For More Information:



Sandy Wachter, CMP
*Associate Executive Director,
Partnerships & Events*
AASPA

87th Annual Conference Early Bird Pricing:

*Save \$100 and Register by August 1st!

All Access Package Member Rate: \$900

All Access Package Non-Member Rate: \$1,200

Basic Package Member Rate: \$750

Basic Package Non-Member Rate: \$1,100

For more information on ticket options & pricing click [HERE](https://www.aaspaconference.com/register-now). (<https://www.aaspaconference.com/register-now>)

Cancellation Policy: All registration cancellations (invoice, credit card or ACH) must be made in writing & received no later than August 8, 2025 to receive a refund. A refund of the registration fee, minus a cancellation fee of \$100, will be given for cancellations received by August 8, 2025 and will be processed by November 30, 2025. Refunds are not granted for failure to attend, late arrival or early departure, state or district travel restrictions, airline cancellations or delays, medical or weather-related cancellations. AASPA is not responsible for airfare, hotel or other costs associated with the conference if the registrant is unable to attend or if the event is rescheduled or transitioned to virtual. Purchase orders are accepted as a courtesy to **AASPA Members ONLY through August 1, 2025** and are considered a guarantee of payment within 30 days. Any cancellation of a registration guaranteed with a purchase order is subject to the same cancellation policy. I understand that by selecting "Complete Registration" and/or choosing to be invoiced, I agree to the above cancellation policy and will pay the open invoice within 30 days. **No registration refunds will be issued for cancellation requests made after August 8, 2025. Membership, evening events and meal tickets are non-refundable.**

PLEASE NOTE: AASPA will accept purchase orders for **AASPA members** in lieu of payment through August 1, 2025. However, all registrations must be paid within 30 days regardless of purchase order. After 30 days your registration will be canceled. After August 1, 2025 all registrations must be paid with a credit card at the time of registration. After September 1, 2025 any registration transferred to another individual will incur a \$50 transfer fee. Any registrations made onsite at the event will incur an additional \$50 onsite registration fee.

AASPA allows purchase orders and invoicing as a courtesy **for members of AASPA only through August 1, 2025**. Please note, if you are choosing to be invoiced instead of paying with a credit card at the time of registration, AASPA will charge a \$30 convenience fee to all event invoices. This is to cover staff time and fees involved in processing invoiced payments and/or tracking outstanding accounts receivable. If you choose to pay with a credit card at the time of registration, you will NOT be charged a convenience fee. All open invoices are due within 30 days of registration. After 30 days unpaid invoices will be canceled.

Click To Share This Page!

(<https://www.addtoany.com/share?url=https%3A%2F%2Fwww.aaspa.org%2Fevents%2F2025-annual-conference-&title=2025%20Annual%20Conference%20-%20American%20Association%20of%20School%20Personnel%20Administrators>)
([/#facebook](#)) ([/#twitter](#)) ([/#email](#)) ([/#linkedin](#))

Get Involved With AASPA

AASPA wants to know more about you and your talents. In addition to joining an AASPA Committee (<https://www.aaspa.org/aaspa-committees>), consider writing an article, blog or book review. We also welcome webinar presenters on a variety of topics. Fill out the Involvement form and get involved with your national association today.

Committee/Involvement Form (https://docs.google.com/forms/d/e/1FAIpQLSdJPI_I-xDqd5thOYJWomocWYuNxu0j2kFB4_vkDj891ejFAA/viewform?usp=header)

Contact

7285 West 132nd Street
Suite 100
Overland Park, Kansas 66213
United States
913.327.1222

 (<https://www.facebook.com/AmericanAssociationSchoolPersonnelAdmin/>)



 (<https://www.linkedin.com/company/american-association-of-school-personnel-administrators/>)

 (https://www.instagram.com/aaspa_k12/)

 (</contact-us/>)

Resources

[Career Center \(/news/career-center\)](/news/career-center/)

[Member Insurance \(http://www.ftj.com/aaspa\)](http://www.ftj.com/aaspa)

[Webinars \(/webinars\)](/webinars/)

[Job Descriptions \(/job-descriptions-\)](/job-descriptions-)

[Employee Surveys \(/employee-surveys-\)](/employee-surveys-)

[W9 \(https://assets.noviams.com/novi-file-uploads/aaspa/AASPA_2025_W9.pdf\)](https://assets.noviams.com/novi-file-uploads/aaspa/AASPA_2025_W9.pdf)

Our Members

AASPA is the only organization that specifically targets and represents school personnel professionals. If you are a personnel/human resource administrator, personnel support staff, superintendent, principal or graduate student interested in this field, you will benefit from AASPA membership. The association provides resources, professional development activities and networking opportunities to help you do your job efficiently, legally and effectively.

Association Management Software (<http://www.noviams.com>)

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Cart Summary

Hotel (1)

Embassy Suites by Hilton Nashville Downtown Convention Center remove

4 Nights: October 6, 2025 - October 10, 2025

1 Room: 1 King Studio Suite Wifi Aval-sofa Bed-microwave-refrigerator Comp Made To Order Breakfast-evening Reception

Occupants: 1 Adult

Room Total:	\$1,926.68
Est.Taxes & Fees: ⓘ	\$449.68
<hr/>	
Hotel Total:	\$2,376.36

[Cancellation Policy](#) | [Terms & Conditions](#)

Totals	
<hr/>	
Hotels:	\$2,376.36
<hr/>	
Total Charged Today:	\$2,376.36



You chose a Basic fare

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

Trip & Price Details



✈ Flight [Modify](#)

Mon 10/6 # 603 / 3746
RNO → **BNA** 5 hr 35 min | 1 stop [Basic](#)
 6:00 AM 1:35 PM Only 3 left!

1 Passenger | [Open Seating](#)

Fri 10/10 # 3255 / 1312
BNA → **RNO** 6 hr 55 min | 1 stop [Basic](#)
 6:00 AM 10:55 AM

1 Passenger | [Open Seating](#)

Base fare
1 Passenger(s) **\$417.08**

Taxes and fees **\$81.28**

Flight total **\$498.36**

or from \$49/mo*
with flexpay [Learn more](#)

Helpful Information:

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



FY 2025 per diem rates for Nashville, Tennessee

Meals and incidental expenses (M&IE) rates and breakdown

Primary destination	County	M&IE total	Breakfast	Lunch	Dinner	Incidental expenses	First and lastday of travel
Nashville	Davidson	\$86	\$22	\$23	\$36	\$5	\$64.50



FY 2025 per diem rates for Nashville, Tennessee

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
Nashville	Davidson	\$248	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$248

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

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

Name(s) of Attendees Matia Dreyer

SCHOOL Smith Valley Schools

NAME OF CONFERENCE: National Association of Agricultural Educators
(Do Not Use Acronyms)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Nashville TN

DATE OF DEPARTURE: 12/8/25 DATE OF RETURN: 12/12/25

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 108

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 2025 National Association of Agricultural Educators (NAAE) Convention, scheduled for December 8–12, 2025, in Nashville, Tennessee is the premier professional development event offers over 80 workshops tailored specifically for agricultural educators, providing invaluable opportunities to enhance teaching practices, network with peers, and stay abreast of the latest trends in agricultural education. Additionally, the NAAE Convention is held in conjunction with the ACTE CareerTech Vision conference so I will be able to attend both conventions as part of my professional growth. Attending the NAAE Convention will allow me to:

- Engage in Specialized Workshops: I will be able to attend sessions focused on curriculum development, classroom management, and innovative teaching strategies, directly applicable to our school's agricultural education program and specific to my needs as an agricultural educator.
- Earn Professional Development Credits: Each session I attend will allow me to earn credit hours that contribute to my ongoing professional development and certification requirements.
- Network with Industry Leaders: I will get to connect with fellow educators, industry professionals, and organizations, fostering collaborations that can enhance our program's resources and opportunities.

TRAVEL APPROVED: Date 7/31/25

Site administrator or supervisor signature

TRAVEL APPROVED: Date _____

Superintendent or designee signature

District Office Use Only

Received by District Office Date: 8/11/25

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

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

ESTIMATED EXPENSES

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

	Total	District Office	Grant	School Site	Other
BUDGET# 280.631.0000.300.2213.330.10000.00.000 Registration Fees: Attendees <u>1</u> x <u>595</u> Reg. fee \$ <u>595</u>	\$ 595	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.631.0000.300.2213.580.10000.00.000 Travel By: <u>Air</u> \$ <u>356.35</u> (Air, district car, private car for personal convenience, etc.)	\$ 356.35	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.631.0000.300.2213.580.10000.00.000 Lodging: Room rate \$ <u>121</u> x <u>4</u> nights \$ <u>484</u>	\$ 484	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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>22</u> x <u>4</u> days \$ <u>88</u>	\$ 88	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>23</u> x <u>5</u> days \$ <u>115</u>	\$ 115	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>36</u> x <u>5</u> days \$ <u>180</u>	\$ 180	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5</u> x <u>5</u> days \$ <u>25</u>	\$ 25	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days <u>5</u> x \$ <u>195</u> /day	\$ 975	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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)	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL EXPENSES	\$ 2,918.35	<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 9-12

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

Airline Information

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

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

Date & Time you wish to DEPART: 12/8/25 8:55am

Date & Time you wish to RETURN: 12/12/25 6PM

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): 248

All travelers agree to share lodging as appropriate?

Yes No

Register under what name(s)?

Sydney Botts

Name, Address, Phone number of
lodging establishment:

Fairfield Inn 211 Music City Circle, Nashville TN 37214

DEADLINE DATE: _____

Code Information: _____

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email travel request with SIGNATURES to Superintendent's office for approval.

**LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST**

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

Name(s) of Attendees Sydney Botts
SCHOOL Fernley High School
NAME OF CONFERENCE: National Association of Agricultural Educators
(Do Not Use Acronyms)
(ATTACH conference program information and provide website address)
CITY/STATE OF CONFERENCE: Nashville TN
DATE OF DEPARTURE: 12/8/25 DATE OF RETURN: 12/12/25

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
Performance Plan Related to our School
Related to a specific program/course Other 111

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 2025 National Association of Agricultural Educators (NAAE) Convention, scheduled for December 8–12, 2025, in Nashville, Tennessee is the premier professional development event offers over 80 workshops tailored specifically for agricultural educators, providing invaluable opportunities to enhance teaching practices, network with peers, and stay abreast of the latest trends in agricultural education. Additionally, the NAAE Convention is held in conjunction with the ACTE CareerTech Vision conference so I will be able to attend both conventions as part of my professional growth. Attending the NAAE Convention will allow me to:

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- Earn Professional Development Credits: Each session I attend will allow me to earn credit hours that contribute to my ongoing professional development and certification requirements.
- Network with Industry Leaders: I will get to connect with fellow educators, industry professionals, and organizations, fostering collaborations that can enhance our program's resources and opportunities.

TRAVEL APPROVED: Date 8.11.25


Site administrator or supervisor signature

TRAVEL APPROVED: Date 8-11-25


Superintendent or designee signature

District Office Use Only

Received by District Office Date: 8/11/25

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

Conference Information

Conference Dates & Times:	December 9-12
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Gaylord Opryland Resort and Convention Center

Airline Information

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

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

Date & Time you wish to DEPART:	12/8/25 8:55am
Date & Time you wish to RETURN:	12/12/25 6PM
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) : 248	All travelers agree to share lodging as appropriate?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Register under what name(s)?	Sydney Botts	
Name, Address, Phone number of lodging establishment:	Fairfield Inn 211 Music City Circle, Nashville TN 37214	

DEADLINE DATE: _____ Code Information: _____

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email travel request with SIGNATURES to Superintendent's office for approval.



FY 2025 per diem rates for nashville, Tennessee

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
Nashville	Davidson	\$248	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$217	\$248



FY 2025 per diem rates for nashville, Tennessee

Meals and incidental expenses (M&IE) rates and breakdown

Primary destination	County	M&IE total	Breakfast	Lunch	Dinner	Incidental expenses	First and lastday of travel
Nashville	Davidson	\$86	\$22	\$23	\$36	\$5	\$64.50

Fairfield Inn & Suites Nashville At Opryland

📍 📍 📞 ★ 4.2 (981)

STAY DATES (4 NIGHTS)
Edit
Mon, Dec 08 → Fri, Dec 12

ROOMS & GUESTS
1 Room, 1 Guest

SPECIAL RATES
Lowest Regular Rate

Use Points/Awards

Select a Room and Rate

You can select accessible room options after choosing a room.

Showing 4 Results

Show with taxes and fees Default ▾



Guest room, 2 Queen

Room Details

Rates from
121 USD Avg/Night
484 Total Per Room

+ View Rates

Feedback



DEC 9 - 12
RNO → BNA



You chose a Basic fare

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

Trip & Price Details

Price Passengers Payment Confirmation

Flight [Modify](#)

Tue 12/9 # 4184 / 1321
RNO → **BNA** 5 hr 25 min 1 stop **Basic**
8:55 AM 4:20 PM **Only 5 left!**

1 Passenger | [Open Seating](#)

Base fare 1 Passenger(s) **\$284.98**

Taxes and fees **\$71.37**

Flight total **\$356.35**

or from \$35/mo* with [flexpay](#) [Learn more](#)

Fri 12/12 # 1266 / 1912
BNA → **RNO** 7 hr 0 min 1 stop **Basic**
6:00 PM 11:00 PM

1 Passenger | [Open Seating](#)

Helpful Information:

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

Upgrade Flight

2025 Convention

Convention Home

Schedule

Housing and Travel

▶ Registration

Exhibit

Convention Attendee Resources

Sponsorship Opportunities

Registration

NAAE members receive a \$30.00 discounted rate for NAAE Convention and ACTE CareerTech Vision! Make sure you are paying the NAAE rate through our link and marking “Agricultural Education” as your field of specialization.

Registration Costs

	Advance (through 10/13)	Regular
NAAE Convention ACTE Member	\$625	\$675
NAAE Convention NAAE Member	\$595	\$645

NAAE Convention Non-Member	\$815	\$865
NAAE Convention NAAE Student Member	\$180	\$195

Click here to Register for the 2025 NAAE Convention

How to register at NAAE Member Rate:

1. On the NAAE registration page, you will be prompted to enter your email address. Please use the email address that is associated with your ACTE account. This will pre-populate your information on the registration form. If you do not have an ACTE account, please use the "If this is your first ACTE event..." option.
2. If your information is not auto-populated, complete the required fields (in red). **Under the "Field of Specialization" be sure to select Agricultural Education.**
3. On the NAAE registration page you will see the option to register as either an NAAE member or a NAAE student member, in addition to additional ACTE event add-ons. Please select accordingly. Remember, this option will register you for the both NAAE and ACTE conventions. *There is no need to register for each convention separately.*
4. After all your events and registration selections are complete, proceed to the next page for review, and then payment options.

Instructions to Register on Behalf of an Attendee or Multiple Attendees

Frequently Asked Questions

- What does registration include? +
- If I applied for an NAAE Award, should I register for NAAE Convention or wait? +
- Help! After entering my email address, my membership status reads "Non-Member." +
- What if the NAAE Registration Rate is *not* listed as a rate option? +
- What if my contact information is auto-populated (grey fields), how can I edit it? +
- What if I cannot login to my account? +

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

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

Name(s) of Attendees Jenifer Sexson

SCHOOL Yerington High School

NAME OF CONFERENCE: National Association of Agricultural Educators
(Do Not Use Acronyms)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: Nashville TN

DATE OF DEPARTURE: 12/8/25

DATE OF RETURN: 12/12/25

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 120

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 2025 National Association of Agricultural Educators (NAAE) Convention, scheduled for December 8–12, 2025, in Nashville, Tennessee is the premier professional development event offers over 80 workshops tailored specifically for agricultural educators, providing invaluable opportunities to enhance teaching practices, network with peers, and stay abreast of the latest trends in agricultural education. Additionally, the NAAE Convention is held in conjunction with the ACTE CareerTech Vision conference so I will be able to attend both conventions as part of my professional growth. Attending the NAAE Convention will allow me to:

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- Network with Industry Leaders: I will get to connect with fellow educators, industry professionals, and organizations, fostering collaborations that can enhance our program's resources and opportunities.

TRAVEL APPROVED: Date 8/11/2025

KBEck
Site administrator or supervisor signature

TRAVEL APPROVED: Date 8/11/25

Tracy Cooper, EdD
Superintendent or designee signature

District Office Use Only

Received by District Office Date: 8/11/25

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

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

ESTIMATED EXPENSES

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

	<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>595</u> Reg. fee \$ <u>595</u>	<u>595</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.631.0000.300.2213.580.10000.00.000 Travel By: <u>Air</u> \$ <u>356.35</u> (Air, district car, <u>private car for personal convenience</u> , etc.)	<u>356.35</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.631.0000.300.2213.580.10000.00.000 Lodging: Room rate \$ <u>121</u> x <u>4</u> nights \$ <u>484</u>	<u>484</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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>22</u> x <u>4</u> days \$ <u>88</u>	<u>88</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>23</u> x <u>5</u> days \$ <u>115</u>	<u>115</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>36</u> x <u>5</u> days \$ <u>180</u>	<u>180</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5</u> x <u>5</u> days \$ <u>25</u>	<u>25</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days <u>5</u> x \$ <u>195</u> /day <u>975</u>	<u>975</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$ <u>100</u>	<u>100</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL EXPENSES	\$ <u>2,918.35</u>	<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 9-12
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	Gaylord Opryland Resort and Convention Center

Airline Information

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

Date & Time you wish to DEPART:	12/8/25 8:55am
Date & Time you wish to RETURN:	12/12/25 6PM
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) : 248 All travelers agree to share lodging as appropriate? Yes No

Register under what name(s)?

Jenifer Sexson

Name, Address, Phone number of lodging establishment:

Fairfield Inn 211 Music City Circle, Nashville TN 37214

DEADLINE DATE : _____ Code Information: _____

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email travel request with SIGNATURES to Superintendent's office for approval.



FY 2025 per diem rates for nashville, Tennessee

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
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FY 2025 per diem rates for nashville, Tennessee

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Fairfield Inn & Suites Nashville At Opryland

Location, Phone, Rating: ★ 4.2 (981)

STAY DATES (4 NIGHTS)
Edit
Mon, Dec 08 → Fri, Dec 12

ROOMS & GUESTS
1 Room, 1 Guest

SPECIAL RATES
Lowest Regular Rate

Use Points/Awards

Select a Room and Rate

You can select accessible room options after choosing a room.

Showing 4 Results

Show with taxes and fees Default ▾



Guest room, 2 Queen

Room Details

Rates from
121 USD Avg/Night
484 Total Per Room

+ View Rates

Feedback



DEC 9 - 12
✈ RNO → BNA



You chose a Basic fare

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

Trip & Price Details

Price Passengers Payment Confirmation

✈ Flight [Modify](#)

Tue 12/9 # 4184 / 1321
RNO → **BNA** 5 hr 25 min 1 stop ✈
8:55 AM 4:20 PM **Basic**
Only 5 left!

Base fare \$284.98
1 Passenger(s)
Taxes and fees 126
\$71.37

1 Passenger | [Open Seating](#)

Flight total \$356.35
or from \$35/mo*
with flexpass [Learn more](#)

Fri 12/12 # 1266 / 1912
BNA → **RNO** 7 hr 0 min 1 stop ✈
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1 Passenger | [Open Seating](#)

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✈ Upgrade Flight

2025 Convention

Convention Home

Schedule

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▶ Registration

Exhibit

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NAAE Convention NAAE Member	\$595	\$645

NAAE Convention Non-Member	\$815	\$865
NAAE Convention NAAE Student Member	\$180	\$195

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2. If your information is not auto-populated, complete the required fields (in red). **Under the "Field of Specialization" be sure to select Agricultural Education.**
3. On the NAAE registration page you will see the option to register as either an NAAE member or a NAAE student member, in addition to additional ACTE event add-ons. Please select accordingly. Remember, this option will register you for the both NAAE and ACTE conventions. *There is no need to register for each convention separately.*
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- What if the NAAE Registration Rate is *not* listed as a rate option? +
- What if my contact information is auto-populated (grey fields), how can I edit it? +
- What if I cannot login to my account? +

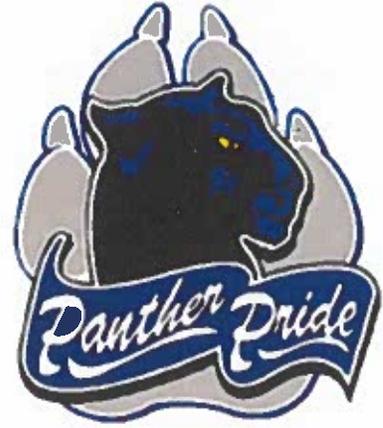
Lyon County School District Board Memo

Date: August 26, 2025
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 school supplies valued over \$600 from Fernley parent Pearl Lafoon.



Memo

To: Tim Logan, Superintendent

From: Kent Jones, Principal

Date: 8.11.2025

Re: Donation

130

East Valley Elementary School received a very generous donation of over \$600 in school supplies from Pearl Lafoon a parent at East Valley Elementary. Thank you for your very generous donation! School staff, students and parents appreciate your generosity.

Kent Jones, Principal, East Valley Elementary School

kentjones@lyoncd.org

Lyon County School District Board Memo

Date: August 26, 2025
To: Board of School Trustees
From: Harman Bains, Executive Director of Operations
Re: Lyon County Debt Management Commission Notice Resolution

Recommendation:

The Board of Trustees approve the resolution concerning the financing of school improvements; directing the executive director of operations to notify the Lyon County Debt Management Commission of the district's proposal to issue general obligation bonds, in one or more series, in the maximum aggregate principal amount of \$30,000,000; authorizing the executive director of operations or the superintendent to arrange for the sale of bonds; providing certain details in connection therewith; and providing the effective date hereof.

Background Information:

At the July 2025 meeting the Board directed the district to proceed with issuing general obligation bonds in the maximum aggregate principal amount of \$30,000,000. The district intends to issue two \$15,000,000 deals as needed over the next two fiscal years.

Budget Considerations:

N/A

Discussed at Previous Meeting:

July 2025

Attachment(s):

Lyon County Debt Management Commission Notice Resolution

Summary - a resolution directing notice to the Debt Management Commission of the District's proposal to issue general obligation bonds.

RESOLUTION

A RESOLUTION CONCERNING THE FINANCING OF SCHOOL IMPROVEMENTS; DIRECTING THE EXECUTIVE DIRECTOR OF OPERATIONS TO NOTIFY THE LYON COUNTY DEBT MANAGEMENT COMMISSION OF THE DISTRICT'S PROPOSAL TO ISSUE GENERAL OBLIGATION BONDS, IN ONE OR MORE SERIES, IN THE MAXIMUM AGGREGATE PRINCIPAL AMOUNT OF \$30,000,000; AUTHORIZING THE EXECUTIVE DIRECTOR OF OPERATIONS OR THE SUPERINTENDENT TO ARRANGE FOR THE SALE OF BONDS; PROVIDING CERTAIN DETAILS IN CONNECTION THEREWITH; AND PROVIDING THE EFFECTIVE DATE HEREOF.

WHEREAS, the Board of Trustees (the "Board"), of the Lyon County School District, Nevada (the "District"), proposes to issue general obligation bonds of the District in one series or more to defray wholly or in part the cost of acquiring, constructing, improving and equipping school facilities within the District (the "Project"); and

WHEREAS, the Board has submitted the following question to the qualified electors of the District at the November 7, 2006 general election and the qualified electors approved the following question at such election:

LYON COUNTY SCHOOL DISTRICT BOND QUESTION:

Shall Lyon County School District be authorized to issue general obligation school bonds to finance the acquisition, construction, improvement and equipping of school facilities. District projections at the time the bonds are issued must indicate that issuance of the bonds will not result in an increase of the existing school bond property tax rate of 58.67 cents per \$100 of assessed value. If approved this authorization will expire November 7, 2016.

(the "Question"); and

WHEREAS, pursuant to Nevada Revised Statutes ("NRS") 350.0201 and NRS 350.0203, such approval shall be deemed to constitute approval of the qualified electors for the issuance of general obligation bonds by the Board pursuant to subsection 4 of NRS 350.020 for a period through March 3, 2035, and no other approval of the qualified electors is required for such

issuance of general obligation bonds pursuant to the provisions of NRS 350.020 by the Board for that period; and

WHEREAS, pursuant to NRS 350.014(1) and NRS 350.020(4), the Board proposes to incur general obligation debt (subject to the approval of the Lyon County Debt Management Commission) in accordance with the Question, NRS 350.0201, NRS 350.0203 and the following proposal:

GENERAL OBLIGATION SCHOOL BOND PROPOSAL:

Shall the Board of Trustees of the Lyon County School District, Nevada, be authorized to incur a general obligation indebtedness on behalf of the District by the issuance at one time, or from time to time, of the District’s general obligation school bonds, in one series or more, in the maximum aggregate principal amount of \$30,000,000 for the purpose of acquiring, constructing, improving and equipping school facilities within the District until March 3, 2035, such bonds to mature not later than thirty (30) years from the date or respective dates of the bonds, payable from general (ad valorem) taxes, and to be issued on or before March 3, 2035 and sold at, above, or below par at an effective interest rate (including any sale discount) not exceeding the statutory maximum rate, if any, as shall be determined at the time of the sale thereof, and otherwise to be issued in such manner, upon such terms and conditions, with such covenants and agreements, and with such other detail as the Board of Trustees may determine, including at its option but not necessarily limited to provisions for the redemption of bonds prior to maturity without or with the payment of a premium?

(the “Proposal”); and

WHEREAS, subsection 1 of NRS 350.014 provides, in relevant part, as follows:

“1. Before any proposal to incur a general obligation debt . . . may be submitted to the electors of a municipality, before any issuance of general obligations bonds pursuant to subsection 4 of NRS 350.020 or before any other formal action may be taken preliminary to the incurrence of any general obligation debt, the proposed incurrence or levy must receive the favorable vote of two-thirds of the members of the commission of the county in which it is situated.”

; and

WHEREAS, subsection 1 of NRS 350.0145 provides, in relevant part, as follows:

“1. The governing body of the municipality proposing to incur general obligation debt . . . shall notify the secretary of each appropriate commission, and shall submit a statement of its proposal in sufficient number of copies for each member of the commission.”

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF LYON COUNTY SCHOOL DISTRICT, NEVADA:

Section 1. All action, proceedings, matters and things heretofore taken, had and done by the Board, and the officers thereof (not inconsistent with the provisions of this resolution) concerning the proposed issuance of general obligation school bonds, in one or more series, in the maximum aggregate principal amount set forth in the Proposal (the “Bonds”) be, and the same hereby is, ratified, approved and confirmed.

Section 2. The Board hereby finds and determines (i) in accordance with NRS 350.020(4) that, pursuant to the revenue study provided to the Board and attached hereto, the existing tax for debt service in the District (58.67 cents per \$100 assessed value) will at least equal the amount required to pay the principal and interest on the outstanding general obligations of the District and the Bonds for the term thereof, and (ii) that no increase in the rate of an ad valorem tax is anticipated to be necessary for the payment of such Bonds for the term thereof (the “Finding”).

Section 3. The Executive Director of Operations hereby is authorized and directed to immediately cause the notification of the Secretary of the Lyon County Debt Management Commission (the “Debt Management Commission”) of the District’s Proposal and the Finding and to cause to be submitted to said Secretary a statement of the Proposal in sufficient number of copies for each member of the Commission.

Section 4. The Executive Director of Operations of the District or the Superintendent is hereby authorized to amend the statement of current and contemplated general obligation debt, the debt management policy and the capital improvement plan of the District in accordance with the provisions of this resolution and NRS 350.013; file the statement, policy and plan with the State of Nevada Department of Taxation and the Debt Management Commission; and to notify the Debt Management Commission that, upon approval of the Proposal and the Finding by the Debt Management Commission, the Board intends to issue the Bonds.

Section 5. This is a declaration of official intent under Section 1.150-2 of the Regulations promulgated under the Internal Revenue Code of 1986, as amended.

Section 6. In order to permit the Board to reimburse itself for prior expenditures relating to the Project, the interest on which will be excluded from gross income for federal income tax purposes, the Board hereby determines and declares that:

(a) The maximum aggregate principal amount of the Bonds expected to be issued for the Project is as set forth in the Proposal;

(b) The Board reasonably expects to incur expenditures with respect to the Project prior to the issuance of one or more series of the Bonds and to reimburse those expenditures from the issuance of the Bonds;

(c) The payment of costs related to the Project and the reimbursement of such costs from the proceeds of the Bonds is consistent with the Board's budgetary and financial circumstances as of the date of this resolution. The Board does not currently have moneys which are, nor does the Board reasonably expect moneys to be, allocated on a long-term basis, reserved or otherwise available pursuant to the Board's budget to pay the expenditures which the Board intends to reimburse.

Section 7. The officers of the District are authorized and directed to take all action necessary or appropriate to effectuate the provisions of this resolution, including without limitation, if determined by the Executive Director of Operations or the Superintendent to be necessary: (a) assembling financial and other information concerning the District and the Bonds; (b) preparing and distributing a notice inviting bids for the Bonds, in the form specified by the Executive Director of Operations or the Superintendent; and (c) preparing and circulating an official statement, preliminary official statement, and notice of bond sale for the Bonds, in the forms specified by the Executive Director of Operations or the Superintendent. If applicable, the Executive Director of Operations or the Superintendent is authorized to deem the preliminary official statement to be "final" official statement on behalf of the District for the purposes of Rule 15c2-12 of the Securities and Exchange Commission.

Section 8. The Executive Director of Operations or the Superintendent shall, after arranging for the sale of the Bonds, present the proposed terms of the sale to the Board for its approval by adoption of one or more bond resolutions.

Section 9. All resolutions, or parts thereof, in conflict with the provisions of this resolution, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed to revive any resolution, or part thereof, heretofore repealed.

Section 10. If any section, paragraph, clause or other provision of this resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or other provision shall not affect any of the remaining provisions of this resolution.

Section 11. This resolution shall become effective and be in force immediately upon its adoption.

Passed and adopted this August 26, 2025.

President

Attest:

Clerk

IN WITNESS WHEREOF, I have hereunto set my hand this August 26, 2025.

Clerk

EXHIBIT "A"

(Attach Copy of Notice of Meeting)

EXHIBIT "B"

(Attach Revenue Study)

Lyon County School District Board Memo

Date: August 26, 2025
To: Board of School Trustees
From: Harman Bains, Executive Director of Operations
Re: Summer 2026 Projects: Single Point of Entry and FHS Culinary

Recommendation:

The Board of Trustees approves the district to proceed with all Single Point of Entry and FHS Culinary projects for the Summer 2026.

Background Information:

At the July 22, 2025 meeting, the Lyon County School District (LCSD) Board of Trustees authorized the District to begin working with bond consultant Marty Johnson of JNA Consulting and bond attorney Henry Ryan of Taft. To maintain the District's established maintenance and upgrade schedule, plans are underway to issue two separate bond sales of \$15 million each over the next two years. These funds will allow the District to continue addressing critical facility needs identified through both the Board's guidance and the Grace Design 10-Year Master Facilities Plan.

The District has prioritized the following projects:

- Fernley High School Single Point of Entry and Culinary
- Dayton High School Single Point of Entry
- Silver Stage High School Single Point of Entry
- Yerington High School Single Point of Entry
- Silverland Middle School Single Point of Entry.

These projects are intended to improve campus security, functionality, and curriculum offerings while aligning with the District's long-term facilities strategy.

Over the past several months, the District's Operations and Maintenance team has worked closely with Jeff Purcell and architect Paul Cavin of Paul Cavin Architect LLC to develop an implementation plan. Through a series of lengthy discussions, the team explored strategies to ensure that all projects can be completed successfully. The outcome of these discussions is a recommendation that the District pursue multiple approaches to achieve the best overall results and maximize the value of bond dollars.

In forming this recommendation, the District carefully considered recent challenges with relying on a single general contractor responsible for multiple specialized scopes of work across different attendance areas. Given these difficulties and recognizing that NRS 338 permits LCSD to hire up to two Construction Managers at Risk (CMAR) per year, the District has elected to publish the projects in a manner that leverages CMAR involvement, where appropriate, while also utilizing general contracting bids as necessary.

***Mission Statement** Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.*

Hiring a Construction Manager at Risk (CMAR) instead of a traditional general contractor provides significant advantages, particularly under NRS 338. The CMAR approach is designed to build public trust by focusing on best value rather than lowest bids, while also helping school district and other public agencies address unique and complex construction challenges.

Unlike a general contractor, who typically joins the project after design completion and is awarded based mainly on lowest price a CMAR is involved early, offering preconstruction services such as constructability reviews, cost estimating, and scheduling input. This early collaboration helps reduce delays, improve budget accuracy, and enhance overall quality by identifying risks and solutions before construction begins. Another key benefit of CMAR is the guaranteed maximum price (GMP), which gives the Lyon County School District (LCSD) greater cost certainty while still allowing for competitive subcontractor bidding. In contrast, the traditional general contractor model prioritizes awarding projects to the lowest responsible bidder, often with less emphasis on value integration.

However, LCSD is limited by law to hiring only two CMARs per year, requiring the district to rely on general contractors for the remaining three school sites. To address past challenges, the district plans to release two separate bid packages for each of those sites: one focused on general construction and another specifically on storefronts and doors.

- Fernley High School Single Point of Entry and Culinary
 - o #1 Construction Manager's at Risk (CMAR)
- Dayton High School Single Point of Entry
 - o #2 Construction Manager's at Risk (CMAR)
- Silver Stage High School Single Point of Entry
 - o General Construction Contractor – Construction emphasis
 - o General Construction Contractor – Storefront/doors emphasis
- Yerington High School Single Point of Entry
 - o General Construction Contractor – Construction emphasis
 - o General Construction Contractor – Storefront/doors emphasis
- Silverland Middle School Single Point of Entry
 - o General Construction Contractor – Construction emphasis

Budget Considerations:

The District plans to utilize the upcoming Winter 2025 bond sale to fund all identified projects. Paul Cavin Architect LLC has prepared a Rough Order of Magnitude (ROM) cost estimate for the Single Point of Entry projects, with a projected total of approximately \$1.5 million. Following completion of the request for proposal (RFP) process, updated cost estimates for all projects (including the addition of FHS Culinary) will be finalized and presented to the Board for approval. Paul Cavin Architect LLC has presented a professional services cost of \$380,950 for all projects and services.

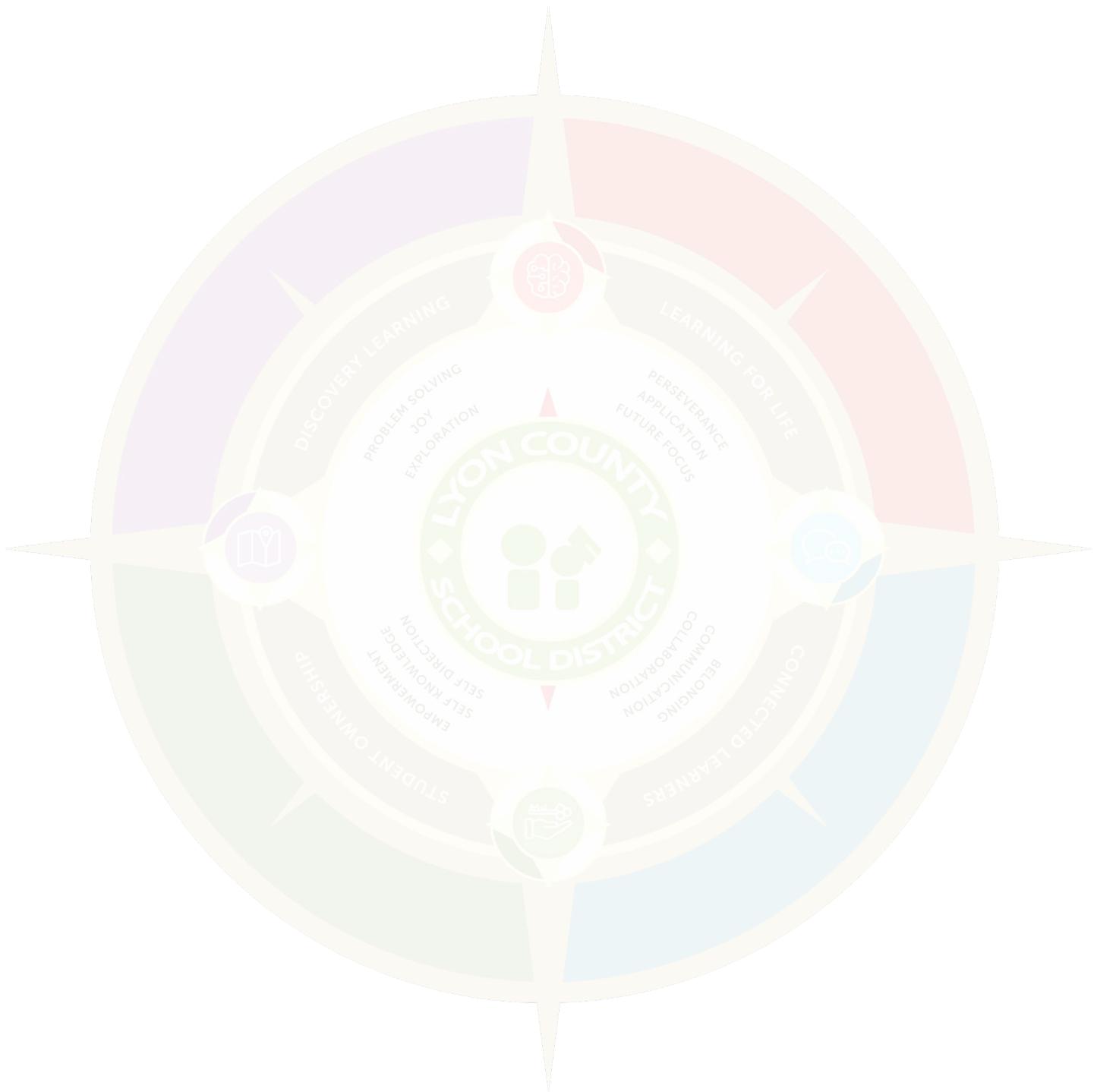
Discussed at Previous Meeting:

N/A

Attachment(s):

- Paul Cavin Professional Services Proposal
- LCSD FHS Culinary and JROTC Program Floor Plan
- LCSD Single Point Entry-District Wide-Rough Order of Magnitude
- LCSD Single Point Entry-District Wide

Mission Statement Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.



Mission Statement Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

August 18, 2025

P25025

Harman Bains
Director of Operations
Lyon County School District
25 East Goldfield Avenue
Yerington, Nevada 89447

Re: Professional Services Proposal for the Lyon County School District – Fernley High School Single Point Entry, Culinary Renovation, and JROTC Classroom Spaces

Dear Mr. Bains,

Thank you for the opportunity to present this proposal for professional design services to Lyon County School District. Paul Cavin Architect LLC is pleased to present the following professional services fee proposal for your consideration.

It is understood that Lyon County School District would like professional design services for school improvements to include a single point entry, culinary expansion and renovation, and JROTC classroom and support spaces at Fernley High School located at 1300 US-95 ALT, Fernley, Nevada 89408. Below is an outline of the scope of work, please also see attached sketches:

Single Point Entry:

- Reconfigure the existing entry vestibule and administrative offices.
- Please see attached sketch for complete scope of work.

Culinary Expansion and Remodel:

- Remove existing serving line wall, windows and doors and provide a new wall aligned with the existing Drama area wall and existing main corridor.
- Provide a 4'-0" wide door in the new wall to access the Culinary Kitchen space.
- Remove existing tile flooring and base throughout the kitchen space and prep for new slip-resistant epoxy flooring and coved base.
- Remove existing trench drain at the cooking line and provide proper floor drainage for new equipment layout.
- All cooking equipment will be owner-furnished including a new gas 8-burner cooktop.
- Provide gas service to the kitchen cooking line.
- Remove existing tile wainscot throughout the kitchen space and prepare walls for new full height FRP paneling.
- Full-height stainless steel panels to be provided at the existing cooking line.
- Remove existing handwashing sink at the existing cooking line.
- Verify if existing cooking hood meets all of the current mechanical standards and fire safety requirements.
- Place new ADA compliant handwashing sink along North wall.
- Relocate existing 3-bay sink to North wall.
- Provide hood and proper ventilation above existing dishwashing machine.
- Relocate existing washer and dryer and provide proper ventilation.
- Existing walk-in cooler and freezer units remain.
- Verify if a restroom is required in the kitchen space and if not required then remove existing plumbing fixtures otherwise provide ADA compliant restroom.
- Provide electrical reels from ceiling at moveable tables.
- Replace existing lay-in ceiling as required.
- Replace existing surface mounted strip fixtures with new LED lighting.
- Please see attached sketch.

JROTC Classrooms:

- Remove existing lay-in ceiling system and components within the lay-in ceiling system.
- New mechanical system can be supplied from the existing unit located above the Commons ceiling.

Paul Cavin Architect LLC

- One classroom approximately 25' wide by 50' long.
- Minimum 350 square foot training space adjacent to the classroom.
- One 10'x10' office.
- One Storage space approximately 600sf to 1,000sf in size.
- Please see attached sketch.

Additional Scope of Work:

- Verify and measure existing conditions and utilities as needed for design documentation.
- Verify code requirements.
- Provide a single design solution.
- Coordination with LCSD Project Manager.

The 2024 Building Codes will be utilized for design criteria. The City of Fernley has adopted the 2024 Building Codes and they are currently in use with a grace period until January 1, 2026.

The project will be produced using the current Revit version and will be updated annually per Autodesk's annual updates. BIM 360 will also be used for production and coordination efforts. Specifications will be a 3-Part MasterSpec format.

The Project Delivery Method will be CMAR. LCSD will select a CMAR contractor during the initial phases of design. Paul Cavin Architect LLC will participate in the CMAR selection process but will not be a voting member of the selection committee. Below is an outline of the scope of professional services:

Design Submittal Phases:

- Design Development:
 - Drawings.
 - Technical Specifications and product cut sheets.
- 100% Construction Documents / Plan Review Submittal:
 - Drawings – stamped and signed.
 - Technical Specifications within a Project Manual – stamped and signed.
 - Plan review by the City of Fernley Building Official.

Deliverables for each design submittal phase:

- Drawings (pdf).
- Project Manual with 3 Part Specifications (pdf).

Bidding Assistance:

- Assistance with CMAR selection.
- Assist with procurement of PWP number(s).
- Prepare Bid Documents:
 - Drawings and Project Manual issued for bid to include comments/revisions from the plan review process.
- Address Bid RFIs.
- Assist with bid addenda and addenda items as needed.
- Attend pre-bid job walk (one site visit).
- Participate in the CMAR sub-contractor selection process.

Construction Administration:

- Attend Owner/Architect/Contractor (OAC) meetings on a weekly basis (consultants as needed) for the construction duration of 3 months. Attendance at OAC meetings will be on site and/or via web hosted software.
- On-site viewing at the construction site during OAC meetings.
- Address Contractor RFIs.
- Review of product submittals.
- Review of shop drawings.
- Issue Clarifications and/or Supplemental information as needed.
- Review Change Orders and Change Order Requests.¹⁴⁵

Paul Cavin Architect LLC

- Perform one Final Job Walk and issue one "Punch List".

Approximate Construction Budget:

- To be determined during the design and preconstruction services process.

Anticipated Project Design Schedule:

- Design to start as soon as possible.
- Construction to occur during the summer break of 2026.

The following design professionals will be involved: CFBR Structural Group for Structural Engineering design, AAME for mechanical and plumbing design and documentation, PK Electrical, Inc. for Electrical engineering, design, and documentation, Paul Cavin Architect LLC will produce necessary Architectural drawings, details, and manage the design team and design process from design development through construction completion. Please see each consultant's attached proposal for a more detailed description of their Scope of Work and exclusions.

Fernley High School:

The proposed Design Development fee includes:

Structural Engineering (CFBR Structural Group):	\$3,500.00
Mechanical/Plumbing Engineering (AAME):	\$20,500.00
Electrical Engineering (PK Electrical):	\$8,700.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$33,000.00
<u>Total Design Development Fee:</u>	<u>\$65,700.00</u>

The proposed 100% Construction Documents fee includes:

Structural Engineering (CFBR Structural Group):	\$3,500.00
Mechanical/Plumbing Engineering (AAME):	\$19,500.00
Electrical Engineering (PK Electrical):	\$13,000.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$37,000.00
<u>Total 100% Construction Documents Fee:</u>	<u>\$73,000.00</u>

The proposed Bidding Assistance fee includes:

Structural Engineering (CFBR Structural Group):	\$500.00
Mechanical/Plumbing Engineering (AAME):	\$1,250.00
Electrical Engineering (PK Electrical):	\$1,400.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$5,000.00
<u>Total Bidding Assistance Fee:</u>	<u>\$8,150.00</u>

The proposed Construction Administration fee includes:

Structural Engineering (CFBR Structural Group):	\$2,000.00
Mechanical/Plumbing Engineering (AAME):	\$6,250.00
Electrical Engineering (PK Electrical):	\$5,800.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$15,000.00
<u>Total Construction Administration Fee:</u>	<u>\$29,050.00</u>

Total Professional Services Fee: \$175,900.00

Specific exclusions include: LEED or other "green building" requirements, certifications, and documentation, Printing, Community Presentations, Board meeting attendance and presentations, site design, Civil Engineering, Surveying, Geotechnical Engineering, Landscape Architecture, Kitchen Consultant, Acoustical Engineering, FF&E, Fire Protection Engineering, Hazardous Materials Reports, Surveys, Documents, and Drawings, Re-Design efforts, other Design Consultants, Specialty Consultants, Plan Review Fees, Permit Fees, Utilities Fees, Bidding Requirements, other fees or costs outside of typical basic design services, Special Inspections, 3rd Party Plan Reviews, and Record Documents, as these services are not anticipated to be needed or will be handled by others for this project. Any Utility and/or Agency Applications, Coordination, Review Fees, and other fees, if necessary, will be the responsibility of Lyon County School

Paul Cavin Architect LLC

District. If additional services or consultants are needed or required, they will be discussed with Lyon County School District and the design team prior to an endorsement of the contract.

Please let me know if you have any questions, comments, or modifications to the Scope of Work.

We look forward to your project!

With much appreciation,

A handwritten signature in blue ink, appearing to read 'P. Cavin'.

Paul Cavin, AIA
Owner, Paul Cavin Architect LLC,
Nevada License #6284

August 18, 2025

P25026

Harman Bains
Director of Operations
Lyon County School District
25 East Goldfield Avenue
Yerington, Nevada 89447

Re: Professional Services Proposal for the Lyon County School District – Dayton High School Single Point Entry

Dear Mr. Bains,

Thank you for the opportunity to present this proposal for professional design services to Lyon County School District. Paul Cavin Architect LLC is pleased to present the following professional services fee proposal for your consideration.

It is understood that Lyon County School District would like professional design services for school improvements to include a single point entry Dayton High School located at 335 Dayton Valley Road, Dayton, Nevada 89403. Below is an outline of the scope of work, please also see attached sketch:

Single Point Entry:

- Reconfigure the existing entry vestibule and administrative offices.
- Please see attached sketch for complete scope of work.

Additional Scope of Work:

- Verify and measure existing conditions and utilities as needed for design documentation.
- Verify code requirements.
- Provide a single design solution.
- Coordination with LCSD Project Manager.

The 2024 Building Codes will be utilized for design criteria. Lyon County has adopted the 2024 Building Codes and plan to implement them on January 1, 2026.

The project will be produced using the current Revit version and will be updated annually per Autodesk's annual updates. BIM 360 will also be used for production and coordination efforts. Specifications will be a 3-Part MasterSpec format.

The Project Delivery Method will be CMAR. LCSD will select a CMAR contractor during the initial phases of design. Paul Cavin Architect LLC will participate in the CMAR selection process but will not be a voting member of the selection committee. Below is an outline of the scope of professional services:

Design Submittal Phases:

- Design Development:
 - Drawings.
 - Technical Specifications and product cut sheets.
- 100% Construction Documents / Plan Review Submittal:
 - Drawings – stamped and signed.
 - Technical Specifications within a Project Manual – stamped and signed.
 - Plan review by Lyon County Building Official.

Deliverables for each design submittal phase:

- Drawings (pdf).
- Project Manual with 3 Part Specifications (pdf).

Paul Cavin Architect LLC

Bidding Assistance:

- Assistance with CMAR selection.
- Assist with procurement of PWP number(s).
- Prepare Bid Documents:
 - Drawings and Project Manual issued for bid to include comments/revisions from the plan review process.
- Address Bid RFIs.
- Assist with bid addenda and addenda items as needed.
- Attend pre-bid job walk (one site visit).
- Participate in the CMAR sub-contractor selection process.

Construction Administration:

- Attend Owner/Architect/Contractor (OAC) meetings on a weekly basis (consultants as needed) for the construction duration of 3 months. Attendance at OAC meetings will be on site and/or via web hosted software.
- On-site viewing at the construction site during OAC meetings.
- Address Contractor RFIs.
- Review of product submittals.
- Review of shop drawings.
- Issue Clarifications and/or Supplemental information as needed.
- Review Change Orders and Change Order Requests.
- Perform one Final Job Walk and issue one "Punch List".

Approximate Construction Budget:

- To be determined during the design and preconstruction services process.

Anticipated Project Design Schedule:

- Design to start as soon as possible.
- Construction to occur during the summer break of 2026.

The following design professionals will be involved: CFBR Structural Group for Structural engineering design, AAME for mechanical engineering design and documentation, PK Electrical, Inc. for Electrical engineering, design, and documentation, Paul Cavin Architect LLC will produce necessary Architectural drawings, details, and manage the design team and design process from design development through construction completion. Please see each consultant's attached proposal for a more detailed description of their Scope of Work and exclusions.

Dayton High School:

The proposed Design Development fee includes:

Structural Engineering (CFBR Structural Group):	\$750.00
Mechanical Engineering (AAME):	\$2,300.00
Electrical Engineering (PK Electrical):	\$2,400.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$7,500.00
Total Design Development Fee:	\$12,950.00

The proposed 100% Construction Documents fee includes:

Structural Engineering (CFBR Structural Group):	\$750.00
Mechanical Engineering (AAME):	\$2,300.00
Electrical Engineering (PK Electrical):	\$3,600.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$8,500.00
Total 100% Construction Documents Fee:	\$15,150.00

The proposed Bidding Assistance fee includes:

Mechanical Engineering (AAME):	\$150.00
Electrical Engineering (PK Electrical):	\$400.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$5,000.00
Total Bidding Assistance Fee:	\$5,550.00

Paul Cavin Architect LLC

The proposed Construction Administration fee includes:

Structural Engineering (CFBR Structural Group):	\$500.00
Mechanical Engineering (AAME):	\$1,000.00
Electrical Engineering (PK Electrical):	\$1,600.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$9,000.00
Total Construction Administration Fee:	\$12,100.00

Total Professional Services Fee: \$45,750.00

Specific exclusions include: LEED or other “green building” requirements, certifications, and documentation, Printing, Community Presentations, Board meeting attendance and presentations, site design, Civil Engineering, Surveying, Geotechnical Engineering, Landscape Architecture, Plumbing Engineering, Acoustical Engineering, FF&E, Fire Protection Engineering, Hazardous Materials Reports, Surveys, Documents, and Drawings, Re-Design efforts, other Design Consultants, Specialty Consultants, Plan Review Fees, Permit Fees, Utilities Fees, Bidding Requirements, other fees or costs outside of typical basic design services, Special Inspections, 3rd Party Plan Reviews, and Record Documents, as these services are not anticipated to be needed or will be handled by others for this project. Any Utility and/or Agency Applications, Coordination, Review Fees, and other fees, if necessary, will be the responsibility of Lyon County School District. If additional services or consultants are needed or required, they will be discussed with Lyon County School District and the design team prior to an endorsement of the contract.

Please let me know if you have any questions, comments, or modifications to the Scope of Work.

We look forward to your project!

With much appreciation,



Paul Cavin, AIA
Owner, Paul Cavin Architect LLC,
Nevada License #6284

August 18, 2025

P25027

Harman Bains
Director of Operations
Lyon County School District
25 East Goldfield Avenue
Yerington, Nevada 89447

Re: Professional Services Proposal for the Lyon County School District – Yerington High School Single Point Entry

Dear Mr. Bains,

Thank you for the opportunity to present this proposal for professional design services to Lyon County School District. Paul Cavin Architect LLC is pleased to present the following professional services fee proposal for your consideration.

It is understood that Lyon County School District would like professional design services for school improvements to include a single point entry for Yerington High School located at 114 Pearl Street, Yerington, Nevada 89447. Below is an outline of the scope of work, please also see attached sketch:

Single Point Entry:

- Reconfigure the existing entry vestibule and administrative offices.
- This project will be broken into two projects:
 - Storefront demolition and alteration.
 - The rest of the single point entry project scope of work.
- Please see attached sketch for complete scope of work.

Additional Scope of Work:

- Verify and measure existing conditions and utilities as needed for design documentation.
- Verify code requirements.
- Provide a single design solution.
- Coordination with LCSD Project Manager.

The 2024 Building Codes will be utilized for design criteria. The City of Yerington is currently without a building official, and we do not know if they are going to adopt the 2024 Building Codes.

The project will be produced using the current Revit version and will be updated annually per Autodesk's annual updates. BIM 360 will also be used for production and coordination efforts. Specifications will be a 3-Part MasterSpec format.

The Project Delivery Method will be Design-Bid-Build. Two contractors will be selected, one for storefront and one for the remainder of the scope of work. Below is an outline of the scope of professional services:

Design Submittal Phases:

- Design Development:
 - Drawings.
 - Technical Specifications and product cut sheets.
 - Opinion of Probable Cost
- 100% Construction Documents / Plan Review Submittal:
 - Drawings – stamped and signed.
 - Technical Specifications within a Project Manual – stamped and signed.
 - Plan review by City of Yerington Building Official or Lyon County Building Official.
 - Two Plan Review Submittals, one for storefront and one for the remainder of the single point entry project.

Deliverables for each design submittal phase:

- Drawings (pdf).
- Project Manual with 3 Part Specifications (pdf).
- Opinion of Probable cost

Bidding Assistance X2:

- Two Bid Packages:
 - Storefront.
 - Remainder of scope of work.
- Assist with procurement of PWP number(s).
- Prepare and Issue Bid Documents:
 - Drawings and Project Manual issued for bid to include comments/revisions from the plan review process.
- Bidding Requirements.
- Assist with bid advertisements.
- Conduct a pre-bid meeting.
- Address bid RFIs.
- Issue bid addenda and addenda items.
- Conduct the bid opening.
- Make recommendations for Contractor selection.
- Issue Intent to Award letter, if needed.

Construction Administration X2:

- Two Construction Administration efforts:
 - Storefront.
 - Remainder of scope of work.
- Assist with Owner-Contractor Agreement.
- Issue Notice to Proceed letter.
- Attend Owner/Architect/Contractor (OAC) meetings on a weekly basis (consultants as needed) for the construction duration of 3 months. Attendance at OAC meetings will be on site and/or via web hosted software.
- On-site viewing at the construction site during OAC meetings.
- Address Contractor RFIs.
- Review of product submittals.
- Review of shop drawings.
- Issue Clarifications and/or Supplemental information as needed.
- Review Change Orders and Change Order Requests.
- Perform one Final Job Walk and issue one "Punch List" for each location.

Approximate Construction Budget:

- To be determined during the design process.

Anticipated Project Design Schedule:

- Design to start as soon as possible.
- Construction to occur during the summer break of 2026.

The following design professionals will be involved: AAME for mechanical engineering design and documentation, PK Electrical, Inc. for Electrical engineering, design, and documentation, Paul Cavin Architect LLC will produce necessary Architectural drawings, details, and manage the design team and design process from design development through construction completion. Please see each consultant's attached proposal for a more detailed description of their Scope of Work and exclusions.

Paul Cavin Architect LLC

Yerington High School:

The proposed Design Development fee includes:

Mechanical Engineering (AAME):	\$2,000.00
Electrical Engineering (PK Electrical):	\$2,200.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$5,500.00
Total Design Development Fee:	\$9,700.00

The proposed 100% Construction Documents fee includes:

Mechanical Engineering (AAME):	\$2,500.00
Electrical Engineering (PK Electrical):	\$3,300.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$10,000.00
Total 100% Construction Documents Fee:	\$15,800.00

The proposed Bidding Assistance fee includes:

Mechanical Engineering (AAME):	\$200.00
Electrical Engineering (PK Electrical):	\$400.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$12,000.00
Total Bidding Assistance Fee:	\$12,600.00

The proposed Construction Administration fee includes:

Mechanical Engineering (AAME):	\$1,300.00
Electrical Engineering (PK Electrical):	\$1,500.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$11,500.00
Total Construction Administration Fee:	\$14,300.00

Total Professional Services Fee: \$52,400.00

Specific exclusions include: LEED or other "green building" requirements, certifications, and documentation, Printing, Community Presentations, Board meeting attendance and presentations, site design, Civil Engineering, Surveying, Geotechnical Engineering, Landscape Architecture, Structural Engineering, Plumbing Engineering, Acoustical Engineering, FF&E, Fire Protection Engineering, Hazardous Materials Reports, Surveys, Documents, and Drawings, Re-Design efforts, other Design Consultants, Specialty Consultants, Plan Review Fees, Permit Fees, Utilities Fees, Bid Advertising fees, Bid Protests and other Bid related legal issues, other fees or costs outside of typical basic design services, Special Inspections, 3rd Party Plan Reviews, and Record Documents, as these services are not anticipated to be needed or will be handled by others for this project. Any Utility and/or Agency Applications, Coordination, Review Fees, and other fees, if necessary, will be the responsibility of Lyon County School District. If additional services or consultants are needed or required, they will be discussed with Lyon County School District and the design team prior to an endorsement of the contract.

Please let me know if you have any questions, comments, or modifications to the Scope of Work.

We look forward to your project!

With much appreciation,



Paul Cavin, AIA
Owner, Paul Cavin Architect LLC,
Nevada License #6284

August 16, 2025

P25027

Harman Bains
Director of Operations
Lyon County School District
25 East Goldfield Avenue
Yerington, Nevada 89447

Re: Professional Services Proposal for the Lyon County School District – Silver Stage High School Single Point Entry

Dear Mr. Bains,

Thank you for the opportunity to present this proposal for professional design services to Lyon County School District. Paul Cavin Architect LLC is pleased to present the following professional services fee proposal for your consideration.

It is understood that Lyon County School District would like professional design services for school improvements to include a single point entry for Silver Stage High School located at 3755 West Spruce Avenue, Silver Springs, Nevada 89429. Below is an outline of the scope of work, please also see attached sketch:

Single Point Entry:

- Reconfigure the existing entry vestibule and administrative offices.
- This project will be broken into two projects:
 - Storefront demolition and alteration.
 - The rest of the single point entry project scope of work.
- Please see attached sketch for complete scope of work.

Additional Scope of Work:

- Verify and measure existing conditions and utilities as needed for design documentation.
- Verify code requirements.
- Provide a single design solution.
- Coordination with LCSD Project Manager.

The 2024 Building Codes will be utilized for design criteria. Lyon County has adopted the 2024 Building Codes and plan to implement them on January 1, 2026.

The project will be produced using the current Revit version and will be updated annually per Autodesk's annual updates. BIM 360 will also be used for production and coordination efforts. Specifications will be a 3-Part MasterSpec format.

The Project Delivery Method will be Design-Bid-Build. Two contractors will be selected, one for storefront and one for the remainder of the scope of work. Below is an outline of the scope of professional services:

Design Submittal Phases:

- Design Development:
 - Drawings.
 - Technical Specifications and product cut sheets.
 - Opinion of Probable Cost.
- 100% Construction Documents / Plan Review Submittal:
 - Drawings – stamped and signed.
 - Technical Specifications within a Project Manual – stamped and signed.
 - Plan review by Lyon County Building Official.
 - Two Plan Review Submittals, one for storefront and one for the remainder of the single point entry project.
 - Opinion of Probable Cost.

Deliverables for each design submittal phase:

- Drawings (pdf).
- Project Manual with 3 Part Specifications (pdf).
- Opinion of Probable cost

Bidding Assistance X2:

- Two Bid Packages:
 - Storefront.
 - Remainder of scope of work.
- Assist with procurement of PWP number(s).
- Prepare and Issue Bid Documents:
 - Drawings and Project Manual issued for bid to include comments/revisions from the plan review process.
- Bidding Requirements.
- Assist with bid advertisements.
- Conduct a pre-bid meeting.
- Address bid RFIs.
- Issue bid addenda and addenda items.
- Conduct the bid opening.
- Make recommendations for Contractor selection.
- Issue Intent to Award letter, if needed.

Construction Administration X2:

- Two Construction Administration efforts:
 - Storefront.
 - Remainder of scope of work.
- Assist with Owner-Contractor Agreement.
- Issue Notice to Proceed letter.
- Attend Owner/Architect/Contractor (OAC) meetings on a weekly basis (consultants as needed) for the construction duration of 3 months. Attendance at OAC meetings will be on site and/or via web hosted software.
- On-site viewing at the construction site during OAC meetings.
- Address Contractor RFIs.
- Review of product submittals.
- Review of shop drawings.
- Issue Clarifications and/or Supplemental information as needed.
- Review Change Orders and Change Order Requests.
- Perform one Final Job Walk and issue one "Punch List" for each location.

Approximate Construction Budget:

- To be determined during the design process.

Anticipated Project Design Schedule:

- Design to start as soon as possible.
- Construction to occur during the summer break of 2026.

The following design professionals will be involved: CFBR Structural Group for Structural Engineering design and documentation, AAME for mechanical engineering design and documentation, PK Electrical, Inc. for Electrical engineering, design, and documentation, Paul Cavin Architect LLC will produce necessary Architectural drawings, details, and manage the design team and design process from design development through construction completion. Please see each consultant's attached proposal for a more detailed description of their Scope of Work and exclusions.

Paul Cavin Architect LLC

Silver Stage High School:

The proposed Design Development fee includes:

Structural Engineering (CFBR Structural Group):	\$3,500.00
Mechanical Engineering (AAME):	\$2,000.00
Electrical Engineering (PK Electrical):	\$2,800.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$8,500.00
Total Design Development Fee:	\$16,800.00

The proposed 100% Construction Documents fee includes:

Structural Engineering (CFBR Structural Group):	\$3,500.00
Mechanical Engineering (AAME):	\$2,500.00
Electrical Engineering (PK Electrical):	\$4,300.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$12,000.00
Total 100% Construction Documents Fee:	\$22,300.00

The proposed Bidding Assistance fee includes:

Structural Engineering (CFBR Structural Group):	\$500.00
Mechanical Engineering (AAME):	\$200.00
Electrical Engineering (PK Electrical):	\$500.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$12,000.00
Total Bidding Assistance Fee:	\$13,200.00

The proposed Construction Administration fee includes:

Structural Engineering (CFBR Structural Group):	\$2,000.00
Mechanical Engineering (AAME):	\$1,300.00
Electrical Engineering (PK Electrical):	\$1,900.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$14,500.00
Total Construction Administration Fee:	\$19,700.00

Total Professional Services Fee: \$72,000.00

Specific exclusions include: LEED or other "green building" requirements, certifications, and documentation, Printing, Community Presentations, Board meeting attendance and presentations, site design, Civil Engineering, Surveying, Geotechnical Engineering, Landscape Architecture, Structural Engineering, Plumbing Engineering, Acoustical Engineering, FF&E, Fire Protection Engineering, Hazardous Materials Reports, Surveys, Documents, and Drawings, Re-Design efforts, other Design Consultants, Specialty Consultants, Plan Review Fees, Permit Fees, Utilities Fees, Bid Protests and other Bid related legal issues, other fees or costs outside of typical basic design services, Special Inspections, 3rd Party Plan Reviews, and Record Documents, as these services are not anticipated to be needed or will be handled by others for this project. Any Utility and/or Agency Applications, Coordination, Review Fees, and other fees, if necessary, will be the responsibility of Lyon County School District. If additional services or consultants are needed or required, they will be discussed with Lyon County School District and the design team prior to an endorsement of the contract.

Please let me know if you have any questions, comments, or modifications to the Scope of Work.

We look forward to your project!

With much appreciation,



Paul Cavin, AIA
Owner, Paul Cavin Architect LLC,
Nevada License #6284

August 16, 2025

P25027

Harman Bains
Director of Operations
Lyon County School District
25 East Goldfield Avenue
Yerington, Nevada 89447

Re: Professional Services Proposal for the Lyon County School District – Silverland Middle School Single Point Entry

Dear Mr. Bains,

Thank you for the opportunity to present this proposal for professional design services to Lyon County School District. Paul Cavin Architect LLC is pleased to present the following professional services fee proposal for your consideration.

It is understood that Lyon County School District would like professional design services for school improvements to include a single point entry for Silverland Middle School located at 1100 Jasmine Lane, Fernley, Nevada 89408. Below is an outline of the scope of work, please also see attached sketch:

Single Point Entry:

- Reconfigure the existing entry vestibule and administrative offices.
- This project will be broken into two projects:
 - Storefront demolition and alteration.
 - The rest of the single point entry project scope of work.
- Please see attached sketch for complete scope of work.

Additional Scope of Work:

- Verify and measure existing conditions and utilities as needed for design documentation.
- Verify code requirements.
- Provide a single design solution.
- Coordination with LCSD Project Manager.

The 2024 Building Codes will be utilized for design criteria. The City of Fernley has adopted the 2024 Building Codes and they are currently in use with a grace period until January 1, 2026.

The project will be produced using the current Revit version and will be updated annually per Autodesk's annual updates. BIM 360 will also be used for production and coordination efforts. Specifications will be a 3-Part MasterSpec format.

The Project Delivery Method will be Design-Bid-Build. One contractor will be selected for the entire scope of work. Below is an outline of the scope of professional services:

Design Submittal Phases:

- Design Development:
 - Drawings.
 - Technical Specifications and product cut sheets.
 - Opinion of Probable Cost
- 100% Construction Documents / Plan Review Submittal:
 - Drawings – stamped and signed.
 - Technical Specifications within a Project Manual – stamped and signed.
 - Plan review by City of Fernley.
 - Opinion of Probable Cost.

Paul Cavin Architect LLC

Deliverables for each design submittal phase:

- Drawings (pdf).
- Project Manual with 3 Part Specifications (pdf).
- Opinion of Probable cost

Bidding Assistance:

- Assist with procurement of PWP number(s).
- Prepare and Issue Bid Documents:
 - Drawings and Project Manual issued for bid to include comments/revisions from the plan review process.
- Bidding Requirements.
- Assist with bid advertisements.
- Conduct a pre-bid meeting.
- Address bid RFIs.
- Issue bid addenda and addenda items.
- Conduct the bid opening.
- Make recommendations for Contractor selection.
- Issue Intent to Award letter, if needed.

Construction Administration:

- Assist with Owner-Contractor Agreement.
- Issue Notice to Proceed letter.
- Attend Owner/Architect/Contractor (OAC) meetings on a weekly basis (consultants as needed) for the construction duration of 3 months. Attendance at OAC meetings will be on site and/or via web hosted software.
- On-site viewing at the construction site during OAC meetings.
- Address Contractor RFIs.
- Review of product submittals.
- Review of shop drawings.
- Issue Clarifications and/or Supplemental information as needed.
- Review Change Orders and Change Order Requests.
- Perform one Final Job Walk and issue one "Punch List" for each location.

Approximate Construction Budget:

- To be determined during the design process.

Anticipated Project Design Schedule:

- Design to start as soon as possible.
- Construction to occur during the summer break of 2026.

The following design professionals will be involved: AAME for mechanical engineering design and documentation, PK Electrical, Inc. for Electrical engineering, design, and documentation, Paul Cavin Architect LLC will produce necessary Architectural drawings, details, and manage the design team and design process from design development through construction completion. Please see each consultant's attached proposal for a more detailed description of their Scope of Work and exclusions.

Silverland School:

The proposed Design Development fee includes:

Mechanical Engineering (AAME):	\$2,000.00
Electrical Engineering (PK Electrical):	\$1,800.00
Architecture and Project Management (Paul Cavin Architect LLC):	\$4,500.00
Total Design Development Fee:	\$8,300.00

Paul Cavin Architect LLC

The proposed 100% Construction Documents fee includes:

Mechanical Engineering (AAME):	\$2,500.00
Electrical Engineering (PK Electrical):	\$2,600.00
<u>Architecture and Project Management (Paul Cavin Architect LLC):</u>	<u>\$5,500.00</u>
Total 100% Construction Documents Fee:	\$10,600.00

The proposed Bidding Assistance fee includes:

Mechanical Engineering (AAME):	\$200.00
Electrical Engineering (PK Electrical):	\$300.00
<u>Architecture and Project Management (Paul Cavin Architect LLC):</u>	<u>\$5,500.00</u>
Total Bidding Assistance Fee:	\$6,000.00

The proposed Construction Administration fee includes:

Mechanical Engineering (AAME):	\$1,300.00
Electrical Engineering (PK Electrical):	\$1,200.00
<u>Architecture and Project Management (Paul Cavin Architect LLC):</u>	<u>\$7,500.00</u>
Total Construction Administration Fee:	\$10,000.00

Total Professional Services Fee: \$34,900.00

Specific exclusions include: LEED or other "green building" requirements, certifications, and documentation, Printing, Community Presentations, Board meeting attendance and presentations, site design, Civil Engineering, Surveying, Geotechnical Engineering, Landscape Architecture, Structural Engineering, Plumbing Engineering, Acoustical Engineering, FF&E, Fire Protection Engineering, Hazardous Materials Reports, Surveys, Documents, and Drawings, Re-Design efforts, other Design Consultants, Specialty Consultants, Plan Review Fees, Permit Fees, Utilities Fees, Bid Protests and other Bid related legal issues, other fees or costs outside of typical basic design services, Special Inspections, 3rd Party Plan Reviews, and Record Documents, as these services are not anticipated to be needed or will be handled by others for this project. Any Utility and/or Agency Applications, Coordination, Review Fees, and other fees, if necessary, will be the responsibility of Lyon County School District. If additional services or consultants are needed or required, they will be discussed with Lyon County School District and the design team prior to an endorsement of the contract.

Please let me know if you have any questions, comments, or modifications to the Scope of Work.

We look forward to your project!

With much appreciation,



Paul Cavin, AIA
Owner, Paul Cavin Architect LLC,
Nevada License #6284

JROTC Design Requirements

- 26' x 50' (1300 square feet) Minimum JROTC classroom size that could possibly be divided into two spaces.
- (1) 100 Square foot office.
- 300 Square foot JROTC training space.
- 1000 Square feet of property storage.

**Paul Cavin
Architect LLC**

1575 Delucchi Lane, Suite 120
Reno, Nevada 89502

office: (775) 284-7083
mobile: (775) 842-0261

www.paulcavindesign.com
paul@paulcavindesign.com

professional seal

PRELIMINARY
NOT FOR CONSTRUCTION

consultant

project

Lyon County School District
Fernley High School
Proposed Culinary Program Improvements

Fernley High School
1300 Highway 95A S.
Fernley, Nevada 89408

revisions

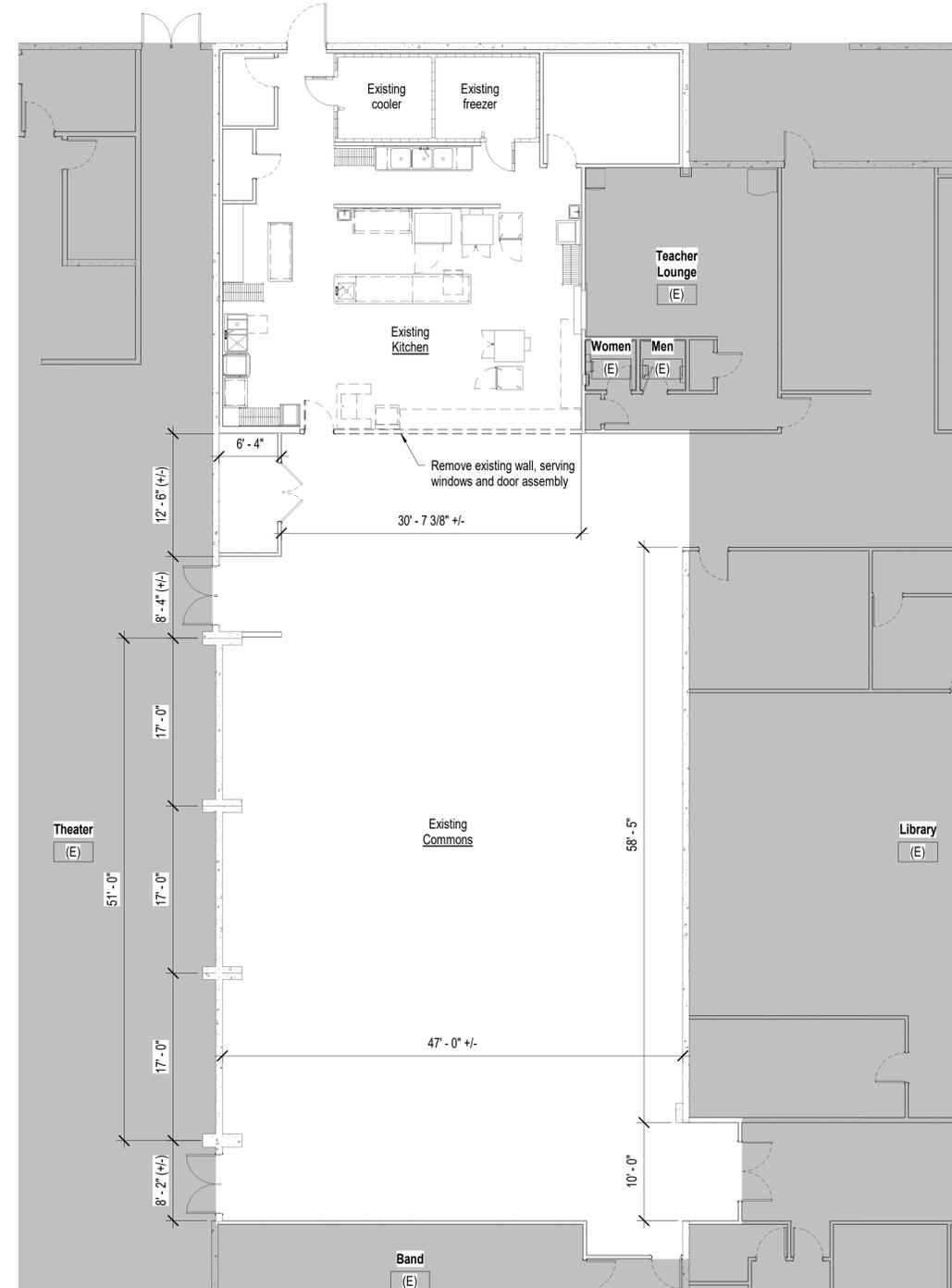
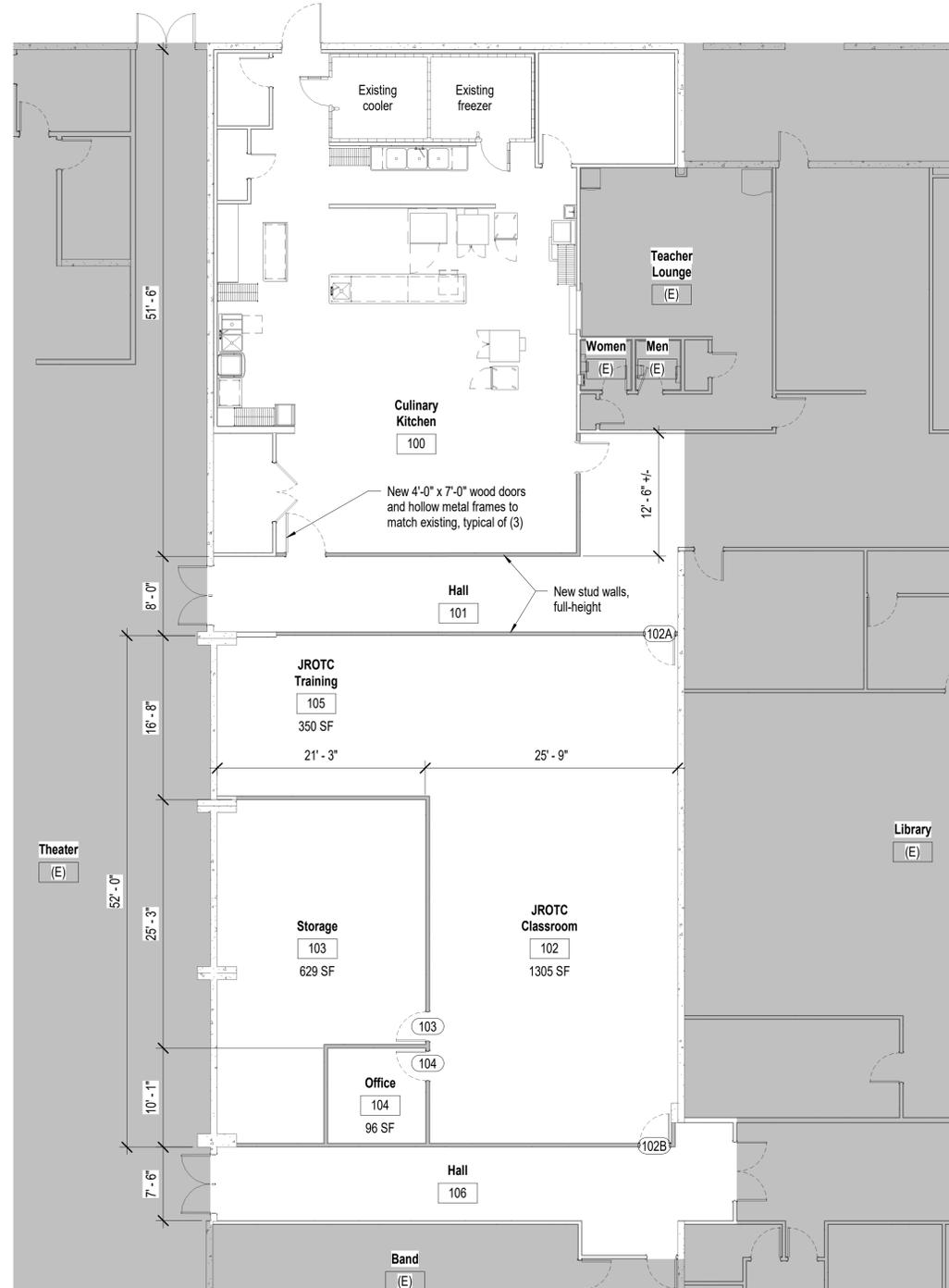
No.	Description	Date

drawn by JAP
reviewed by PAC
date 03/10/2022
project number 21031
drawing name

**Proposed Culinary
Program Floor
Plans**

sheet number

PR.1



Paul Cavin Architect LLC

Client Lyon County School District
 Project Name Single Point Entries - District Wide
 Rough Order of Magnitude

8/18/25

	Quantity	Unit	Cost/Unit	Line Total	Subtotals
Dayton High School					
Architectural					
Site					
Demolition	1	LS	\$7,000.00	7,000.00	
Concrete Sidewalk	133	SF	\$18.00	2,394.00	
Miscellaneous Architectural	1	LS	\$5,000.00	5,000.00	
				Subtotal Site	14,394.00
Building					
Architectural Demolition	1	LS	\$9,000.00	9,000.00	
Metal Stud Framing	272	SF	\$12.00	3,268.80	
Gypsum Board Installation, Tape & Texture	552	SF	\$5.00	2,760.00	
Interior Paint	552	SF	\$4.50	2,484.00	
Resilient Base	275	LF	\$6.50	1,787.50	
HVT Flooring	990	SF	\$12.00	11,880.00	
Walk-Off Carpet	804	SF	\$11.00	8,844.00	
Transition Strips	5	EA	\$50.00	250.00	
Acoustic Tile Ceiling	349	SF	\$13.00	4,537.00	
Lay-in Ceiling patch, repair	170	SF	\$7.50	1,275.00	
Angled Soffit / Ceilings	44	SF	\$25.00	1,100.00	
Sound Insulation	272	SF	\$2.00	544.00	
Wall Patch and Repair	1	LS	\$2,000.00	2,000.00	
Hollow Metal Door Frame - Single	1	EA	\$1,000.00	1,000.00	
Flush Wood Doors, Solid Core - Single	1	EA	\$1,200.00	1,200.00	
Door Hardware	1	EA	\$1,200.00	1,200.00	
Aluminum Entrances	1	LS	\$120,000.00	120,000.00	
Aluminum Doors with Exit Devices	13	EA	\$4,500.00	58,500.00	
Aluminum Doors with Access Door Hardware	2	EA	\$5,500.00	11,000.00	
Aluminum Doors with Push/Pull	7	EA	\$3,000.00	21,000.00	
Pass-Thru Window	1	LS	\$2,000.00	2,000.00	
Interior Signage	3	EA	\$50.00	150.00	
Casework Lower Cabinets	36	LF	\$625.00	22,500.00	
Casework Countertops	48	LF	\$325.00	15,600.00	
Final Cleaning	1	LS	\$7,500.00	7,500.00	
Miscellaneous Architectural	1	LS	\$1,500.00	1,500.00	
				Subtotal Building	312,880.30
				Subtotal Architectural	327,274.30
Mechanical/Plumbing (See attached from AAME)					
Mechanical/Plumbing	1	LS	\$5,096.00	5,096.00	
				Subtotal Mechanical/Plumbing	5,096.00
Electrical (See attached from PK Electrical)					
Electrical	1	LS	\$21,478.80	21,478.80	
				Subtotal Electrical	21,478.80
Subtotal - Dayton High School					<u>353,849.10</u>

	Quantity	Unit	Cost/Unit	Line Total	Subtotals
Fernley High School					
Architectural					
Site					
Demolition	1	LS	\$5,000.00	5,000.00	
Concrete Sidewalk	133	SF	\$18.00	2,394.00	
Miscellaneous Architectural	1	LS	\$5,000.00	5,000.00	
				Subtotal Site	12,394.00
Building					
Architectural Demolition	1	LS	\$9,000.00	9,000.00	
Metal Stud Framing	272	SF	\$12.00	3,264.00	
Gypsum Board Installation, Tape & Texture	552	SF	\$5.00	2,760.00	
Interior Paint	552	SF	\$4.50	2,484.00	
Resilient Base	274	LF	\$6.50	1,781.00	
HVT Flooring	990	SF	\$12.00	11,880.00	
Walk-Off Carpet	759	SF	\$11.00	8,349.00	
Transition Strips	5	EA	\$50.00	250.00	
Acoustic Tile Ceiling	349	SF	\$13.00	4,537.00	
Lay-in Ceiling patch, repair	170	SF	\$7.50	1,275.00	
Angled Soffit / Ceilings	44	SF	\$25.00	1,100.00	
Sound Insulation	272	SF	\$2.00	544.00	
Wall Patch and Repair	1	LS	\$2,000.00	2,000.00	
Hollow Metal Door Frame - Single	1	EA	\$1,000.00	1,000.00	
Flush Wood Doors, Solid Core - Single	1	EA	\$1,200.00	1,200.00	
Door Hardware	1	EA	\$1,200.00	1,200.00	
Aluminum Entrances	1	LS	\$120,000.00	120,000.00	
Aluminum Doors with Exit Devices	13	EA	\$4,500.00	58,500.00	
Aluminum Doors with Access Door Hardware	2	EA	\$5,500.00	11,000.00	
Aluminum Doors with Push/Pull	7	EA	\$3,000.00	21,000.00	
Pass-Thru Window	1	LS	\$2,000.00	2,000.00	
Interior Signage	3	EA	\$50.00	150.00	
Casework Lower Cabinets	36	LF	\$625.00	22,500.00	
Casework Countertops	48	LF	\$325.00	15,600.00	
Final Cleaning	1	LS	\$7,500.00	7,500.00	
Miscellaneous Architectural	1	LS	\$1,500.00	1,500.00	
				Subtotal Building	312,374.00
				Subtotal Architectural	324,768.00
Mechanical/Plumbing (See attached from AAME)					
Mechanical/Plumbing	1	LS	\$5,000.00	5,000.00	
				Subtotal Mechanical/Plumbing	5,000.00
Electrical (See attached from PK Electrical)					
Electrical	1	LS	\$22,346.40	22,346.40	
				Subtotal Electrical	22,346.40
Subtotal - Fernley High School					<u>352,114.40</u>

	Quantity	Unit	Cost/Unit	Line Total	Subtotals
Silverland Middle School					
Architectural					
Building					
Architectural Demolition	1	LS	\$2,500.00	2,500.00	
Metal Stud Framing	350	SF	\$12.00	4,200.00	
Gypsum Board Installation, Tape & Texture	700	SF	\$5.00	3,500.00	
Interior Paint	700	SF	\$4.50	3,150.00	
Resilient Base	60	LF	\$6.50	390.00	
Lay-in Ceiling patch, repair	250	SF	\$7.50	1,875.00	
Sound Insulation	350	SF	\$2.00	700.00	
Wall Patch and Repair	1	LS	\$2,000.00	2,000.00	
Hollow Metal Door Frame - Single	2	EA	\$1,000.00	2,000.00	
Flush Wood Doors, Solid Core - Single	2	EA	\$1,200.00	2,400.00	
Door Hardware	1	EA	\$1,200.00	1,200.00	
Door Hardware with Access Door Hardware	1	EA	\$3,500.00	3,500.00	
Modify (E) Aluminum Door with Access Hdwr	1	EA	\$3,500.00	3,500.00	
Pass-Thru Window	1	LS	\$2,000.00	2,000.00	
Interior Signage	3	EA	\$50.00	150.00	
Final Cleaning	1	LS	\$4,000.00	4,000.00	
Miscellaneous Architectural	1	LS	\$1,500.00	1,500.00	
				Subtotal Architectural	38,565.00
Mechanical/Plumbing (See attached from AAME)					
Mechanical/Plumbing	1	LS	\$5,000.00	5,000.00	
				Subtotal Mechanical/Plumbing	5,000.00
Electrical (See attached from PK Electrical)					
Electrical	1	LS	\$22,346.40	22,346.40	
				Subtotal Electrical	22,346.40
Subtotal - Silverland Middle School					<u>65,911.40</u>
Silver Stage High School					
Architectural					
Building					
Architectural Demolition	1	LS	\$9,000.00	9,000.00	
Metal Stud Framing and Furring	232	SF	\$12.00	2,784.00	
Gypsum Board Installation, Tape & Texture	320	SF	\$5.00	1,600.00	
Interior Paint	320	SF	\$4.50	1,440.00	
Resilient Base	67	LF	\$6.50	435.50	
HVT Flooring	249	SF	\$12.00	2,988.00	
Walk-Off Carpet	112	SF	\$11.00	1,232.00	
Transition Strips	2	EA	\$50.00	100.00	
Lay-in Ceiling patch, repair	361	SF	\$7.50	2,707.50	
Wall Patch and Repair	1	LS	\$2,000.00	2,000.00	
Modify (E) Door Hardware at Solid Core Door	1	EA	\$1,500.00	1,500.00	
Aluminum Entrances	1	LS	\$75,000.00	75,000.00	
Aluminum Doors with Exit Devices	3	EA	\$4,500.00	13,500.00	
Aluminum Doors with Access Door Hardware	2	EA	\$5,500.00	11,000.00	
Aluminum Doors with Push/Pull	1	EA	\$3,000.00	3,000.00	
Pass-Thru Window	1	LS	\$2,000.00	2,000.00	
Interior Signage	3	EA	\$50.00	150.00	
Casework Countertops	18	LF	\$325.00	5,850.00	
Final Cleaning	1	LS	\$8,500.00	8,500.00	
Miscellaneous Architectural	1	LS	\$1,500.00	1,500.00	

				Subtotal Architectural	146,287.00
Structural (See attached from CFBR Group)					
Structural	1	LS	\$12,500.00	12,500.00	
				Subtotal Electrical	12,500.00
Mechanical/Plumbing (See attached from AAME)					
Mechanical/Plumbing	1	LS	\$5,096.00	5,096.00	
				Subtotal Mechanical/Plumbing	5,096.00
Electrical (See attached from PK Electrical)					
Electrical	1	LS	\$21,478.80	21,478.80	
				Subtotal Electrical	21,478.80
Subtotal - Silver Stage High School					<u>185,361.80</u>
<u>Yerington High School</u>					
Architectural					
Building					
Architectural Demolition	1	LS	\$9,000.00	9,000.00	
Metal Stud Framing	48	SF	\$12.00	576.00	
Gypsum Board Installation, Tape & Texture	72	SF	\$5.00	360.00	
Interior Paint	72	SF	\$4.50	324.00	
Resilient Base	42	LF	\$6.50	273.00	
Walk-Off Carpet	282	SF	\$11.00	3,102.00	
Transition Strips	2	EA	\$50.00	100.00	
Lay-in Ceiling patch, repair	282	SF	\$7.50	2,115.00	
Wall Patch and Repair	1	LS	\$2,000.00	2,000.00	
Aluminum Entrances	1	LS	\$65,000.00	65,000.00	
Aluminum Doors with Exit Devices	6	EA	\$4,500.00	27,000.00	
Aluminum Doors with Access Door Hardware	2	EA	\$5,500.00	11,000.00	
Manual Controlled Lockset at Lunch Doors	1	LS	\$4,500.00	4,500.00	
Pass-Thru Window	1	LS	\$2,000.00	2,000.00	
Interior Signage	3	EA	\$50.00	150.00	
Casework Countertops	26	LF	\$325.00	8,450.00	
Final Cleaning	1	LS	\$12,000.00	12,000.00	
Miscellaneous Architectural	1	LS	\$1,500.00	1,500.00	
				Subtotal Architectural	149,450.00
Mechanical/Plumbing (See attached from AAME)					
Mechanical/Plumbing	1	LS	\$5,096.00	5,096.00	
				Subtotal Mechanical/Plumbing	5,096.00
Electrical (See attached from PK Electrical)					
Electrical	1	LS	\$21,478.80	21,478.80	
				Subtotal Electrical	21,478.80
Subtotal - Yerington High School					<u>176,024.80</u>
Total Construction Cost					<u>1,106,686.70</u>
Insurance and Bonds	3.0%	of construction			33,200.60
Subtotal					1,139,887.30

Overhead and Profit	12.0% of construction	136,786.48
Subtotal		1,276,673.78
Design Contingency	# 15.0%	191,501.07
Total Rough Order of Magnitude		<u>\$1,468,174.84</u>

This "opinion of probable cost" for construction costs and project costs is the design team's best judgement as professionals generally familiar with this project type and construction type. The design team has no control over market conditions and does not guarantee that estimates, proposals, bids, or actual construction costs will not vary from this "opinion of probable cost" estimate

Alteration Floor Plan Notes

Exterior:

1. Remove first portion of existing concrete sidewalk and HSS door stops and reinstall new ADA compliant concrete sidewalk.
2. Remove existing hollow metal glazing and door system at main entry and replace with new aluminum storefront glazing and door system.
3. Provide ADA assist push plates on exterior and interior sides of new aluminum storefront system. Core conduit through existing precast concrete panel and run conduits within interior furred walls.
4. Configure the closest exterior storefront door nearest to the office for ADA assist operations.
5. All exterior storefront doors shall be configured with exit devices and dead bolt locks.

Vestibule:

1. Provide new 12'-0" high, full-width aluminum storefront system and structural steel to create new vestibule.
2. Remove existing VCT flooring and resilient base within the new vestibule space, patch, repair existing slab, prep and install new walk-off carpet and resilient base.
3. Remove portion of existing angled gypsum soffit from new vestibule space.
4. Remove portion of existing 2x4 lay-in ceiling system within the new vestibule space and install new 2x4 lay-in ceiling grid and tiles.
5. Relocate existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within the new vestibule space. Provide new exiting and other code required devices.

Existing Main Corridor:

1. Remove portion of existing angled gypsum soffit as required to create new 2x4 lay-in boarder between storefront system and modified angled gypsum soffit.
2. Construct new angled gypsum soffit, approximately 4'-0" from new aluminum storefront vestibule system to match existing angled soffit. Texture and paint to match existing.
3. Reconfigure existing high section of 2x4 lay-in ceiling within the soffit area for new reconfigured soffit layout.
4. Relocate existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within the reconfigured high lay-in ceiling area within the soffit space.

Check-In/Waiting:

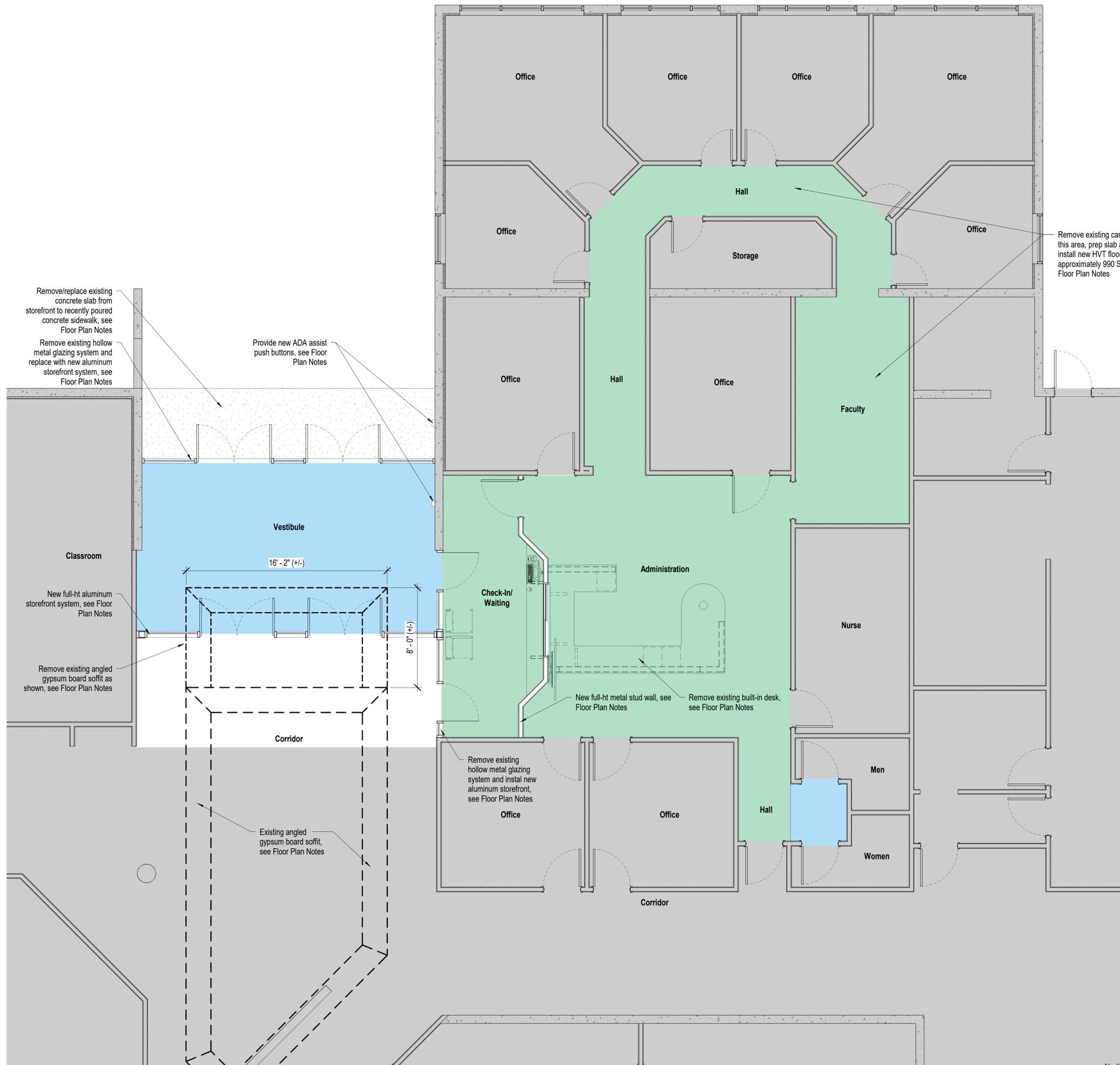
1. Remove existing hollow metal glazing system, solid wood door, and hardware located in the existing precast concrete panel wall between the office and corridor.
2. Install new aluminum storefront glazing and door system as indicated on the floor plan within the opening at existing precast concrete panel wall.
3. New aluminum door leading from Corridor to Check-In/Waiting shall be configured to allow access into the corridor from Check-In/Waiting via buzzer during school hours. Buzzer shall be located at the Administration desk.
4. Provide new lockable sliding glass pass-thru window.
5. Provide a new solid surface countertop and proper countertop supports at standing height.
6. Provide (2) minimum duplexes, (2) minimum data ports, and Internet connection at the standup countertop for OFOI Check-In monitor, computer tower, sign-in pad, and visitor label printer.
7. Remove existing carpet and resilient base in this area and prep and install new HVT flooring and resilient base.
8. Provide (1) new solid core wood door, HM frame and hardware as required for Storeroom lockset function leading from Check-In/Waiting to the Administration space.
9. Reconfigure existing 2x4 lay-in ceiling grid and tiles in this area.
10. Relocate existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within Check-In/Waiting space.

Administration Space:

1. Remove existing built-in reception desk and tops in their entirety.
2. Reconfigure/provide power/data as required for new reception desk design.
3. Provide a new plastic laminate reception desk with solid surface stand-up and sit-down countertops.
4. Provide backing, power, and data for wall-mounted security monitor on new wall above the reception desk.
5. Remove existing carpet and VCT flooring and resilient base in the Administration, Halls, and Faculty/Nurse as indicated on the plan. Prep and install new HVT flooring and resilient base in these areas.
6. Remove existing carpet and VCT flooring and resilient base in area outside of the faculty restrooms as indicated on the plan and prep. Install new walk-off carpet and resilient base in this area.
7. Patch, repair, and paint walls as required from base removal.
8. Relocate existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within Check-In/Waiting space.

Floor Plan Legend

- New HVT flooring and resilient base, see Floor Plan Notes
- New walk-off carpet and resilient base, see Floor Plan Notes



Remove existing carpet in this area, prep slab and install new HVT flooring, approximately 990 SF, see Floor Plan Notes

Remove/replace existing concrete slab from storefront to recently poured concrete sidewalk, see Floor Plan Notes
Remove existing hollow metal glazing system and replace with new aluminum storefront system, see Floor Plan Notes

Provide new ADA assist push buttons, see Floor Plan Notes

New full-ht aluminum storefront system, see Floor Plan Notes
Remove existing angled gypsum board soffit as shown, see Floor Plan Notes

Existing angled gypsum board soffit, see Floor Plan Notes

Remove existing hollow metal glazing system and install new aluminum storefront, see Floor Plan Notes

New full-ht metal stud wall, see Floor Plan Notes

Remove existing built-in desk, see Floor Plan Notes

No.	Description	Date

drawn by	JAP/RBR
reviewed by	PAC
date	11/11/22
project number	22032
drawing name	

Alteration Floor Plan Notes

Exterior:

1. Remove first portion of existing concrete sidewalk and reinstall new ADA compliant concrete sidewalk. Align control joint with existing sidewalk.
2. Provide (2) new cross sidewalk cross drains with site diamond plate steel covers to align with existing cross-sidewalk.
3. Remove existing hollow metal glazing and door system at main entry and replace with new aluminum storefront glazing and door system.
4. All exterior storefront doors shall be configured with exit devices and dead bolts.

Commons Vestibule:

1. Remove existing hollow metal glazing and door system at interior glazing system and replace with new aluminum storefront glazing and door system.
2. All interior storefront doors shall be configured with push/pull hardware.
3. Prep existing concrete slab and install new walk-off carpet and resilient base.

Floor Plan Legend

- New walk-off carpet and resilient base, see Floor Plan Notes

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PRELIMINARY
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project

Lyon County School District
Single Point Entry
Dayton High School
PWP-LY-
Lyon County School District
25 East Goldfield Avenue
Yerington, Nevada 89447

revisions \triangle

No.	Description	Date

drawn by JAP/IRBR

reviewed by PAC

date 11/11/22

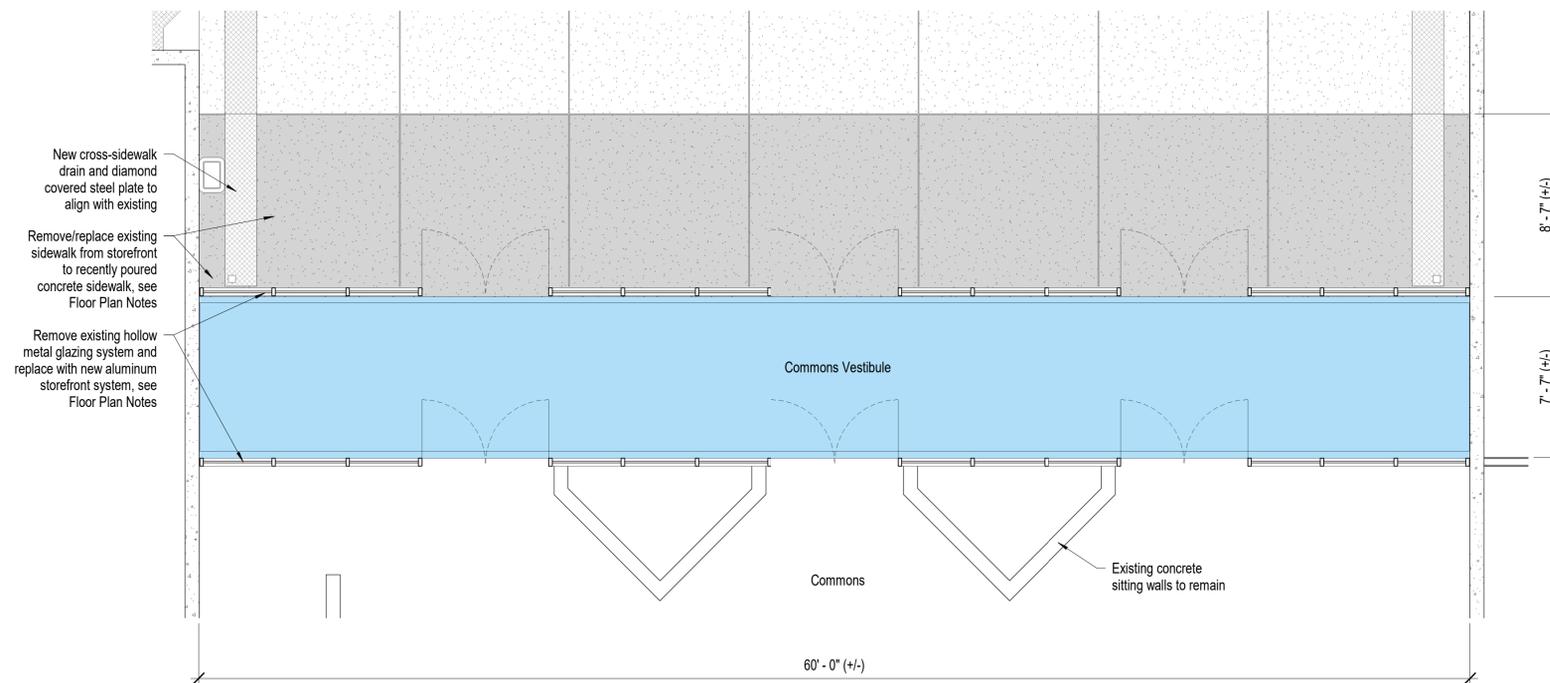
project number 22032

drawing name

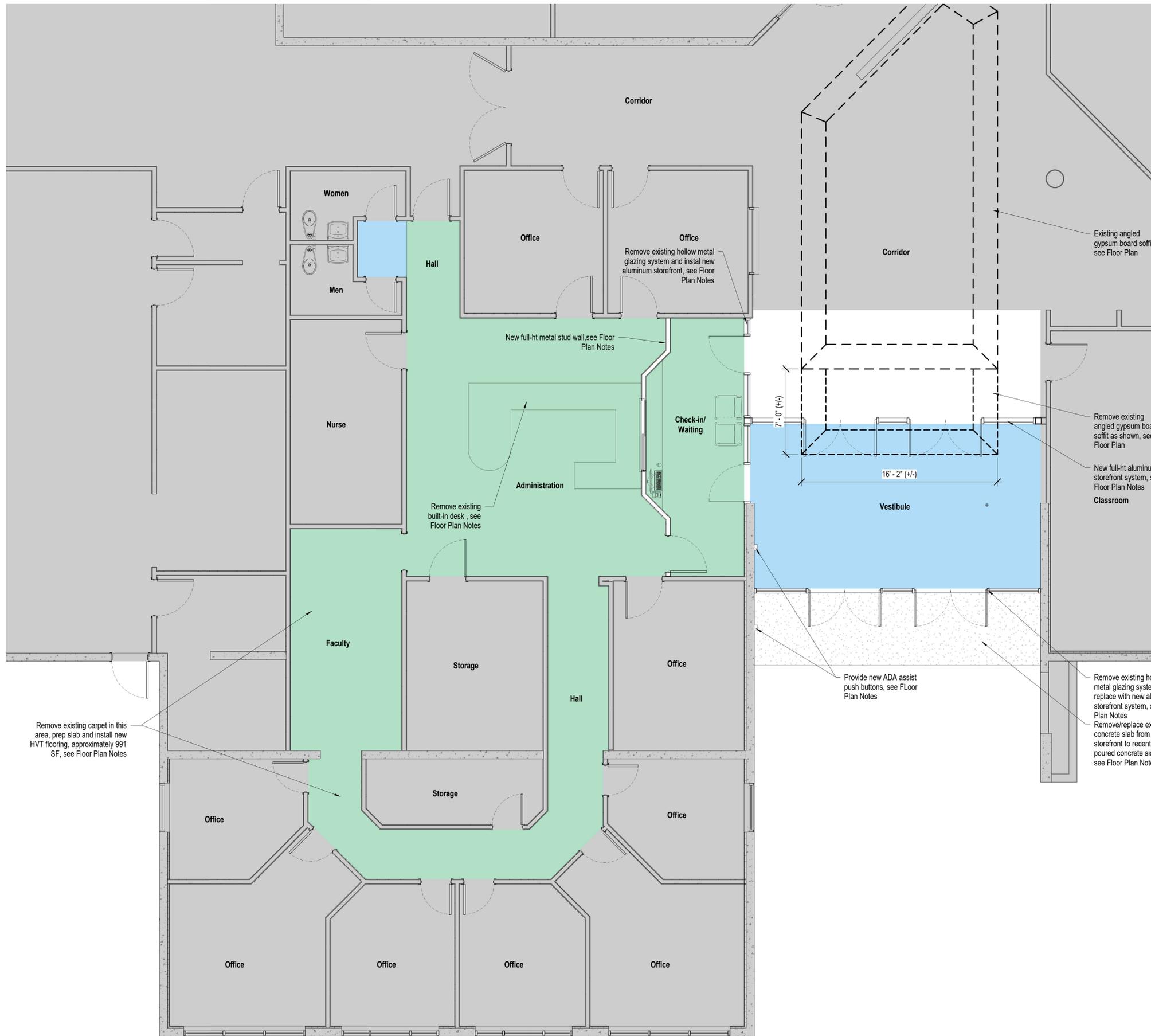
Partial Alteration
Floor Plan -
Commons- D.H.S.

sheet number

A122



D4 Partial Alteration Floor Plan - Commons - D.H.S.
1/4" = 1'-0"



Alteration Floor Plan Notes

Exterior:

1. Remove first portion of existing concrete sidewalk and HSS door stops and reinstall new ADA compliant concrete sidewalk.
2. Remove existing hollow metal glazing and door system at main entry and replace with new aluminum storefront glazing and door system.
3. Provide ADA assist push plates on exterior and interior sides of new aluminum storefront system. Core conduit through existing precast concrete panel and run conduits within interior furred walls.
4. Configure the closest exterior storefront door nearest to the office for ADA assist operations.
5. All exterior storefront doors shall be configured with exit devices and dead bolt locks.

Vestibule:

1. Provide new 12'-0" high, full-width aluminum storefront system and structural steel to create new vestibule.
2. Remove existing VCT flooring and resilient base within the new vestibule space, patch, repair existing slab, prep and install new walk-off carpet and resilient base.
3. Remove portion of existing angled gypsum soffit from new vestibule space.
4. Remove portion of existing 2x4 lay-in ceiling system within the new vestibule space and install new 2x4 lay-in ceiling grid and tiles.
5. Relocate existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within the new vestibule space. Provide new exiting and other code required devices.

Existing Main Corridor:

1. Remove portion of existing angled gypsum soffit as required to create new 2x4 lay-in boarder between storefront system and modified angled gypsum soffit.
2. Construct new angled gypsum soffit, approximately 4'-0" from new aluminum storefront vestibule system to match existing angled soffit. Texture and paint to match existing.
3. Reconfigure existing high section of 2x4 lay-in ceiling within the soffit area for new reconfigured soffit layout.
4. Relocate existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within the reconfigured high lay-in ceiling area within the soffit space.

Check-In/Waiting:

1. Remove existing hollow metal glazing system, solid wood door, and hardware located in the existing precast concrete panel wall between the office and corridor.
2. Install new aluminum storefront glazing and door system as indicated on the floor plan within the opening at existing precast concrete panel wall.
3. New aluminum door leading from Corridor to Check-In/Waiting shall be configured to allow access into the corridor from Check-In/Waiting via buzzer during school hours. Buzzer shall be located at the Administration desk.
4. Provide new lockable sliding glass pass-thru window.
5. Provide a new solid surface countertop and proper countertop supports at standing height.
6. Provide (2) minimum duplexes, (2) minimum data ports, and Internet connection at the standup countertop for OFOI Check-In monitor, computer tower, sign-in pad, and visitor label printer.
7. Remove existing carpet and resilient base in this area and prep and install new HVT flooring and resilient base.
8. Provide (1) new solid core wood door, HM frame and hardware as required for Storeroom lockset function leading from Check-In/Waiting to the Administration space.
9. Reconfigure existing 2x4 lay-in ceiling grid and tiles in this area.
10. Relocate existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within Check-In/Waiting space.

Administration Space:

1. Remove existing built-in reception desk and tops in their entirety.
2. Reconfigure/provide power/data as required for new reception desk design.
3. Provide a new plastic laminate reception desk with solid surface stand-up and sit-down countertops.
4. Provide backing, power, and data for wall-mounted security monitor on new wall above the reception desk.
5. Remove existing carpet and VCT flooring and resilient base in the Administration, Halls, and Faculty/Nurse as indicated on the plan. Prep and install new HVT flooring and resilient base in these areas.
6. Remove existing carpet and VCT flooring and resilient base in area outside of the faculty restrooms as indicated on the plan and prep. Install new walk-off carpet and resilient base in this area.
7. Patch, repair, and paint walls as required from base removal.
8. Relocate existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within Check-In/Waiting space.

Floor Plan Legend

- New HVT flooring and resilient base, see Floor Plan Notes
- New walk-off carpet and resilient base, see Floor Plan Notes

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PRELIMINARY
NOT FOR CONSTRUCTION

consultant

project

Lyon County School District
 Single Point Entry
 Fernley High School
 PWP-LY-
 Lyon County School District
 25 East Goldfield Avenue
 Yerington, Nevada 89447

revisions ▲

No.	Description	Date

drawn by JAP/IRBR

reviewed by PAC

date 11/11/22

project number 22032

drawing name

**Partial Alteration
Floor Plan - F.H.S.**

sheet number

A121



Alteration Floor Plan Notes

Exterior:

1. Remove existing hollow metal glazing and door system at main entry and replace with new aluminum storefront glazing and door system.
2. All exterior storefront doors shall be configured with exit devices and dead bolts.

Commons Vestibule:

1. Remove existing hollow metal glazing and door system at interior glazing system and replace with new aluminum storefront glazing and door system.
2. All interior storefront doors shall be configured with push/pull hardware.
3. Prep existing concrete slab and install new walk-off carpet and resilient base.

Floor Plan Legend

- New walk-off carpet and resilient base, see Floor Plan Notes

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project

Lyon County School District
 Single Point Entry
 Fernley High School
 PWP-LY-
 Lyon County School District
 25 East Goldfield Avenue
 Yerington, Nevada 89447

revisions △

No.	Description	Date

drawn by JAP/IRBR

reviewed by PAC

date 11/11/22

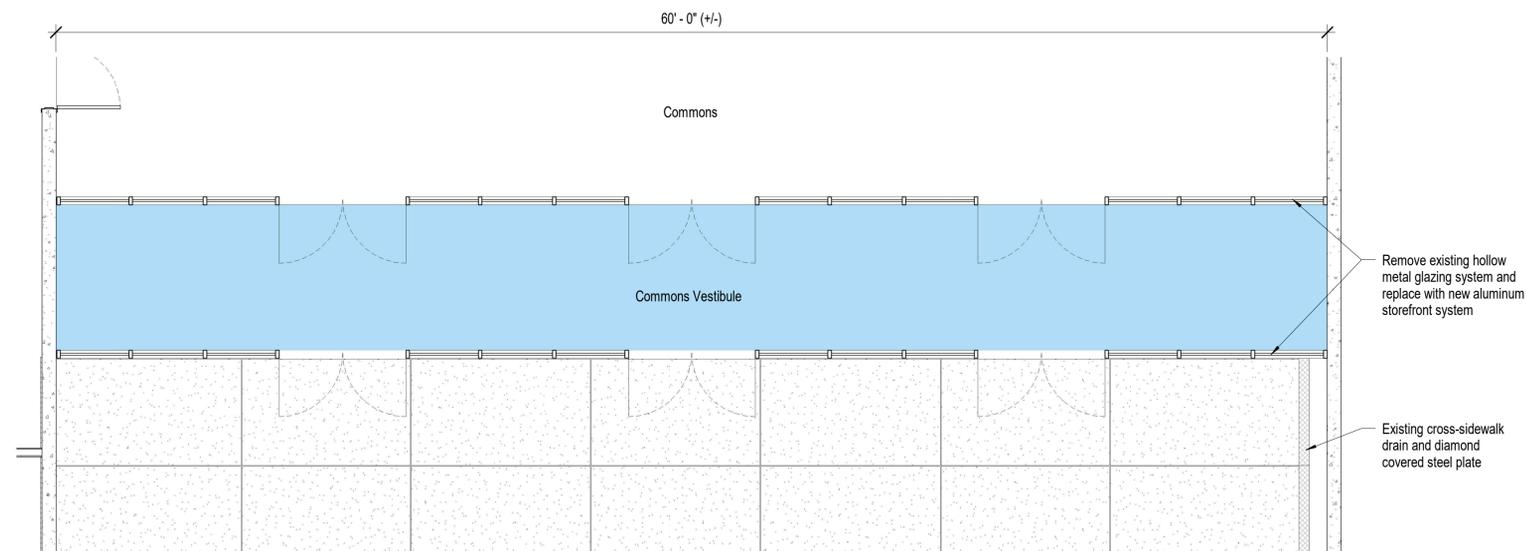
project number 22032

drawing name

**Partial Alteration
Plan - Commons -
F.H.S.**

sheet number

A122





Alteration Floor Plan Notes

Exterior:

- Existing aluminum glazing and door system at main entry to remain.
- Provide ADA assist push plates on exterior and interior sides of new aluminum storefront system. Core conduit through existing precast concrete panel and run conduits within interior furred walls.
- Configure the closets exterior storefront door nearest to the office for ADA assist operations.
- All exterior storefront doors shall be configured with exit devices and dead bolt locks.

Vestibule:

- Existing aluminum glazing and door system at main entry to remain.
- Existing flooring and base to remain in this area.
- Existing ceiling system, light fixtures, mechanical registers, fire sprinklers, etc. to remain as-is.

Existing Main Corridor:

- No work in this area.

Check-In/Waiting:

- Provide new hull-ht stud wall system with gypsum board on each side to align with front face of existing reception desk as indicated on the floor plan.
- New door leading from Check-In/Waiting to Administration shall be configured to allow access from Check-In/Waiting via buzzer during school hours. Buzzer shall be located at the administration desk.
- Provide new lockable sliding glass pass-thru window.
- Provide a new solid surface countertop and proper countertop supports at standing height.
- Provide (2) minimum duplexes, (2) minimum data ports, and Internet connection at the standup countertop for OFOI Check-In monitor, computer tower, sign-in pad, and visitor label printer.
- Existing carpet tile and resilient base to remain in this area.
- Provide (1) new solid core wood door, HM frame and hardware as required for Storeroom lockset function leading from Check-In/Waiting to the Administration space.
- Reconfigure existing 2x4 lay-in ceiling grid and tiles in this area.
- Relocated existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within Check-In/Waiting space.

Administration Space:

- Existing built-in reception desk and tops to remain.
- Provide a new solid surface countertop and supports at stand-up height at new pass-thru window.
- Provide backing, power, and data for wall-mounted security monitor on new wall above the new stand-up countertop.
- Existing flooring and base to remain in this area.

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Lyon County School District
Single Point Entry
Silverland Middle School
PWP-LY-
Lyon County School District
25 East Goldfield Avenue
Yerington, Nevada 89447

revisions

No.	Description	Date

drawn by JAP/IRBR

reviewed by PAC

date 11/11/2022

project number 22032

drawing name

**Partial Alteration
Floor Plan - S.M.S.**

sheet number

A121



Alteration Floor Plan Notes

Exterior:

1. Remove existing hollow metal glazing and door system at main entry and replace with new aluminum storefront glazing and door system.
2. Provide ADA assist push plates on exterior and interior sides of new aluminum storefront system. Core conduit through existing precast concrete panel and run conduits within interior furred walls.
3. Configure the closets exterior storefront door nearest to the office for ADA assist operations.
4. All exterior storefront doors shall be configured with exit devices and dead bolt locks.

Vestibule:

1. Provide new 12'-0" high, full-width aluminum storefront system and structural steel to create new vestibule.
2. Remove existing VCT flooring and resilient base within the new vestibule space, patch, repair existing slab, prep and install new walk-off carpet and resilient base.
3. Remove portion of existing 2x4 lay-in ceiling system within the new vestibule space and install new 2x4 lay-in ceiling grid and tiles.
4. Relocate existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within the new vestibule space. Provide new exiting and other code required devices.

Existing Main Corridor:

1. Remove portion of existing 2x4 lay-in ceiling system within the new vestibule space and install new 2x4 lay-in ceiling grid and tiles.
2. Relocate existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc.

Check-In/Waiting:

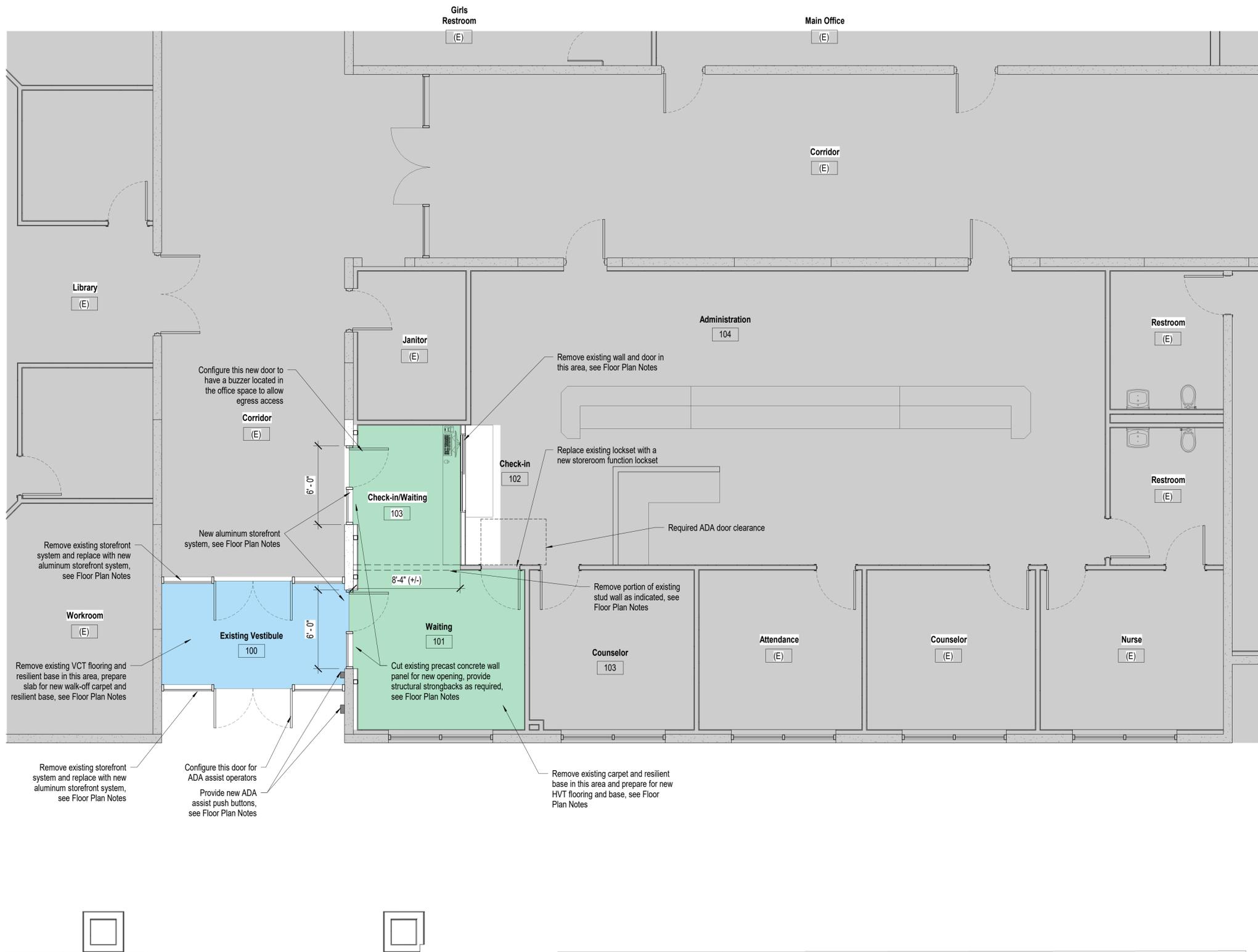
1. Provide new HSS steel strong back systems and remove portions of existing precast concrete panel wall between the office and corridor at (2) locations as indicated on the floor plan.
2. Install new aluminum storefront glazing and door system as indicated on the floor plan within each of the opening at the existing precast concrete panel wall.
3. New aluminum door leading from Corridor to Check-In/Waiting shall be configured to allow access into the corridor from Check-In/Waiting via buzzer during school hours. Buzzer shall be located at the Administration desk.
4. Remove portion of existing metal stud wall assembly as indicated on the floor plan between the Waiting and Check-In spaces. Leave portion of existing wall at ceiling to create a new header between the existing lay-in ceilings.
5. Modify existing metal stud wall with gypsum board between existing Storeroom and Administration to create a barrier between the Check-In/Waiting space and the Administration space as indicated on the floor plan.
6. Provide new lockable sliding glass pass-thru window.
7. Provide a new solid surface countertop and proper countertop supports at standing height.
8. Provide (2) minimum duplexes, (2) minimum data ports, and Internet connection at the standup countertop for OFOI Check-In monitor, computer tower, sign-in pad, and visitor label printer.
9. Remove existing carpet and resilient base in this area and prep and install new HVT flooring and resilient base.
10. Provide (1) new solid core wood door, HM frame and hardware as required for Storeroom lockset function leading from Check-In/Waiting to the Administration space.
11. Reconfigure existing 2x4 lay-in ceiling grid and tiles in this area.
12. Relocated existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within Check-In/Waiting space.

Administration Space:

1. Existing built-in reception desk and tops to remain.
2. Provide a new solid surface countertop and supports at stand-up height at new pass-thru window.
3. Provide backing, power, and data for wall-mounted security monitor on new wall above the new stand-up countertop.
4. Existing flooring and base to remain in this area.

Floor Plan Legend

- New HVT flooring and resilient base, see Floor Plan Notes
- New walk-off carpet and resilient base, see Floor Plan Notes



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consultant

project

Lyon County School District
Single Point Entry
Silver Stage High School
PWPLY-
Lyon County School District
25 East Goldfield Avenue
Yerington, Nevada 89447

revisions

No.	Description	Date

drawn by JAP/IRBR

reviewed by PAC

date 11/11/22

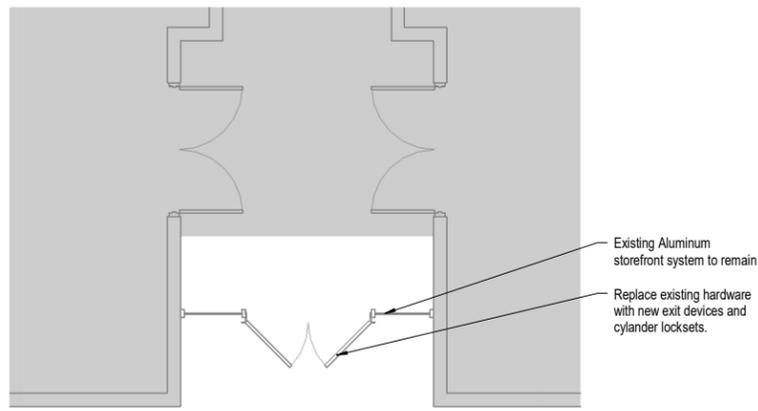
project number 22032

drawing name

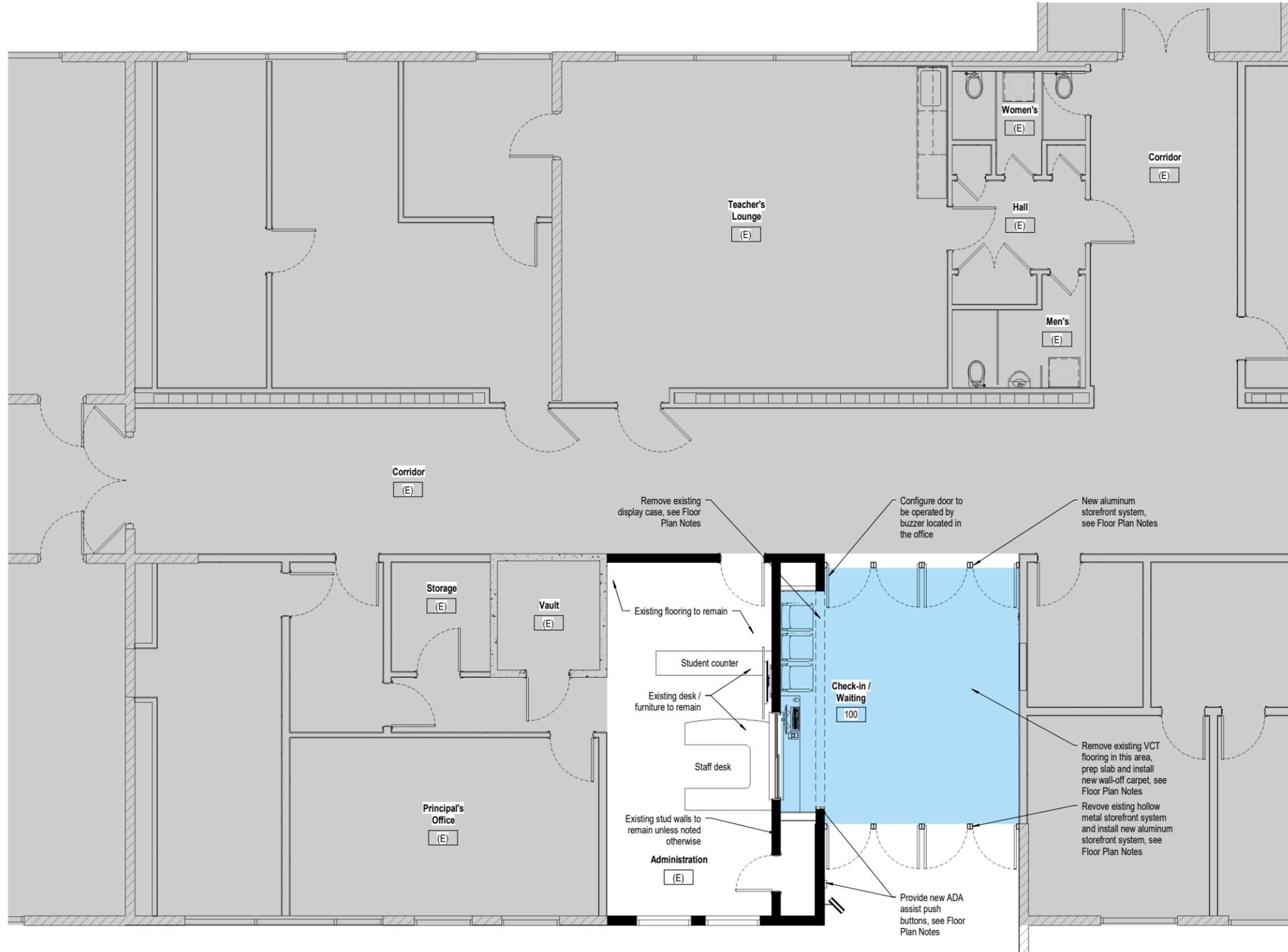
Partial Alteration
Floor Plan - Main
Building - S.S.H.S.

sheet number

A121



A5 Partial Alteration Floor Plan - Band and MPR Building - Y.H.S.
1/4" = 1'-0"



D5 Partial Alteration Floor Plan - Y.H.S.
1/4" = 1'-0"

Alteration Floor Plan Notes

- Exterior:
1. Remove existing hollow metal glazing and door system at main entry. Replace with new aluminum storefront glazing and door system.
 2. Provide ADA assist push plates on exterior and interior sides of new aluminum storefront system. Core conduit through existing precast concrete panel and run conduits within interior furred walls.
 3. Configure the closets exterior storefront door nearest to the office for ADA assist operations.
 4. All exterior storefront doors shall be configured with exit devices and dead bolt locks.

- Vestibule/Check-In/Waiting:
1. Provide new 12'-0" high, full-width aluminum storefront system and structural steel to create new vestibule.
 2. Remove existing VCT flooring and resilient base within the new vestibule space, patch, repair existing slab, prep and install new walk-off carpet and resilient base.
 3. Remove portions of existing 2x4 lay-in ceiling system within the new vestibule space and install new 2x4 lay-in ceiling grid and tiles.
 4. Relocate existing 2x4 light fixtures, mechanical registers, fire sprinklers, etc. within the new vestibule space. Provide new exiting and other code required devices.
 5. Remove existing display case system and wall above and below display case in its entirety.
 6. New aluminum storefront door leading from Check-In/Waiting to Corridor shall be configured to allow access from Check-In/Waiting via a buzzer during school hours. Buzzer shall be located at the Administration desk.
 7. Provide new lockable sliding glass pass-thru window at existing wall between Administration and Check-In/Waiting.
 8. Provide a new solid surface countertop and proper countertop supports at standing height.
 9. Provide (2) minimum duplexes, (2) minimum data ports, and internet connection at the standup countertop for OFOI Check-In monitor, computer tower, sign-in pad, and visitor label printer.

Existing Main Corridor:

1. No work in this area.
- Administration Space:
1. Existing built-in reception desk and tops to remain.
 2. Provide a new solid surface countertop and supports at stand-up height at new pass-thru window.
 3. Provide backing, power, and data for wall-mounted security monitor on new wall above the new stand-up countertop.
 4. Existing flooring and base to remain in this area.

Floor Plan Legend

- New walk-off carpet and resilient base, see Floor Plan Notes

North



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Lyon County School District
Single Point Entry
Yerington High School
PWP-LY-
Lyon County School District
25 East Goldfield Avenue
Yerington, Nevada 89447

revisions

No.	Description	Date

drawn by JAP/RBR

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Partial Alteration
Floor Plan - Y.H.S.

sheet number

A121

Lyon County School District Board Memo

Date: August 26, 2025
To: Board of School Trustees
From: Stacey Griffin-Cooper, Deputy Superintendent
Re: Dayton area schools' highlights

Recommendation

That the LCSD Board of Trustees approve a report by the Dayton 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 from the 2024-25 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 in accordance to the district improvement plan to align with the district's overall goals for the 25-26 school year. They will continue to meet regularly with their school improvement team to monitor their goals, objectives and action steps throughout the school year.

Budget Considerations

Discussed at Previous Meeting

Attachment(s):

One page summary of Dayton Elementary School
One page summary of Sutro Elementary School
One page summary of Riverview Elementary School
One page summary of Dayton Intermediate School
One Page summary of Dayton High School



Dayton Elementary School

285 Old Dayton Valley Road, Dayton, NV 89403
Phone 775-246-6262 Fax 775-246-6264

Mr. Chase R. Woodford, Principal
Principal

Ms. Dusti Houk, Assistant

DES Highlights

- DES renewed our Purple Star School obligations
- Hosted a great Veterans Day Assembly
- Hosted several events to engage families including Trunk-or-Treat, Polar Express, Color Run, Bobcat Mash, Seussapalooza Reading Night
- We had a good turnout for Camp Bobcat (summer camp) with 120 students signing up
- Students participated in several Workplace Learning opportunities for our students from career fairs, field trips, and guest speakers
- Student Leadership facilitated Student of the Month assemblies, Food Drives, pet supply drive
- MTSS Team presented at the Nevada APBS Conference...a lot of work done by the team
- 10 students returning Caught in the Wild cards

Performance Plan 2024-2025

Goal 1: Chronic Absenteeism from 23.9 to 20.0% by the end of the 2024-2025 school year.
Result: 17%

Goal 2: Based on the iReady Diagnostic, 63% of students will hit their typical growth goal.
Result: 49%

Goal 3: Based on MAP Reading, 50% of students will reach their growth goal.
Result: 51%

Performance Plan 2025-2026

Goal 1: In grades K-8, at least 58% of students in Lyon County School District will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.

Goal 2: Lyon County School District will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.

Goal 3: Lyon County School District will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.

Goal 4: Lyon County School District will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.

Dayton Elementary School will partner with parents and community to foster motivated, independent learners in a safe and integrated learning environment where students can achieve their potential through consistent, high quality instruction.



Highlights from 2024-2025

- More than 70 students in grades 1-6 participated in Camp Invention during summer school. Our teachers provided ELA and Math enrichment and taught hands-on STEM lessons.
- More than 90% of incoming kindergarten students attended Kinder Round-Up where students and their parents learned basic information about Sutro Elementary and the routines of school.
- The Sutro PBIS teams continue to implement Tier II interventions to meet the needs of our students. Our counselor, assistant principal, and teachers have used a check in/check out program for students needing Tier II intervention. The Tier I team continued hosting several events including dance parties, art lessons, raffles and lunch with special guests.
- Sutro students and staff continued to focus on academic achievement. The percent of students at or above proficient level in reading on SBAC testing grew by 2%. Staff continues to focus on Tier I instruction and target intervention each day. 45% of students met their growth goals on MAP reading and 47% met their growth goals for MAP math.
- Students in grades K-6 participate in clubs each Friday. This allows each student to choose a club in an area of interest. Clubs provide an opportunity for exposure to beginning Work Based Learning activities and also support the Portrait of a Learner by encouraging student choice and learning for life.
- Sutro's Parent Staff Organization (PSO) has grown and become more active. They plan monthly activities such as dances and movie nights to help connect families. The PSO is supportive and active in supporting staff and students.
- Sutro had seven events that offered students a Work Based Learning experience. 1535 student interactions with WBL were provided during those events.

Sutro Elementary School Performance Plan 2024-2025

Goal 1: Provide all students with an engaging educational experience that is responsive to the academic needs of each student, and that provides students with the skills to be successful in secondary schools and life.

- There will be at least a 3% increase in the number of students scoring at or above grade level and a 3% decrease in the number of students in the 1st through 20th percentile.
- Goal not met but progress made - 2% growth in reading

Goal 2: Students at Sutro Elementary School will regularly attend school and be active participants in our school community.

- There will be a 3% reduction in the number of students deemed chronically absent through family engagement regarding attendance issues and school-wide incentive programs.
- Goal not met - began implementation of incentives

Goal 3: Educators at Sutro Elementary School will be able to plan effective lessons based on the Nevada Academic Content Standards and provide targeted interventions to address the academic needs of students.

- Sutro teachers will meet weekly in effective PLC meetings to plan for instruction and interventions as measured by team ratings of effective PLC meeting practices and observation data.
- Goal met



RIVERVIEW

Elementary School

DAYTON, NV

1200 Ferretto Pkwy
Dayton, NV 89403
775-246-6170

CIP Highlights 2023-2024

24-25 Goal 1: Student Success

42% of RES students will be proficient on the Reading MAPs assessment in the Spring of 2025, which is a 10% increase from the Fall of 2024

Results: Did not meet goal

- Student reading proficiency showed an overall decrease on the reading MAPs from the Fall of 2024-Spring of 2025 from 32% proficient school wide, to 31% of students proficient

iReady Data:

- In the Winter of 2025 32% of students scored proficient on the reading iReady Diagnostic and in the Spring of 2025, 43% of students scored proficient on the iReady Reading Diagnostic, an 11% increase

24-25 Goal 2: Adult Learning Culture

100% of teachers will implement small group instruction and the HMH progress monitoring assessments as interventions.

Results: Goal Met

- 100% of teachers implemented small group instruction to differentiate instruction and meet students' individual needs.
- 80% of teachers participated in peer observations to witness different management styles of small group instruction in peers classrooms, a 5% increase from the previous year
- Held weekly PLC's with all grade levels to collaborate and plan around HMH implementation, interventions, and to analyze student work.

24-25 Goal 3: Connectedness

Riverview's overall Social and Emotional competence score on the Nevada School Climate Survey will improve to 70/100.

Results: Did not meet goal

- RES's overall Social and Emotional competence score on the Nevada School Climate Survey increased to 69/100, an increase of one point.

Dayton Intermediate School

“HOME OF THE SUNDEVILS”

315 OLD DAYTON VALLEY ROAD
DAYTON, NEVADA 89403
(775) 246-6250
FAX (775) 246-6253



Kevin Kranjcec
Principal

Jeremy Satalick
Assistant Principal

Dayton Intermediate School Highlights 2025-2026

- DIS is no longer designated an ATSI (Additional Targeted Supports and Intervention) school as our ELL students have shown tremendous growth!
- Teachers and students continue to increase work based learning opportunities through elective options, classroom instruction, field trip opportunities, guest speakers, career fair, etc.
- We saw a significant decrease in chronic absenteeism, moving from approximately 35% to 27% from the 2023-2024 school year to the 2024-2025 school year.
- We saw significant growth from our students on the iReady math from Fall to Spring Diagnostics with 65% of our students meeting their typical growth goal. In iReady Reading 36% of our students met a years worth of typical growth from Winter to Spring.
- We also saw significant growth with our MAPs testing. 7th grade students increased their math RIT score (Rasch Unit of a student's measure of academic achievement) from 219 in the Fall to 225 in the spring and in ELA they went from a RIT score of 212 to 214. (Projected growth for math was 7 pts and for Reading 2 pts)
- 8th grade students increased their math MAPs RIT score from 223 in the Fall to 228 in the spring and in ELA they went from a RIT score of 213 to 217. (Projected growth for math was 7 pts and for Reading 2 pts)
- The math department hosted a probability carnival that included DES students coming to DIS to participate.
- DIS offers band (honor band), choir (honor choir), beginning woodshop, beginning culinary, yearbook, leadership, drama as well as art, Science Technology Engineering Math (STEM), Computer Science, Media Technology and PE/Health as electives.
- Hosted our 8th annual Night of the Arts, where our Band, Choir, and Theatre students perform. In addition, our Art and woodshop students display their work and the Teening to Adulthood students hand out homemade cookies.
- Students can receive HS credit for Spanish 1, Computer Science, and Algebra 1.
- Our Drama, Choir and Band students held performances in the winter and spring.
- Our Choir students competed in a regional honor choir in Fallon, NV.
- The Special Education Department offers a Community Life Skills Class (CLS) that provides students with opportunities to interact in the community. The CLS program operates the "Sundevil Coffee Cart", in which students take orders, prepare and serve to DIS staff. In addition, students learn daily living skills in the CLS lab.
- Held our 9th annual 4.0 dinner for all students and families that maintained a 4.0 GPA for the entire year (13 students maintained a 4.0 throughout the year!).
- New sound and lighting system for our theater performances and events.
- Ice cream social/Back to School Night for all students. (over 400 people attended)
- Utilizing Title funds to have a former teacher be a virtual tutor of Google Meets.
- DIS Counselor, Safe School Professional, Resource Coordinator, Juvenile Probation Officers and School Administration come together weekly to make sure we are helping students who need assistance.
- Student Leadership conducted our 4th "7th Grade Student and Parent Orientation" in the Spring.
- Offered several different enrichment opportunities during the summer for 53 DIS students.
- DIS was awarded the Battle Born Award for the Middle School Student Council and Leadership groups for Nevada for the 8th straight year.

DIS School Performance Plan Goals for 2025-2026 School Year

- *At least 58% of students at Dayton Intermediate School will meet or exceed their personal typical growth in math and reading from the Beginning of Year (BOY) assessment to the End of Year (EOY) i-Ready assessment during the 2025/2026 school year.*
- *Dayton Intermediate School will increase the total number of K-12 work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.*
- *Dayton Intermediate School will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.*
- *Dayton Intermediate School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.*
- *We will have a minimum of two dedicated PLC times per month during the 2025-2026 school year.*

The Dayton Intermediate Community will empower 177 students to develop academic skills, character, and problem-solving abilities to achieve their highest potential and be college and career ready.

DAYTON HIGH SCHOOL

“HOME OF THE DUST DEVILS”

335 OLD DAYTON VALLEY ROAD

DAYTON, NEVADA 89403

(775) 246-6240

FAX (775) 246-6268



Julie Bumgardner
Principal

Stephanie Lotito
Assistant Principal



David Palmer
Assistant Principal

DHS Highlights of 2024-2025

- The students of the class of 2025 earned approximately \$814,269 in scholarships. This included 66 students earning the millennium scholarship.
- DHS had a total of 38 students in the WNC JumpStart program with 19 students from the class of 2025 earning their AA or AS degree.
- 44 Seniors were awarded Career and Technical Education seals on their diplomas for the 2024-25 school year.
- DHS went through the Cognia school accreditation process this school year and passed accreditation with a score of 306 (average score is 296).
- The DHS Culinary program went through the accreditation process with the American Culinary Federation (ACF) and passed.
- DHS piloted the ACT WorkKeys this year with 9 students earning platinum certificates, 22 students earning gold certificates, 46 students earning silver certificates, and 79 students earning bronze certificates.
- The DHS Cheerleading team competed at JAMZ Nationals in Las Vegas. They won the Grand National Championship which means they had the highest score out of over 200 teams.
- The DHS athletics program qualified one cross country athlete, one wrestling athlete, three track athletes, and one boy's golf team member for state. One of our track athletes won the state title in pole vault.
- The DHS FBLA (Future Business Leaders of America) chapter had four students take second place and one student take third place at their state conference. 13 students competed at Nationals in Anaheim, CA.
- DHS was awarded a Bronze Level award for our work with PBIS and MTSS.
- DHS had ten student athletes who committed to play at the college level in their respective sports.
- DHS has a student representative on the state Superintendent's Advisory Group of Education (SAGE) and a student representative with the NIAA.
- DHS Theater Troupe 5373 had four students compete at state.

DHS Areas of Focus for 2025-2026

- Dayton High School will increase the total number of work-based learning opportunities provided to all students by 10% from the 2024/2025 school year to the 2025/2026 school year.
- Dayton High School will increase the total number of students participating in K-12 work-based learning opportunities by 10% from the 2024/2025 school year to the 2025/2026 school year.
- Dayton High School will increase the graduation rate from 92.6% to 93.6% by the end of the 2025/2026 school year.
- Dayton High School will continue to implement WorkKeys for students by the end of their 10th grade year.
- Dayton High School will reduce the chronic absenteeism rate by 10% from the 2024/2025 school year to the 2025/2026 school year.
- In grades 9-10, at least 55% of students at Dayton High School will meet their individual growth goal in math and reading from Fall to Spring Measure of Academic Progress (MAP) testing during the 2025/2026 school year.
- The percentage of college bound students in grade eleven (11) who will earn a composite score of 16-36 on the ACT, will increase by 5% from the 2024/2025 school year to the 2025/2026 school year.
- Dayton High School will be engaging in a book study on the book *Answering Why* by Mark C. Perna this school year.

Lyon County School District Board Memo

Date: August 26, 2025
To: Board of School Trustees
From: Tom Hendrix, Board President and James Whisler, Trustee
Re: EDBB: Use of Cellular Phones and Other Electronic Devices by Students and Employees

Recommendation: At the discretion of the Board.

Background Information:

President Hendrix and Trustee Whisler stated, “This Policy updates LCSD Policy EDBB: Use of Cellular Phones and Other Electronic Devices regarding possession and use of electronic devices by students during the school day. Personal internet-enabled devices are not permitted to be used on school grounds during the school day, other than as provided for in specific circumstances consistent with this Policy. Each school must establish a school-based policy regarding the use of electronic devices on school property that is consistent with this Policy.”

Budget Considerations:

N/A

Discussed at Previous Meeting:

October 2024, November 2024

Attachment(s):

Article from Manhattan. Institute titled, “Model Legislation to Restrict Smartphone Use in K-12 Public Schools”

Policy EDBB Revised November 2024

Policy EDBB New Proposed Policy



Model Legislation to Restrict Smartphone Use in K–12 Public Schools

John Ketcham

Fellow, Director of Cities
Manhattan Institute

Jesse Arm

Executive Director of External Affairs, Chief of Staff
Manhattan Institute

Introduction

Across the United States, a consensus has emerged around the need to limit youths’ access to smartphones in schools.¹ Manhattan Institute polling done in July 2024 revealed that 60% of likely voters nationwide are extremely or very worried about cellphone use in school. Despite today’s divisive political landscape, 73% of voters agree that schools should take steps to limit access to cellphones in schools.²

Generation Z, those born after 1995 and often lauded as “digital natives,” was the first cohort to grow up with constant access to technology. This fluency with digital devices was often framed as a benefit, equipping today’s youth to navigate the modern world with ease. But as social psychologist Jonathan Haidt and others have written in recent years,³ this constant digital stimulation—especially on social media platforms—comes with downsides. As Haidt notes, the six to eight hours of screen-based leisure that teens spend each day comes with a high opportunity cost: time not spent playing with friends, learning new skills, and exploring the physical world.⁴

In a recent poll of 1,006 Gen Z adults aged 18 to 27, 60% responded that they use social media for at least four hours each day, with 22% spending seven or more hours daily.⁵ Almost half wish that social media platforms like TikTok and Snapchat were never invented, indicating the frustration that many young American adults feel with social media.

Generation Alpha—the children born from 2010 onward and often known as “screenagers”—has screen time rates that exceed those of previous generations, even Gen Z.⁶ About 65% of Generation Alpha spend up to four hours a day on social media, with 58% obtaining a smartphone before the

About Us

The Manhattan Institute is a community of scholars, journalists, activists, and civic leaders committed to advancing economic opportunity, individual liberty, and the rule of law in America and its great cities.



age of 10.⁷ This younger generation of students has already had its elementary educational and social experience hindered by Covid-19-related masking and remote-learning policies.⁸ Smartphone dependency is eroding their educational capabilities and social development further.

Americans increasingly recognize that smartphone dependence can harm our youngest generation. Mounting evidence from personal experiences as well as from scientific studies demonstrates that smartphone use relates to poorer academic performance, heightened anxiety, loneliness, distress, and risks to healthy childhood socialization. Teachers confirm that cellphones and smartphones are pulling students' attention away from their work. A recent Pew Research poll found that "72% of high school teachers say students being distracted by their cellphones in the classroom is a major problem."⁹

As a result, states, cities, and individual school districts across the U.S. are revising their policies on phone use in public schools. The problem transcends partisan, state, and even national lines. Large urban and small rural districts, Republican and Democratic jurisdictions alike, are beginning to look for solutions. The United Nations' UNESCO body has even called for a global smartphone ban in schools.¹⁰

This issue brief and accompanying model legislation aims to provide states with a broadly implementable smartphone restriction policy in public schools, along with clear, straightforward enforcement provisions to help state and local elected leaders and school officials limit smartphone use in public schools across the United States.

The Deleterious Effects of Smartphones in Schools

Smartphone use in schools can harm children in at least two major ways: 1) distracting from the educational experience of students, particularly as related to learning and classroom management; and 2) impeding healthy childhood socialization. These two aspects of the in-person, academic experience can be fundamental to children's development into well-functioning, well-adjusted adults. Local education agencies' authority to restrict smartphone use is justified for potentially two reasons related to these harms. First, public schools historically operate *in loco parentis*, meaning that when minor children are entrusted by parents to a school, the school has a duty to support the learning and safety of its students¹¹—but schools' ability to do so may be particularly impeded by smartphone use. And second, the role of the public education system is, at least in part,¹² preparation for productive participation in a democratic society; contrary to arguments *for* technology use, given its existence in the "real world," schools are the primary place where children learn to interact face-to-face, which remains necessary for a well-functioning society.

Distracting from the Educational Experience and Impact on Academic Performance

Student engagement in academics suffers when students are distracted by smartphones. Learning requires listening, watching, reading, and participating. Students with access to smartphones use them during lectures, when they are supposed to be reading and performing schoolwork, and when they are supposed to be learning from one another in group-learning settings. Even when students are not actively using their phones, they can be preoccupied by their mere presence and accessibility: they think about incoming texts, feel vibrations, and hear hushed alert sounds. Students



feel compelled to check their smartphones with alarming regularity, constantly thinking about their next use. According to Santa Barbara high school principal Bill Woodard: “If that phone is pinging in your pocket, it can take you up to 20 minutes to refocus.”¹³

Data and anecdotal observations support these contentions. Research using granular data that tracked mobile phone notifications found that teens received 237 notifications a day, on average, with about 25% of those notifications occurring during the school day.¹⁴ In one study of college students, over 90% reported receiving texts while in class, and 86% reported texting someone from class.¹⁵ A separate study found that using Facebook or texting while doing schoolwork can tax cognitive processing capacity that may preclude deeper learning.¹⁶ Smartphone use and addiction has also been associated with poorer sleep quality,¹⁷ and sleep quality has a significant correlation with academic performance.¹⁸

Perhaps more directly relevant, in addition to the complicated effects that screen time may have on the brain and learning processes, a systematic review of the literature on smartphone use in schools elucidates a large body of evidence that supports a negative relationship with academic performance.¹⁹ Several researchers have independently found that phone use distracts students in significant ways, noting that “cellphone addiction and distractedness played key roles in impacting the effects of condition on test performance”²⁰ and that “[p]articipants who kept their cellphone performed worse on the quiz for material presented in the 3rd quarter of the lecture than those without cellphones. Distracted participants performed worse on the test for the same material than those who were not distracted... Findings indicate that having cellphones in a short lecture has its largest impact on attention and learning 10–15 min into the lecture.”²¹

One study, which tracked the effects of a cellphone ban in Spain, found that “during the less than three years that the mobile phones ban was in force (from 2015 to 2017), students’ scores in Galicia improved by around 10 points in maths and 12 points in sciences as compared to a synthetic Galicia that had followed exactly the same trend in these scores before the intervention.”²² American schools that successfully restrict smartphone use report improvements such as improved standardized test scores, grade performance, interpersonal interactions, and even attendance at school sporting events.²³

Importantly, teachers have increasingly limited tools to manage classroom behavior, given recent school discipline reforms²⁴ and the growth of therapeutic interventions in the classroom.²⁵ For example, teachers’ unions have largely supported efforts to weaken consequences for misbehavior, such as by replacing discipline codes with “restorative justice” approaches.²⁶ Smartphones create challenges in enforcing school behavioral policies and maintaining order in the classroom. Teacher difficulties are a pressing concern as classroom behavior has deteriorated²⁷ and increasing numbers of teachers are leaving the field.²⁸ Teachers asked to implement a classroom-level smartphone policy are given this additional burden, and they often wish that the school district instead provided a uniform policy.²⁹

Corrosive Effects on Social Development and Well-Being

Smartphone use in schools also harms children by stunting their social development and well-being. This takes several forms. First, children distracted by their phones have fewer synchronous interactions with their fellow classmates. Children often sit together in silence while they scroll on phones in school, instead of talking and learning with one another. At recess, they likewise eschew play for phone time, despite overwhelming evidence that children need ample opportunities for play, which is fundamental for healthy brain development and social functioning.³⁰

It is difficult to overstate how the reduced frequency of these social interactions risks healthy childhood development. Haidt concludes that the only plausible theory for the international decline in teen mental health over the last 15 years “is the sudden and massive change in the



technology that teens were using to connect with each other.”³¹ Other research shows that children with latent social anxiety may choose digital interactions over in-person ones: “opting to substitute digital media for interpersonal communication to avoid feared situations may become cyclically reinforced over time, making the person even more avoidant and worsening the symptoms and severity of social anxiety disorder.”³²

Research has also shown that “[b]y banning smartphones, students communicate and socially interact directly with each other more often. This promotes the development of social skills and strengthens the community within the school.” Relatedly, cellphone bans can result in “positive effects on satisfaction, conflicts, and competition.”³³ In fact, proactive in-person social interactions in place of excessive social-media use can be effective for helping students get past social anxiety.³⁴ Experiments reducing social-media exposure generally show improvements in anxiety and depression.³⁵

Second, the actual content that children overconsume when using applications like Instagram or TikTok has been shown to increase anxiety and depression in children, and especially in girls.³⁶ Social-media use is significantly correlated with these mental health conditions.³⁷ Young adults are particularly susceptible to feelings of envy and dissatisfaction with their lives when exposed to social media.³⁸

Overuse of cell and smartphones has also been linked to higher rates of cyberbullying, with students both as perpetrators and victims in these incidents due to the constant connection to social-media and messaging platforms.³⁹ In one 2017 study, students with cellphones were more likely to be a victim of bullying or to be bullies themselves.⁴⁰ A culture of poor digital behavior creates a culture that fails to value privacy and shares personal information recklessly (such as “doxxing”), which amplifies bullying and victimization.⁴¹

Third, frequent phone use during school increases the possibilities for sexting, with some students unaware of the legal, emotional, or academic consequences involved.⁴²

Emerging Approaches to Cell and Smartphone Bans

Fully 77% of public schoolchildren nationwide already attend a school with some sort of cell- or smartphone restriction for nonacademic use.⁴³ Most teachers support smartphone restrictions or bans. Nationwide, 90% of teachers in the National Education Association union support policies prohibiting cellphone use during instructional time, and 83% favor going further to prohibit phone usage during the entire school day.⁴⁴ An NEA-published article found that many teachers wanted guidance and a clear policy from the school district, but many school administrators avoided the responsibility to set uniform rules.

In New York State, 60% of voters support banning smartphones in classrooms.⁴⁵ New York governor Kathy Hochul has expressed support for a “bell to bell” (8 AM to 3 PM) prohibition on the use of personal Internet devices in public schools.⁴⁶ In May 2024, Hochul said that education leaders “have to liberate” public schoolchildren from the fear of missing out on what others might be saying about them and the felt need to respond to their smartphone notifications.⁴⁷ Likewise, for months, Mayor Eric Adams and the New York City Department of Education have considered a smartphone ban, though they have failed to implement a citywide policy.⁴⁸



Among NYC public schoolteachers, 63% support a citywide ban.⁴⁹ The details of policy design and enforcement have been left to each school, however, resulting in inconsistency and a halting start to a citywide policy.⁵⁰ While 38% of teachers in schools that have implemented bans say that they have been a success—indicating that bans can work—a greater share (40%) said that bans had been a failure.⁵¹ Those who called their school’s ban a failure most frequently blamed a lack of planning and organization. Among teachers in schools that had a ban, 70% supported introducing a citywide ban.⁵²

Michael Mulgrew, president of the powerful city teachers’ union, has said that any citywide policy should incorporate what has worked in schools that have implemented restrictions.⁵³ According to a union press release, educators reported that in “middle and high schools, collecting phones as students walked into the school building worked the best,” whereas for elementary schools, keeping phones in backpacks and turned off worked best.⁵⁴ Both best-practice approaches removed phones from students’ persons.

States have started to pursue a variety of approaches to address smartphone use in schools. These approaches range in both “dosage” (just how much students may access devices throughout the school day) and prescriptiveness (the amount of discretion either withheld or afforded to individual schools). That so many schools have problems with smartphones proves that these policies are often ineffective because of poor design, implementation, or both.

Lawmakers at the state, municipal, or individual school level seeking to ban smartphone use in schools must consider several factors, including access between classes, phone storage possibilities, and enforcement mechanisms. For example, should students have access to their devices during lunch periods or while they walk from class to class? School administrators must also decide on a system of enforcement for when students disobey the established rules. Finally, they must plan for necessary or useful flexibility and exceptions to the policy that will vary based on student- and local-level characteristics.

School- and District-Level Approaches

Deficient enforcement is the most important impediment to a smartphone policy’s effectiveness. Teachers often find enforcing restrictions difficult, awkward, or even dangerous.⁵⁵ Because of inconsistent enforcement, students often flout the rules. One study analyzing smartphone data of 200 students aged 11–17 found that 97% used their phones during the day, with a median time of 43 minutes.⁵⁶ A Fordham Institute study notes: “Without consistent enforcement, none of these cellphone policies mean anything. I had many exchanges with current and former teachers. When I asked them which policy they preferred, by far the most common answer was ‘the one that will be enforced.’”⁵⁷ Case studies and examples consistently prove the value in having clear guidelines and consistent expectations in enforcement.

In Orange County, Florida (which includes Orlando), prior to implementing a district-wide smartphone ban, students “rarely looked up from their devices as they walked down school hallways.”⁵⁸ Some posted images and videos of their classmates to social-media platforms, causing bullying. Going further than Florida’s statewide requirement, the district barred students from using cellphones for the whole school day, including the time between classes. The results: “on the first day the ban took effect, Timber Creek administrators confiscated more than 100 phones from students,” but then, as students realized the ban would be enforced and stopped using their phones, confiscations quickly dropped.⁵⁹

In a high school in Beaverton, Oregon, teachers were originally encouraged to use signs that said “tech OK / tech away,” but most simply told students to put away their phones when necessary.⁶⁰ In practice, the policy devolved into individual teachers’ preferences. The result: students regularly pulling out their smartphones to respond to text messages, whether secretly or in plain sight.



By contrast, Marist Catholic High School in Eugene, Oregon, took a stricter stance, requiring that students put their phones in school-provided cubbyholes during classes and assemblies.⁶¹ Violations lead to confiscation of phones and academic penalties. Students understand the importance of enforcement. According to one sophomore: “The stricter the teacher, the less missing phones from the cubby.”

Until the 2024–25 school year, teachers in Santa Barbara, California, were responsible for their class’s smartphone policies. As in Beaverton, that proved ineffective, as most teachers did not adopt a smartphone-management policy. In response, a Santa Barbara teachers’ union representative surveyed members for their views, presented the findings to the district, and successfully lobbied for a new district-wide “Off and Away” policy.⁶² Under the policy, students’ phones must be put away in a “phone hotel” in each classroom, though students can use phones after class and during breaks.

The adoption of a uniform policy helped Santa Barbara teachers enforce the policy consistently. As Devon Espejo, an art teacher who previously required phones to be placed on a numbered storage shelf, said, “A more uniform approach will help us control these devices in the classroom.”⁶³ Every teacher across the school system is expected to enforce the policy, removing discrepancies in leniency and reducing the opportunities for conflict, both of which can lead to lower effectiveness.⁶⁴ As high school Spanish teacher Esther Limon remarked of the districtwide policy, “everyone knows it’s an expectation now.”⁶⁵

Scarsdale, New York, public schools have also adopted an “off and away” policy that varies based on school level. Elementary school students are encouraged not to bring smartphones at all, but if they do, their phones are required to be turned off and kept in backpacks.⁶⁶ At the district’s middle school, phones are turned off and stored in lockers. At the district high school, students place their phones in a caddy at the entrance of each classroom before class begins and retrieve them at the end of the class session. A high school English teacher, Jennifer Rosenzweig, who helped develop the district’s smartphone policy, says that the phone caddies “make a difference but not enough,” adding that “each student needs seven hours a day without pings and buzzes calling out to them.”⁶⁷ Students who are allowed to look at their phones between classes lose the ability to absorb classroom instruction, says Rosenzweig. They instead “need down time between classes to absorb the information just taught, and if they look at a screen, that information is immediately lost.” In a joint panel of students and teachers tasked with revising the district policy, the panelists overwhelmingly asked for a “more unified effort to keep phones off and away.”⁶⁸

Specialty pouches, such as the Yondr brand of pouches, which lock magnetically, have sometimes proved less than fully effective.⁶⁹ Keeping phones turned on and on the student’s person, even if magnetically sealed, can nonetheless distract students by allowing them to feel notification vibrations and wonder who is calling. Clever students at some schools have found ways to force the magnetic closure open, such as by hitting it hard enough, or to pretend that their phone is stored in the pouch.⁷⁰ In short, there is no technological substitute for clearly defined policies and consistent enforcement.

State Approaches

On the more prescriptive side, four states have banned smartphones or cellphones from classrooms (Indiana, Florida, South Carolina, and Louisiana) and in one other state (New Hampshire) the governor announced an intended ban:

- Indiana requires that “[e]ach school corporation and charter school shall adopt and implement a wireless communication device policy that ... prohibits a student from using a wireless communication device during instructional time, [but] authorizes a teacher to allow a student to use a wireless communication device for educational purposes during instructional time.”⁷¹



- Florida’s policy reads that “a student may not use a wireless communications device during instructional time, except when expressly directed by a teacher solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time.”⁷²
- South Carolina’s law stipulates: “During the school day, students are prohibited from accessing their personal electronic devices, unless authorized for classroom use. Students may not wear or access device accessories during the school day. Students must store their devices and device accessories in lockers, backpacks, or otherwise as directed by the school district during the school day. Districts may forbid student possession of devices and device accessories on school property.”⁷³
- Louisiana’s ban on possession and use states that “no student shall possess, on his person, an electronic telecommunication device throughout the instructional day. If a student brings an electronic telecommunication device in any public elementary or secondary school building or on the grounds thereof during an instructional day, the electronic device shall either be turned off and properly stowed away for the duration of the instructional day or prohibited from being turned on and used during the instructional day.”⁷⁴
- On January 9, Kelly Ayotte, the newly inaugurated governor of New Hampshire, announced that the state would move to ban cell phones in schools.⁷⁵

Other states, such as Minnesota and Ohio, have taken initiatives that fall short of an outright ban but have instructed school districts to adopt individual policies on phone use. In Iowa, a ban is being discussed but is still in its early stages:

- Minnesota requires that each “school district or charter school must adopt a policy on students’ possession and use of cellphones in school by March 15, 2025. The Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals must collaborate to make best practices available to schools,”⁷⁶ leaving each school district to adopt a policy to limit smartphone use.
- Ohio likewise passed legislation requiring that by July 1, 2025, “each school district board of education shall adopt a policy governing the use of cellular telephones by students during school hours.”⁷⁷
- In late November, Iowa governor Kim Reynolds announced that she would propose legislation to ban smartphones in public schools statewide, though she left details for a future date.⁷⁸

Recommendations

Because of the detrimental impact on socialization and classroom learning and the potential harms to healthy childhood socialization, states, cities, and school districts should severely restrict the use of smartphones on school grounds for the entire school day and during other school-sponsored activities. This approach is aligned with the scientific and experiential evidence that the use of smartphones in schools distracts students from social interactions and academic responsibilities necessary for healthy development. It also accords with Haidt’s recommendation of a completely phone-free school day.⁷⁹



As the experience of multiple districts and schools attests, such a policy must be clearly defined and consistently enforced to achieve effectiveness. Our model policy thus proposes, in essence, that no smartphones should be visible on school grounds during school hours or in school-sponsored activities. Because school hours may vary from district to district or school to school, we refer to the school’s handbook for the times of day in which phone access is to be restricted. School districts should require students to deposit their smartphones in a locker or other secure storage system, give the devices to a school official when they enter the school building for safekeeping, or keep their phones turned off and stored in backpacks throughout the entire school day. Those who have deposited their phones can retrieve them at the end of school hours, ensuring a phone-free learning environment. Ideally, districts would require locker-based storage, but resource limitations and respect for local preferences call for the inclusion of a restrictive “Off and Away” option, with phones turned off and stored in students’ backpacks during the entire school day.

For a ban to have any meaningful deterrent mechanism, it must be enforced consistently by teachers and staff. Our proposed bright-line rule allows school employees who observe students using smartphones to instantly and easily determine that such use is prohibited and enforce the rules. The policy also proposes a sample guide for penalties that increase in severity each time a student is caught with a smartphone. We include multiple steps in the disciplinary guide to illustrate the range of actions available to states and school districts, which escalates with repeated offenses. Our policy would also provide low-cost rewards to students and schools for compliance. Finally, the policy contemplates enforcement at the school and district level through reporting to the office of the state superintendent of education, providing an oversight mechanism through state-level education officials.

Addressing Concerns

Parents and education advocates have well-intended, understandable concerns about cellphone bans. These concerns are primarily related to safety, digital literacy, and medical conditions. Parents are concerned that a smartphone ban would prevent them from connecting with their child in the case of an emergency, such as a natural disaster or an active threat scenario. Parents have voiced that phone bans “cut off a lifeline parents have to make sure their children are safe during school shootings or other emergencies.”⁸⁰ Though schools have landline phones and other ways for students and teachers to communicate in the case of emergency, many parents would prefer that their children have access to a device in which they could communicate immediately, if necessary.

But law-enforcement officials and school safety experts suggest that phones, in fact, can detract from student safety, noting the importance of getting students to devote full attention to adult directions when quick action is needed; mere seconds may make the difference in saving their lives.⁸¹ In response to parents upset over a NYC school’s failure to inform parents about what turned out to be an unfounded school safety threat, Governor Hochul reiterated that smartphones can distract students in the event of an imminent danger.⁸²

While mass school shootings are highly publicized, they remain rare occurrences.⁸³ Excusing inaction on commonsense smartphone restrictions in schools for this reason sends a false message to students and parents that excessive fear is warranted, which itself can induce greater student anxiety and also risks normalizing the extreme behavior.

In any case, our model language addresses these concerns by banning smartphones, not cellphones with bare-bones calling capabilities. As defined in the policy, a “basic phone” is a handheld cellular radio telephone or electronic device that lacks the capability to install third-party applications beyond those preinstalled by the manufacturer, or to access social-media platforms via websites or



applications. Schools would retain the authority to regulate basic-phone use, such as by requiring that they remain silenced throughout class. Our policy also permits wearable electronic devices such as smartwatches, as parents may opt to track their children’s location using such devices, perhaps in lieu of giving them a Basic Phone.

A final common concern about smartphone bans is that they will prevent children from becoming familiar enough with technology to properly navigate that technology in their careers and future social lives. Some have voiced concerns that students will have difficulty adapting to a technologically driven workforce.⁸⁴ In terms of digital literacy, as noted above, a lack of technological fluency is not an obvious problem among youth, whereas many children struggle with face-to-face interactions.⁸⁵ To the extent that digital literacy is of interest, more must be done to determine what, specifically, constitutes “responsible” smartphone and social-media use—measures of which are less obvious than may be considered at first thought. Designing effective and relevant digital literacy curricula will be a wholly separate challenge. While the use of digital literacy programs is growing, there is still no consensus on what constitutes digital literacy themes, and the effectiveness of these programs is not known.⁸⁶ Given how rapidly technology changes, requiring digital literacy programs may force schools to develop curriculum that becomes out of date before it is widely rolled out.

Our model does not prevent schools from instructing students on the use of smartphones, computers, or other technologies. Students in pre-determined, specified, and supervised settings can still be allowed to use such electronic devices, for example, in explicit cases like popular computer-aided design (CAD) classes, computer science and technology classes, or in related after-school programs and clubs, like those for robotics and computer programming and coding.

In terms of medical conditions, alternative measures and reasonable accommodations can address these concerns. Students with medical conditions, such as diabetes, often use their phones to manage those conditions. The American Diabetes Association, for example, considers smartphones to be “paramount to the student’s ongoing diabetes care, health, and safety,” so that students with diabetes may use their device to “monitor their blood glucose (blood sugar) levels, administer insulin, and share data with school nurses, trained school staff, and other caregivers.”⁸⁷

Our model legislation provides adequate exceptions for students with medical conditions. Section 7(b) of the legislation establishes a process for obtaining a medical exception after “the submission of a formal written request by the student’s parent or guardian, accompanied by a verified letter from a licensed physician.” The policy then broadly follows the medical exception process made under Section 504 of the Rehabilitation Act of 1973, which all school districts are already required to have, as a matter of federal law.

The stringency of the proposed exception process aims at deterring requests for conditions that do not require an exception. Instead, the school can provide a reasonable accommodation, short of allowing smartphone retention throughout the day, such as allocated times during the day during which students can check their phones. For situations in which no reasonable alternative device or accommodation is available, students will be granted an exception.

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A Model for Restricting Smartphone Use in K–12 Public Schools

Section 1: Purpose

Mounting scientific evidence and the experience of teachers and school officials across the U.S. have demonstrated the harms of excessive smartphone use, particularly in school. This policy document aims to promote a focused educational environment and healthy childhood development by restricting the use of smartphones in schools, while allowing basic communication devices that serve essential safety purposes.

Section 2: Definitions

- a. “Smartphone” means a handheld cellular radio telephone or electronic device that includes the capabilities to: (1) connect to a wireless cellular data network; (2) make phone calls or use digital voice services; (3) browse the Internet; and (4) access Internet platforms, including, but not limited to, TikTok, Instagram, Facebook, X (Twitter), YouTube, and Snapchat, through applications or websites.
 1. A “Smartphone” does not include a laptop, non-handheld tablet, wearable computer such as a smartwatch, or electronic device primarily designed for reading books and periodicals in digitized form.
- b. “Basic Phone” means a handheld cellular radio telephone or electronic device designed primarily for voice calling that: (1) lacks the capability to install third-party applications except those preinstalled by the manufacturer; and (2) does not support access to Internet platforms through applications or websites.
- c. “Backpack” refers to a backpack, bookbag, or other closable bag intended for carrying books and other academic equipment.
- d. “Medical Exception” refers to any exception from the terms of this policy document or a school district’s Smartphone policy granted on the basis of a documented medical condition.
- e. “School Hours” means the time of day when the school regularly provides classroom instruction, including lunch periods and breaks, as defined in the school’s student handbook.
- f. “School Grounds” includes all public school buildings, classrooms, outdoor areas, and transportation vehicles used in the course of school activities for grades kindergarten through 12, including spaces visited on school-sponsored trips.
- g. “School Staff” means all those who support school operations, including employees, administrators, and volunteers.
- h. “Smartphone Storage Rack” means a rack, closet, compartment, locker, tray, organizer, or other container provided by the school and kept in a secure location, for the purpose of storing Smartphones.



Section 3: Prohibition of Smartphones in Schools

- a. No later than the start of the school year following the enactment of this policy document, or [X] months after, whichever is later, each school district in the state of [STATE] shall adopt a policy restricting use of Smartphones by students on School Grounds, which shall not conflict with the provisions of this policy document.
- b. The school district's policy required under Section 3(a) shall be posted on the websites of the school district and each school in the district, in an easily accessible location.
- c. No public school student shall use or display a Smartphone on School Grounds during School Hours, or while participating in a school-sponsored activity.
- d. Before or at the beginning of School Hours, students in possession of a Smartphone shall either:
 - 1. Place the Smartphone, set to off, in a Smartphone Storage Rack provided by the school;
 - 2. Relinquish the Smartphone, set to off, to a member or members of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack; or
 - 3. Place the Smartphone, set to off, in the student's Backpack.
- e. Except in cases of emergency, as determined by the school principal, students shall not retrieve their Smartphone from a Smartphone Storage Rack or a Backpack during School Hours, or during school-sponsored activities.
- f. At the conclusion of each school day, as defined in the student handbook, a member of School Staff shall provide access to Smartphone Storage Racks to allow students to retrieve their Smartphones, or shall deliver students' Smartphones to students.
- g. A school district may adopt a policy that requires students to adhere to one or more options listed in subsection (d) of this section.
 - 1. School districts that adopt policies requiring students to adhere to the restrictions under Sections 3(d)(1) or (3)(d)(2) may apply to the state superintendent of education for funding and other assistance to procure Smartphone Storage Racks.
- h. Each school district shall ensure that schools take reasonable steps, within available resources, to reduce the risk of theft or loss of students' Smartphones.

Section 4: Allowable Devices

- a. Nothing in this policy document shall be construed to deny:
 - 1. Student access to a Basic Phone for the purpose of communication with parents or guardians. Such devices shall be allowed for use before and after School Hours, or during emergency situations, as determined by the school principal;
 - 2. Smartphones or other electronic devices, provided by and authorized by the school, for use in classroom instruction;
 - 3. Devices not defined as Smartphones under Section 2(a)(1); or
 - 4. Smartphones in public institutions of higher education.



- b. Each school or school district shall establish a list of Basic Phones approved for possession on School Grounds.
- c. School administrators shall have the authority to regulate Basic Phone use on School Grounds.

Section 5: Enforcement

- a. Each school shall designate a member or members of School Staff tasked with administering the provisions of this policy document.
- b. Upon discovering a student found in violation of this policy document, School Staff must promptly report the violation to a member of School Staff tasked with the responsibility of administering the provisions of this policy document, who shall promptly record the violation in the school’s records and enforce any associated penalty.
 - 1. School staff who report a violation or enforce a provision of this policy document shall be free from harassment, retaliation, coercion, or intimidation as a result of complying with this policy document.
- c. Each school district shall adopt a uniform discipline policy for violations and repeat violations of this policy document within the same school year.
 - 1. Repeat violations shall increase in severity and shall, in the school district’s discretion, include the possibility of the most severe disciplinary action available under the school district’s discipline code or policy.
 - 2. At a minimum, each school district shall adopt the following discipline policy for violations and repeat violations of this policy document within the same school year:
 - i. Upon the first violation, a member of School Staff shall give the student a verbal warning that Smartphone use is not permitted during the school day, and shall inform the student that the violation will be recorded in the school’s records.
 - ii. Upon the second violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location. The student shall report to the principal’s office at the end of School Hours, where a member of School Staff shall inform the student that the violation has been recorded in the school’s records and return the Smartphone to the student.
 - iii. Upon the third violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location, until retrieved by the student at the end of School Hours. No later than the day following the violation, a signed letter from a member of School Staff shall be delivered to the student and the student’s parent or guardian. This letter shall include the requirements of the school district’s Smartphone policy and a warning of the consequences of

*This multi-step discipline policy is meant to provide a useful and commonsense escalating framework for assessing a range of disciplinary actions. School districts may modify this discipline floor based on their circumstances, such as by reducing the number of steps (but not adding steps to make more lenient), changing the penalties associated with violations, or levying penalties for Smartphone use that results in problematic behavior like cyberbullying or fights.



future noncompliance. The student and the student's parent or guardian shall be required to sign an acknowledgement of these consequences and a pledge to comply with the school district's Smartphone policy.

- iv. Upon the fourth violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location, until retrieved by the student's parent or guardian.
- v. Upon the fifth violation, the student shall be required to relinquish the Smartphone to a member of School Staff, who shall promptly place the Smartphone in a Smartphone Storage Rack, or in a secure location, until retrieved by a parent or guardian. Upon retrieval, a member of School Staff and a school counselor shall meet with the student and the student's parent or guardian, or schedule such a meeting within the next seven calendar days, to discuss the circumstances of the student's violations thus far and the consequences of future noncompliance.
- vi. Upon the sixth violation, and for subsequent violations, the student shall be suspended for a period of [X] days, according to the school district's suspension policy. The principal shall deliver a signed letter to the student and the student's parent or guardian stating the terms of the suspension and consequences of future noncompliance.
- vii. After no more than three in-school suspensions, the student shall be subject to an out-of-school suspension. After no more than three out-of-school suspensions, the school may implement the most severe penalty available under the school district's discipline code or policy.

Section 6: Implementation

- a. Each school shall:
 - 1. At the end of each school year and not later than June 30,* create an annual summary of the number of violations of this policy document that occurred during the immediately preceding school year, including the number of students disciplined, the number of total violations, and the frequency of each type of penalty imposed.
 - 2. Not later than one week after the beginning of the school year, or not one week after a student is enrolled in a district's school, ensure that the school district's Smartphone policy, including the list of Basic Phones approved for use on School Grounds provided under Section 4(b), is delivered in printed and electronic format to each student and the student's parent or guardian.
 - 3. Not later than five business days after receipt of the school district's Smartphone policy, ensure that each student and the student's parent have signed and returned an acknowledgement, in printed or electronic format, that they understand and accept the school district's Smartphone policy.
 - 4. Not later than the start of each school year, post the school district's latest Smartphone policy on the school's website in an easily accessible location.

*Please note: the dates found in this Section may be subject to change, based on each school district's school year and other circumstances.



- b. Not later than July 30 of each year, each school district shall create an annual summary of violations of this policy document that occurred during the immediately preceding school year in the school district. Not later than August 5 of each year, each school district shall submit this summary to the office of the state superintendent of education.
- c. In the year following the publication of the feasibility study required under Section 6(f), and not later than August 30 of each year, and for each of three years thereafter, the office of the state superintendent of education shall post on its website in an easily accessible location summary statistics of the average and median number of Smartphone policy violations as a proportion of students statewide, in the school district with the greatest number of violations as a proportion of students, and in the school district with the fewest number of violations as a proportion of students.
 - 1. The 10 percent of school districts and schools in the state, respectively, with the fewest Smartphone policy violations as a proportion of students shall receive a certificate signed by, or with a facsimile signature of, the governor and state superintendent of education for excellence in Smartphone policy compliance.
- d. Each year, the office of the state superintendent of education shall review the summaries of each school district, provide additional support, and take remedial action, as necessary, to school districts and schools the superintendent deems to have an unacceptably high frequency of violations of Smartphone policies.
- e. Each school district shall establish a policy to provide rewards for students who have complied with the terms of this policy document. Such rewards program shall also provide for grade-level and school-wide rewards for compliance. At a minimum:
 - 1. Students, grade levels, and schools found in compliance for an entire school year shall receive a reward under the terms of the reward program;
 - 2. Students with no violations of this policy document for an entire school year shall receive a certificate or other physical recognition of perfect compliance; and
 - 3. Shall incorporate the recommendations of the state superintendent of education's feasibility study required under Section 6(f) of this policy document.
- f. No later than the start of the school year following the enactment of this policy document, the state superintendent of education shall create a feasibility study examining a range of rewards for school districts and schools that have achieved high rates of compliance with this policy document. Such study shall review the resources available to provide for rewards and recommend additional funding and other incentives for school districts that adopt a policy requiring the restrictions in Sections 3(d)(1) or (3)(d)(2).
- g. No later than three months following the publication of the feasibility study required under Section 6(f), the state superintendent of education shall implement a reward and incentive program, incorporating the findings of the feasibility study, for school districts that adopt a policy requiring the restrictions in Sections 3(d)(1) or (3)(d)(2) and for school districts that have achieved high rates of compliance with this policy document.
- h. This policy document shall take effect in [X] months, or at the start of the next school year following its enactment, whichever is later.



Section 7: Exceptions for Medical Conditions

- a. Requests for Medical Exceptions from this policy document shall be governed by the school district’s policy, process, and body for reviewing applications for reasonable accommodations made under Section 504 of the Rehabilitation Act of 1973.
- b. To the extent permitted under state and federal law, a Medical Exception to some or all of the terms of this policy document or a school district’s Smartphone policy may be granted only upon the submission of a formal written request by the student’s parent or guardian, accompanied by a letter from a licensed physician.
- c. To the extent permitted under state and federal law, requests for a Medical Exception shall be denied if a reasonable accommodation is available to meet the student’s medical needs without granting access to a Smartphone.
- d. If no suitable reasonable accommodation or alternative to Smartphone use is available, the Medical Exception shall be granted.
- e. Reviews of applications for Medical Exceptions shall be completed in accordance with the time permitted for applications for reasonable accommodations made under Section 504 of the Rehabilitation Act of 1973.
- f. Decisions shall be subject to appeal to the same extent as decisions made under Section 504 of the Rehabilitation Act of 1973.

Section 8: Severability

The provisions of this policy document are hereby declared to be severable. If any provision of this policy document or the application of such provision to any person or circumstance is declared or held to be invalid for any reason, such declaration or holding shall not affect the validity of the remaining portions of this policy document and the application of its provisions to any other persons or circumstances.



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USE OF CELLPHONES 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 including but not limited to cellphones video cameras and/or camera phones, smart watches, iPads, 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 CELLPHONES 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 cellphones or other electronic devices.

1. Cellphones 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. For grades K-8, instructional time is defined as the start of school until school dismissal. For grades 9–12, instructional time is defined as time in a classroom or class period.
2. Students shall not use any electronic device that disrupts or detracts from the educational environment.
3. Use of cellphones 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 unless permission is granted by their teacher.
5. Cellphones 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. 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

approval does not apply to the use of District-owned electronic devices purchased and maintained by District Information Technology or Special Services staff.

7. In the case of medical necessity, emergency or as written in an IEP or 504, a student shall be permitted to possess or use a cellphone, or other personal electronic device provided the student receives advanced authorization from the site administrator or their designee.

8. 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.

9. Use of cellphones 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.

10. Students shall not use cellphones 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 cellphone or other electronic device in order to engage in bullying, cyber-bullying, or intimidation 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 the confiscation of the device by the teacher and returned to the student at the end of the period. The teacher will log the incident and notify the parent or legal guardian.

Third Infraction: The third infraction shall result in the confiscation of the device and the device will be sent to the office. The device may be picked up at the end of the day by the student. The teacher will log the incident and notify the parent or legal guardian.

Fourth Infraction: The device will be confiscated and sent to the office. The teacher will log the infraction and administration will notify the parent or legal guardian. The device can only be picked up by a parent or legal guardian.

Subsequent Infractions: Any further infractions will result in the device being confiscated and held in the office until a parent or legal guardian attends a conference to determine the next steps and possible restorative discipline.

These consequences apply to the infractions per student and NOT infractions per device. Lyon County School District is not responsible for the theft, damage, or loss of a device.

Some possible exceptions to the cellphone limitation while at school may include teacher permission, in the event of an emergency, to help manage student's health needs, and as required in a student's IEP or 504 plan.

STAFF USE OF CELLPHONES AND OTHER ELECTRONIC DEVICES

Use of cellphones and other electronic devices by staff should be limited to enhance the learning environment of students.

Staff should strive to lead by example. Inappropriate or excessive use of cellphones and electronic devices by staff will not be allowed. Cellphone use during academic time should be carefully considered and only as necessary and appropriate. See LCSD Policy GBBN: Phones and Other Communication Devices.

APPROPRIATE CELLPHONE USE WITH STUDENTS

- The content of all text messages/electronic communication must directly involve a school-related subject matter. Text messages to a single student must never occur. District email communication regarding school related subject matter to a single student is allowable when applicable. 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. Cellphone texting/electronic communication should never be used to conduct a personal conversation with a student.
- If an employee receives an inappropriate text message 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.

INAPPROPRIATE CELLPHONE USE WITH STUDENTS

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,

LYON COUNTY SCHOOL DISTRICT

BOARD POLICY _____ EDBB

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 bully, cyber-bully or intimidate a student or staff member or that encourage others to 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 GBBPA Social Media, Policy GBBN Phones and Other Communication Devices

Policy #EDBB
Revised 11/19/24

USE OF CELLPHONES AND OTHER ELECTRONIC DEVICES BY STUDENTS AND EMPLOYEES - ADMINISTRATIVE REGULATIONS

Lyon County School District Student Cellphone Agreement

All Lyon County School District students should complete and return a cellphone agreement in order to have a cellphone or other non-school issued electronic device at school. Policy EDBB applies to all students with or without agreements on file and applies to all non-school issued electronic devices, including ear buds.

Cellphones and other electronic devices shall be turned off and kept out of sight during instructional time unless approval has been granted by the teacher for use as a learning tool during class time. For grades K-8, instructional time is defined as the start of school until school dismissal. For grades 9–12, instructional time is defined as time in a classroom or class period.

Students cannot use cellphones/devices to photograph or videotape other students or staff on school property (including buses).

Consequences of violation of school cellphone policy:

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 the confiscation of the device by the teacher and returned to the student at the end of the period. The teacher will log the incident and notify the parent or legal guardian.

Third Infraction: The third infraction shall result in the confiscation of the device and the device will be sent to the office. The device may be picked up at the end of the day by the student. The teacher will log the incident and notify the parent or legal guardian.

Fourth Infraction: The device will be confiscated and sent to the office. The teacher will log the infraction and administration will notify the parent or legal guardian. The device can only be picked up by a parent or legal guardian.

Subsequent Infractions: Any further infractions will result in the device being confiscated and held in the office until a parent or legal guardian attends a conference to determine the next steps and possible discipline.

These consequences apply to the infractions per student and NOT infractions per device. Lyon County School District is not responsible for the theft, damage, or loss of a device pursuant to Board Policy EDBB. Policy EDBB applies to everyone regardless of a signed agreement.

Some possible exceptions to the cellphone limitation while at school may include teacher permission, in the event of an emergency, to help manage student's health needs, and as required in a student's IEP or 504 plan. All exceptions are required to be approved by school administration.

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LYON COUNTY SCHOOL DISTRICT

BOARD POLICY _____ EDBB

Please sign and return this form to your student's school.

I read and agree to comply with the terms of the cellphone policy. I understand that violations of this policy will result in the consequences outlined in Policy EDBB.

Print Student Name _____

Student signature _____ Date _____

Parent signature _____ Date _____

Board Memo

This Policy updates LCSD Policy EDBB: Use of Cellular Phones and Other Electronic Devices regarding possession and use of electronic devices by students during the school day. Personal internet-enabled devices are not permitted to be used on school grounds during the school day, other than as provided for in specific circumstances consistent with this Policy. Each school must establish a school-based policy regarding the use of electronic devices on school property that is consistent with this Policy.



I. DEFINITIONS

A. For purposes of this regulation:

1. An “internet-enabled electronic device” is an electronic device capable of connecting to the internet and enabling the user to access content on the internet.
2. A “non-internet-enabled electronic device” is an electronic device that is not capable of connecting to the Internet or enabling the user to access content on the internet.
3. A “school day” means the entirety of an instructional day during all instructional and non-instructional time, including but not limited to homeroom periods, lunch, recess, and study halls.
4. “School grounds” means in or on or within any building, structure, athletic playing field, playground, or land contained within the real property of a school.
5. “Parent” means a student’s parent(s) or guardian(s) or person(s) in any parental or custodial relationship to the student, or any individual designated by the parent to act in loco parentis.

B. Electronic devices include: 1) cell phones, smartphones, smartwatches, and other similar communication devices (“communication devices”); 2) laptops, tablets, iPads and other similar computing devices (“computing devices”); and 3) portable music, entertainment systems, and listening devices (such as MP3 players and game consoles and airPods).

II. POLICY

- A. Students may not use personal internet-enabled electronic devices during the school day.
- B. Students may be permitted to use internet-enabled electronic devices that are school-provided during the school day except as set forth in II D - II F below.
- C. Students may be permitted to use non-internet enabled electronic devices during the school day except as set forth in II D - II F below.
- D. Electronic devices may not be used during the administration of any school quiz, test or examination unless such use has been explicitly authorized by the school or is contained in an Individualized Education Program (“IEP”) or Section 504 Accommodation Plan (“504 Plan”).
- E. Electronic devices may not be turned on or used during school fire drills or other emergency preparedness exercises
- F. Electronic devices may not be used in locker rooms or bathrooms.

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III. EXCEPTIONS FOR PERSONAL INTERNET-ENABLED ELECTRONIC DEVICES

A. Schools must authorize student use of personal internet-enabled electronic devices on school property during the school day under the following circumstances;:

1. Where necessary to monitor a medical condition and to notify the user of necessary action to be taken, for the management of a student's healthcare, as documented by the student's medical provider and subject to review by the District Nurse;
2. On a case-by-case basis, after review and determination by a school psychologist, school social worker, or school counselor, for a student caregiver who is routinely responsible for the care and wellbeing of a family member; and
3. Where required by law.

B. Schools may authorize student use of personal internet-enabled electronic devices on school property during the school day under the following circumstances:

1. In the event of an individual student emergency, where the parent has notified the principal/designee of the specific nature of the emergency.
2. For translation and interpretation services if other means of translation or interpretation are not available.

C. Students must be permitted to use personal internet-enabled electronic devices where such use is contained in an IEP or in a 504 plan, for (i) medical purpose; or (ii) an educational purpose, but the school has not yet secured a District-issued device for such purpose.

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IV. STORAGE OF ELECTRONIC DEVICES

When a student brings a personal internet-enabled electronic device to school, such device must be turned off and stored during the school day in a manner determined by the District. Schools must provide at least one method for storage of devices, which may include, but are not limited to, school storage lockers, assigned student lockers, or other holders that will be used to store electronic from start of school to the end of the school day. Schools must also provide a method for students to access their stored devices during the school day when necessary.

V. IMPLEMENTATION OF POLICY

A. Schools must provide at least one method for parents to contact a student in an emergency or exigent circumstance, during the school day. This must include, at minimum, a direct phone number(s) provided by the school. Schools must provide written notification to parents of these method(s) upon enrollment and as set forth in Section VI A below.

B. By October 31st of every year beginning with the 2025-2026 school year, each school must certify that it has adopted the policy regarding the use of electronic devices on school property, and that it has communicated such policy to students, parents and staff as set forth in Section VI below.

VI. COMMUNICATION OF POLICIES

A. At the start of each school year or upon enrollment of a new student, schools must provide written notification of this Policy to parents and must ensure that the Policy has been shared with staff and students. Any changes to the Policy must be communicated to students, parents and staff.

B. Each school must post a notice of this Policy on the school's website.



VII. STUDENT DISCIPLINE

A. Students who use electronic devices in violation of the District's Policy will be subject to restorative discipline in accordance with the guidance interventions and disciplinary responses set forth in this Policy.

B. Electronic device violation consequences:

1. 1st Step

- a) *Before, During, After School Detention, or In-school-Suspension (1 day)*
- b) *Parent/Person on the contact list is contacted to come to the school to retrieve the device.*

2. 2nd Step

- a) *In-school-Suspension (2 days)*
- b) *Parent/Person on the contact list is contacted to come to the school to retrieve the device.*

3. 3rd Step

- a) *Out-of-School Suspension (1 day)*
- b) *Parent/Person on the contact list is contacted to come to the school to retrieve the device.*

4. 4th Step

- a) *Out-of-School Suspension (OSS) (2 days)*
- b) *Keep phone 5 days*
- c) *Upon a student's return from 2nd OSS Admin must conduct a parent conference to facilitate a behavioral intervention.*

5. 5th Step

- a) *Recommendation for Expulsion*
- b) *Assign 5 day OSS pending hearing results*
- c) *Phone will be returned after hearing*

VIII. CONFISCATION OF ELECTRONIC DEVICES

A. If a school confiscates an electronic device for violation of the District's Policy, the principal/designee must contact the student's parent. Confiscation, storage and return of such items must be handled in accordance with District Policy. (See Section V A above.)

CHAPTER.....

AN ACT relating to education; requiring a policy adopted by the board of trustees of a school district concerning the use and possession by pupils of certain electronic devices to include certain provisions governing the discipline of pupils and exceptions to limitations prescribed as part of such a policy; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law: (1) requires the board of trustees of each school district to adopt a policy concerning the use and possession by pupils of certain electronic devices while on school property or at a school activity; and (2) sets forth certain requirements concerning the policy. (NRS 392.4637) This bill requires the policy to address the use and possession by pupils of an electronic communication device. This bill additionally requires the policy to include: (1) measures for disciplining a pupil using a progressive scale based on the number and seriousness of violations; (2) limitations on the use of an electronic communication device during instruction; and (3) certain exceptions for any limitations imposed as part of such a policy.

EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. NRS 392.4637 is hereby amended to read as follows:

392.4637 1. The board of trustees of each school district shall adopt a policy concerning the use and possession by pupils of ~~{a pager, cellular telephone or any other similar}~~ *an electronic communication* device ~~{used for communication}~~ while on the premises of a public school or while at an activity sponsored by a public school.

2. The policy adopted pursuant to subsection 1 must:

(a) Prescribe appropriate measures for disciplining a pupil who violates the policy ~~{}~~ *that include, without limitation, a system to rate violations of a policy adopted pursuant to subsection 1 on a progressive scale based on the number and seriousness of the violations.*

(b) *Prescribe limitations on the use of an electronic communication device during instruction.*

(c) *Include exceptions to any limitations on the use of an electronic communication device prescribed as part of a policy adopted pursuant to subsection 1, including, without limitation, exceptions:*



(1) On the use of an electronic communication device during an emergency or crisis or to manage the health of a pupil;

(2) If a teacher allows for the use of an electronic communication device for instructional purposes; and

(3) If the use of an electronic communication device is included as part of an individualized education program or a plan developed in accordance with section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794.

(d) Be included within each copy of the rules of behavior for pupils that the school district provides to pupils pursuant to NRS 392.463.

3. As used in this section:

(a) "Electronic communication device" means any electronic device that is capable of transmitting any audio, written or pictorial information or messages to another electronic device. The term does not include an electronic device issued to a pupil by the school district or the school in which the pupil is enrolled.

(b) "Individualized education program" has the meaning ascribed to it in 20 U.S.C. § 1414(d)(1)(A).

Sec. 2. This act becomes effective:

1. Upon passage and approval for the purpose of performing any administrative tasks necessary to adopt the policy required by NRS 392.4637, as amended by section 1 of this act, not later than June 30, 2026; and

2. On July 1, 2026, for all other purposes.



Lyon County School District Board Memo

Date: August 26, 2025
To: Board of School Trustees
From: Stacey Griffin-Cooper, Deputy Superintendent
Re: Policy JG – Student Discipline

Recommendation: That the Board of School Trustees review and approve the proposed revisions to Policy JG: Student Discipline as a second and final reading.

Background Information:

Policy JG governs student discipline within the Lyon County School District, outlining procedures for suspensions, expulsions, and permanent expulsions, ensuring compliance with state and federal laws. In coordination with the Lyon County Sheriff's Office, specifically our school resource officers and Lyon County Juvenile Probation Office, staff is recommending changes to section VI subsection 7 to include the addition of "mind altering substances" such a Kratom to our list of prohibited substances. We are also adding a separate line for possession, sale, purchase or use of controlled substance paraphernalia, and adding mind altering substances such as Kratom to the prohibition of sale and purchase of controlled substances.

- **Rationale:** The proposed revisions aim to enhance clarity, update terminology, and ensure alignment with current legal standards and best practices regarding student discipline.
- **Potential Impact of Students/Staff:** These revisions will provide clearer guidelines for both students regarding disciplinary expectations and for staff in applying disciplinary measures consistently and appropriately.
- **Potential Safety Impacts:** By clarifying disciplinary procedures, the policy supports a more orderly and safe learning environment.
- **Risk Mitigation:** The updates help mitigate legal risks by ensuring the policy explicitly references and other mind-altering substances.
- **Next steps to implement the Recommendation:** Upon board approval, the revised Policy JG will be formally adopted and disseminated to all relevant school personnel and made accessible to students and parents/guardians.
- **Ties back to the District Improvement Plan or Portrait:** These revisions support the district's commitment to fostering a safe and equitable learning environment.

Budget Considerations:

There is no direct budget implication associated with these policy revisions.

Discussed at Previous Meeting:

July 22, 2025 first reading

Attachment(s):

Revised Policy JG - Student Discipline

STUDENT DISCIPLINE

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

No student shall be deprived of the right to an education in the public schools of this District without notice of the charges against them, an explanation of the evidence and an opportunity for hearing, which will be informal or formal, depending upon the length of exclusion being imposed or proposed. Suspensions, expulsions, or permanent expulsions of students in this District will be imposed only in compliance with all state and federal laws and regulations, including compliance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, as applicable.

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

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

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

Reference: NRS 392.461-4675

Policy #JG

Revised 10/22/24 8/26/25

STUDENT DISCIPLINE – ADMINISTRATIVE REGULATIONS

SUSPENSION AND EXPULSION

I. General Statement

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

These regulations establish the procedures for implementation of Policy JG in the school district.

Throughout these regulations, the term “school administrator” generally refers to the school principal or designee. The term “parent” generally refers to the student’s parents or legal guardians.

These Administrative Regulations incorporate amendments to NRS Chapter 392 enacted by the 2019 Legislature under Assembly Bill 168, by the 2021 Legislature under Assembly Bill 67, and by the 2023 Legislature under Assembly Bills 285 and 330. These changes generally prohibit the suspension or expulsion of students under the age of 11, with exceptions for misconduct in the following seven categories of behavior:

- A. Student who sells or distributes a controlled substance;
- B. Student who commits a battery against a school employee;
- C. Student who commits a battery against a school employee with intent to result in bodily injury;
- D. Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;
- E. Student in possession of a dangerous weapon other than a firearm;
- F. Student in possession of a firearm; and
- G. Student deemed a habitual discipline problem.

NRS 392 also requires the development of progressive discipline plans based on restorative justice in certain circumstances for students who are being suspended or expelled. “Restorative justice” means nonpunitive intervention and support provided by the school to a student to improve the behavior of the student and remedy any harm caused by the student.

II. Definitions

Suspension

“Suspend” or “suspension” means the disciplinary removal of a student from the school in which the student is currently enrolled for not more than one school semester.

Expulsion

“Expel” or “expulsion means the disciplinary removal of a student from the school in which the student is currently enrolled for more than one school semester with the possibility of:

1. Except as otherwise provided in subsection 2, returning to the school in which the student is currently reenrolled or another public school within the school district after the expulsion; and
2. Enrolling in a program or public school for alternative education for students who are expelled or permanently expelled during the period of expulsion.

Permanent Expulsion

“Permanently expelled” means the disciplinary removal of a student from the school in which the student is currently enrolled:

1. Except as otherwise provided in subparagraph (2), without the possibility of returning to the school in which the student is currently enrolled or another public school within the school district; and
2. With the possibility of enrolling in a program or public school for alternative education for students who are expelled or permanently expelled after being permanently expelled.

III. Individual Circumstances

Actions taken to control and correct undesirable student behavior should take individual circumstances into account. Concern for the safety and educational welfare of all students is a priority.

IV. Students with Disabilities

Students with disabilities must be disciplined in accordance with applicable provisions of Part B of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, state law, and these regulations.

Students with disabilities receiving IEP services who are at least 11 years of age, or younger in the event that the student engages in misconduct in one of the seven categories where state law provides for the suspension, expulsion, and/or permanent expulsion of students with disabilities at any age, may be suspended from school for not more than ten (10) days for each occurrence of misconduct, expelled, or permanently expelled from school only after a designee of the Board of Trustees has reviewed the circumstances and determined that the action is in compliance with the IDEA. In Lyon County School District, the Executive Director of Special Services is the designee responsible for making this determination. Nevada law allows for the suspension of a student with a disability who is under the age of eleven (11) in the following areas of misconduct: 1) Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, 2) Student in possession of a dangerous weapon other than a firearm, or 3) Student in possession of a firearm.

Before any school administrator suspends a student with a disability for any portion of a day, up to a maximum of ten (10) days per occurrence of misconduct, or conducts a hearing regarding a proposed expulsion or permanent expulsion, the administrator must contact the

Executive Director of Special Services who will determine whether the procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before implementation of the short-term suspension, or before a hearing is conducted regarding a proposed expulsion or permanent expulsion.

In addition, pursuant to state and federal law, a student with a disability who has been suspended or expelled must be provided with a free appropriate public education in compliance with the IDEA for each school day the student is suspended or expelled after the student has been removed for ten (10) cumulative days.

V. **Administrative Responsibility**

School administrators are responsible for taking actions as necessary to protect students and school personnel from dangerous or socially detrimental actions of students.

VI. **Prohibited Conduct and Consequences**

Consequences for misconduct vary and will be imposed or recommended by school administrators (including, as applicable, the assistant principal or principal) at his or her discretion depending upon individual circumstances. Consequences may include a verbal reprimand, referral to the school counselor, in-school suspension or other in-school procedures, out-of-school suspension, or expulsion. When appropriate, progressive discipline will be imposed. When city, state or federal laws are alleged to have been violated, referral will also be made to the proper legal authorities. Any offense deemed serious by a school administrator may result in a long-term suspension or expulsion. Under certain circumstances, suspension or expulsion is mandatory under state law. See Section VII.

1. Damage to school property, vandalism, theft
2. Receiving or possessing stolen property, under circumstances that would cause a reasonable person to know the property was stolen from another
3. Presence in an unauthorized area; leaving school buildings or grounds during school hours without proper clearance
4. Engaging in threatening or intimidating behavior
5. Willful disobedience, insolence, or insubordination to administrators, teachers, or other school personnel, including but not limited to behavior which defies instructions of district personnel, and the use of impertinent language toward administrators, teachers, or other school personnel
6. Assault, battery, fighting, or inciting others to engage in fighting
7. Possession of or being under the influence of any controlled or mind altering substance, (e.g. Kratom), alcoholic beverage, or intoxicants unless verified by a valid prescription; sale of any controlled substance or its counterfeit; possession, sale, or use of drug paraphernalia
8. Possession, sale, purchase or use of controlled substance paraphernalia
9. Sale or purchase of any controlled or mind altering substance (e.g. Kratom or its counterfeit)
10. Possession of firearm or dangerous weapon as defined under NRS 392.466 see Section VII for mandatory suspension or expulsion under certain circumstances
11. Possession of knives or weapons that are not defined as dangerous under NRS 392.466, including but not limited to pocketknives
12. Bullying, cyberbullying, or discrimination based on race in violation of Board of Trustees Policy JFCC
13. Slander or libel, by spreading false information in writing or verbally about a person

- and harming his/her reputation
14. Hazing in connection with any school or social activity relating to school
 15. Disorderly conduct, including conduct that impairs the health, safety, or welfare of teachers, students, or other persons, or interferes with the maintenance of school discipline, including but not limited to reporting a false fire alarm or bomb threat, possession or use of incendiary device, and gambling
 16. Use of firecrackers, snappers, or similar devices, including the discharging, distribution, possession, sale or use of the same
 17. Use of profane or vulgar language, oral/written obscenity, or obscene gestures; indecent exposure, including an open indecent or obscene exposure of one's person or the person of another
 18. Inappropriate dress and appearance that presents potential health or safety problems or causes school disruptions
 19. Inappropriate public displays of affection; sexual activity or misconduct
 20. Possession, use, sale, or distribution of tobacco products in violation of Board of Trustees Student Smoking Policy JFCG
 21. Harassment of other students, administrators, teachers, or other school personnel, including harassment based on sex, gender identity, race, religion, national origin, disability as defined in Board of Trustees Policy AC
 22. Truancy; excessive tardies
 23. Engaging in conduct that warrants the reasonable belief that substantial disruption of school operations will likely result
 24. Violating the district's internet and public network acceptable use policy as defined in Board of Trustees Policy EDB
 25. Violating the district's policy concerning the use of cellular telephones and other electronic devices as defined in Board of Trustees Policy EDBB
 26. Engaging in gang activity or association in violation of Board of Trustees Policy JFC
 27. Violating school bus rules or other school traffic/transportation rules
 28. Altering or attempting to alter school records such as attendance records, grade records, etc.
 29. Forging or using forged passes, excuses, or other school documents
 30. Cheating; dishonesty; plagiarizing
 31. Actions for which state law mandates discipline as set forth in Section VII of these guidelines
 32. Violating any other rules that the principal has established and has published in the school handbook
 33. Violating any prohibition on student conduct established in any Board of Trustees policy
 34. Engaging in any conduct that is prohibited by city, state or federal law

VII. Suspension, Expulsion or Permanent Expulsion

General Provisions

With the exception of the authority given to LCSD if a student engages in any of the seven

categories of misconduct described below, students must be at least 11 years old to be subjected to suspension, expulsion or permanent expulsion for violations of the LCSD code of conduct.

In extraordinary circumstances, a school official may request an exception from the Board of Trustees to expel or permanently expel a student under 11 years of age.

If a student is suspended for one school semester or expelled, the student must:

1. Enroll in a private school pursuant to Chapter 394 of NRS, or be homeschooled;
2. Enroll in a program of independent study provided pursuant NRS 389.155 for students who have been suspended or expelled from public school or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive, if the student qualifies for enrollment and is accepted for enrollment in accordance with the requirements of the applicable program; or
3. Enroll in a program of alternative education provided by the school district. LCSD shall, alone or through a partnership with another school district, provide a program of alternative education in an in-person setting that allows each student enrolled in the program to receive educational services in the least restrictive environment.

A homeless student or a student in foster care may be suspended from school for not more than 5 days if, following a review of all available information, the principal determines that the conduct of the student poses an ongoing threat to the student or other persons at the school, and if a determination is made that homelessness or being in foster care was not a factor in the behavior that led to the consideration for suspension or expulsion. The person responsible for making a determination of whether or not homelessness or being in foster care was a factor in the behavior shall presume that homelessness or being in foster care was not a factor in the behavior unless the person determines otherwise. A determination that homelessness was not a factor in the behavior must be made in consultation with the LCSD liaison for homeless students in accordance with the McKinney-Vento Homeless Assistance Act of 1987, or a contact person at a school, including, without limitation, a school counselor or school social worker. A determination that being in foster care was not a factor in the behavior must be made in consultation with an advocate for students in foster care at the school in which the student is enrolled or the school counselor of the student.

For any proposed suspension of 10 days or less, see Section IX, Procedures for Short-Term Suspensions.

For any proposed suspension of more than 10 days or an expulsion, see Section X, Procedures for Long-Term Suspensions or Expulsions.

Suspension, Expulsion or Permanent Expulsion in Seven Categories of Misconduct

Nevada law contains specific discipline authority and rules for seven categories of

misconduct:

- A. Student who sells or distributes a controlled substance;
- B. Student who commits a battery against a school employee;
- C. Student who commits a battery against a school employee with intent to result in bodily injury;
- D. Student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process;
- E. Student in possession of a dangerous weapon other than a firearm;
- F. Student in possession of a firearm; and
- G. Student deemed a habitual discipline problem.

The specific discipline rules for these seven categories of misconduct are described below.

The Superintendent may, for good cause shown in a particular case, allow a modification to the suspension or expulsion provisions for these seven categories of misconduct, if such modification is set forth in writing. The Superintendent shall allow such a modification if the Superintendent determines that a progressive discipline plan based on restorative justice may be used successfully.

A. Student who Sells or Distributes Controlled Substances

State law authorizes the LCSD to impose the following discipline for a student who sells or distributes any controlled substance while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

Nevada law does not allow the suspension of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

The principal of the school may reduce the period of suspension or convert an expulsion to a suspension for a student who distributes a controlled substance while on the premises of a public school, at an activity sponsored by a public school or on a school bus if:

1. The student is less than 11 years of age;
2. The student has not engaged in such proscribed conduct before; and
3. After a thorough review of the facts and circumstances, the principal determines that the

student did not know that the substance being distributed was a controlled substance.

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

B. Student who Commits a Battery Against a School Employee

State law authorizes the LCSD to impose the following discipline for a student who commits a battery against an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 8 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 or 7 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

Nevada law does not allow the suspension, expulsion, or permanent expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

“Battery” means any willful and unlawful use of force or violence upon the person of another. (NRS 200.481.1(a))

C. Student who Commits a Battery Against a School Employee with Intent to Result in Bodily Injury

State law authorizes the LCSD to impose the following discipline for a student who commits a battery which is intended to result in the bodily injury of an employee of the school while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 8 or older **must** be suspended, expelled, or permanently expelled.
- Students ages 6 or 7 **must** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

“Bodily injury” means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.

Nevada law does not allow the suspension, expulsion, or permanent expulsion of a student

with a disability who is under the age of eleven (11) for this category of misconduct.

The student must meet with the school and the student's parent/legal guardian. The school will provide the parent/legal guardian a progressive discipline plan based on restorative justice.

The principal of a public school may, at his or her discretion, reduce or eliminate the period of suspension, convert an expulsion to a suspension or otherwise reduce, eliminate or alter a disciplinary action imposed upon a student who commits a battery which results in the bodily injury of an employee of the school.

D. Student who Poses a Continuing Danger to Persons or Property or an Ongoing Threat of Disrupting the Academic Process

State law authorizes the LCSD to impose the following discipline for a student who poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

E. Student in Possession of a Dangerous Weapon Other than a Firearm

State law authorizes the LCSD to impose the following discipline for a student found in possession of a dangerous weapon other than a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **may** be suspended, expelled, or permanently expelled.
- Students ages 6 through 10 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

The student may be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

“Dangerous weapon” includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as defined in NRS 202.350, a

butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.

F. Student in Possession of a Firearm

State law authorizes the LCSD to impose the following discipline for a student found in possession of a firearm while on the premises of any public school, at an activity sponsored by a public school or on any school bus:

- Students ages 11 or older **must** be suspended, expelled, or permanently expelled.
- Students ages 8 through 10 **must** be suspended or expelled, but not permanently expelled.
- Students ages 6 or 7 **may** be suspended, but not expelled or permanently expelled.
- Students ages 5 or less **may** be suspended, but not expelled or permanently expelled. Any suspension must be reviewed and approved by the Superintendent or designee.

The student **must** be removed from the public school immediately upon being given an explanation of the reasons for the removal and pending proceedings, which must be conducted as soon as practicable after removal.

“Firearm” is defined in NRS 392.466 as including, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a “firearm” in 18 U.S.C. § 921, as that section existed on July 1, 1995.

G. Student Deemed a Habitual Discipline Problem

A school administrator shall deem a student enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in one year the student has:

1. Threatened or extorted, or attempted to threaten or extort, another student or a teacher or other personnel employed by the school two or more times; or the student has a record of five significant suspensions from the school of three days or more for any reason; and
2. The school has made reasonable efforts to develop a plan of behavior, and the student has not made efforts to enter into or participate in such a plan of behavior.

If a student is suspended, a school official shall develop, in consultation with the student and the parent or legal guardian of the student, a plan of behavior for the student. The parent or legal guardian may choose for the student not to participate in the plan of behavior. If the parent or legal guardian chooses for the student not to participate, the school official shall inform the parent or legal guardian of the consequences of not participating in the plan of behavior.

State law authorizes the LCSD to impose the following discipline for a student deemed a habitual discipline problem:

- Students at any age **may** be suspended.
- Students at any age **may** be expelled under extraordinary circumstances as determined by the principal.
- Students **may not** be permanently expelled.

Nevada law does not allow the suspension or expulsion of a student with a disability who is under the age of eleven (11) for this category of misconduct.

The school must make a reasonable effort to complete a progressive discipline plan based on restorative justice, based on the seriousness of the acts which were the basis for the discipline.

VIII. Conduct On and Off Campus

Violations of the rules listed in this regulation or the violation of any other regulation, policy, or law may result in the student being suspended or expelled when the misconduct occurs:

- A. At any time on school grounds, at the student's assigned school or at any other school, or upon any properties controlled by the District, whether or not school is in session.
- B. Off school grounds at a school activity, function, event, or on the way to and from school or a school activity, function, or event.
- C. Off school grounds but within sufficient proximity to District property that the conduct may have a direct impact on a school campus, a school sponsored activity, function, or event, or upon the health, welfare, or safety of students or school employees.
- D. Off school grounds by a student who is truant and whose conduct may impact a school campus, a school sponsored activity, function or event, or the health, welfare, or safety of students or school employees.
- E. At any time on or off the school grounds when the conduct has a direct impact on the health, welfare, or safety of students or school employees. This includes conduct off the school grounds that materially and substantially disrupts school activities or causes school officials to reasonably believe that it will do so.

IX. Procedures for Short-Term Suspensions (up to 10 school days)

Students who have been subjected to a short-term (up to 10 school days) out-of-school suspension will be allowed to make up work assigned during that period. It is recognized, however, that no assignments adequately substitute for being present for classroom instructional activities and that many activities by their nature may be impossible to make up. The student is responsible for initiating the request for any available makeup work.

Students who have been subjected to a short-term out-of-school suspension may not attend, practice, or participate in any extra-curricular activities during the suspension. Students who have been subjected to a short-term out-of-school suspension will not be allowed on school

premises unless prearranged with a school official.

The following procedures will be used to suspend a student from school for up to 10 school days. Except for the seven categories of misconduct described in Section VII, students must be at least 11 years old to be subjected to a short-term suspension.

The term “school administrator” refers to a dean/assistant principal or principal.

- A. The school administrator tells the student that he/she is meeting with the student to investigate allegations that the student has violated laws, and/or rules, policies, or regulations of the school district.
- B. The school administrator tells the student the specific laws, rules, policies, and/or regulations that are alleged to have been violated and that if the evidence supports the allegations, there will be consequences up to and including short-term or long-term suspension from school, and expulsion. The school administrator asks the student if the student understands the allegations.
- C. The school administrator explains to the student the evidence the school administrator has regarding the alleged violation(s).
- D. The school administrator asks the student to explain his or her conduct and gives the student an opportunity to present the student's side of the story.
- E. After hearing the student's explanation and evidence, the school administrator determines whether he/she needs more information and, if so, obtains it before making a decision. If no additional information is needed, the school administrator determines what, if any, violations exist and assigns appropriate consequences.
- F. Before any school official suspends a student with a disability receiving IEP services for any portion of a day (up to a maximum of ten (10) days per occurrence of misconduct), the administrator must contact the Executive Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before implementation of the suspension.
- G. If suspension is appropriate (for ten consecutive school days or less), the administrator notifies the student that the student will be suspended for (number of days) commencing (starting date). A special education student receiving IEP services may be suspended for up to ten (10) days maximum per occurrence of misconduct.
- H. On the same day that the suspension is issued, the school administrator notifies the student and, if the student is under 18 years of age, the student's parent or legal guardian via telephone call that the student has been suspended, including the terms (a description of the act committed by the student and the date on which the act was committed), effective date, and duration of the suspension. The terms of the suspension and the

current process to exercise the right to appeal the suspension shall be confirmed in writing through correspondence from the school administrator to the student and, if the student is under 18 years of age, the student's parent or legal guardian. Only suspensions of three (3) or more days may be appealed.

If the suspension is for 3-10 days, the correspondence must also include:

1. An explanation that if the student receives five significant suspensions of three or more days on his or her record during the current school year and has not entered into and participated in a plan of behavior, the student will be deemed a habitual disciplinary problem;
2. An explanation that a student who is deemed a habitual disciplinary problem may be suspended from school; or expelled from school under extraordinary circumstances as determined by the principal of the school;
3. If the student has a disability and is receiving IEP services, an explanation of the effect of NRS 392.466, including that if it is determined that the student's behavior is not a manifestation of the student's disability, he or she may be suspended or expelled from school in the same manner as a student without a disability;
4. A summary of the provisions in NRS 392.4655 concerning the development of a behavior plan.

- I. The student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for up to 10 school days may appeal the decision of the school administrator by contacting the Deputy Superintendent in writing within five (5) days of the issuance of the suspension. Only suspensions of three (3) or more days may be appealed.

The request for an appeal may be filed based on one or more of the following grounds:

1. A procedural error that significantly impacted the outcome of the investigation. The request for an appeal must include a statement of the alleged procedural error.
2. New evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction. The request for an appeal must include a summary of new evidence, why it was unavailable at the time of the investigation and its potential impact.

The Deputy Superintendent will schedule a hearing on an appeal of a suspension within five (5) days of receipt of the written request for an appeal. The appeal of a suspension for up to 10 school days will be conducted in an in-person or virtual hearing chaired by a Lyon County School District school administrator who did not issue the original suspension. The student or, if the student is under 18 years of age, the parent or legal guardian and a Lyon County School District school counselor shall be invited to the appeal hearing. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the student meeting with the school administrator who issued the suspension. The school

administrator chairing the appeal hearing, in consultation with the school counselor, shall then determine whether the disciplinary action taken by the school administrator who issued the suspension will be upheld or overturned. The Deputy Superintendent will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the appeal decision within two school days of the appeal hearing. The appeal decision is final.

X. **Procedures for Long-Term Suspensions (more than 10 school days, up to one semester), Expulsions (more than one semester), and Permanent Expulsions**

Students who have been subjected to a **long-term suspension, expulsion, or permanent expulsion** may not attend, practice, or participate in any extra-curricular activities during the suspension. Students who have been subjected to a long-term suspension, expulsion, or permanent expulsion will not be allowed on school premises unless prearranged with a school official.

The following procedures will be implemented for **long-term suspensions for more than 10** consecutive school days (up to one semester), **expulsions** (more than one semester), and **permanent expulsions** (no possibility of returning to a regular campus. The term “expulsion” generally refers to either an “expulsion” or a “permanent expulsion.” Except for the seven categories of misconduct described in Section VII, students must be at least 11 years old to be subjected to a long-term suspension or expulsion.

The timelines are general guidelines, subject to modification under individual circumstances.

- A. If the school administrator determines that a **long-term suspension or expulsion** is an appropriate consequence for a violation of laws, rules, policies, and/or regulations, the school administrator must notify the Superintendent within two days, or as soon as practicable, of imposing a short-term suspension.
- B. Students with disabilities receiving IEP services may not be suspended for more than ten (10) days per occurrence of misconduct. Students with disabilities receiving IEP services may be expelled or permanently expelled. Before any hearing is scheduled to propose the expulsion or permanent expulsion of a student with a disability, the administrator must contact the Executive Director of Special Services who will determine whether procedural requirements, if any, under the IDEA have been satisfied. This determination must be made before scheduling any hearing.
- C. The Superintendent or his or her designee will designate a panel of three impartial school district administrators (the “Discipline Panel”) to conduct a hearing on the proposed long-term suspension expulsion.
- D. The hearing will generally be scheduled no later than the conclusion of the short-term suspension, unless individual circumstances require an extended timeline.
- E. Three calendar days in advance of the scheduled hearing, the school administrator will

send or hand-deliver to the student (if 18 years of age or older) and his or her parents or guardians a written notice that includes the following:

1. A statement of the laws, rules, policies, and/or regulations allegedly violated by the student and the disciplinary action proposed by the school administrator;
 2. Notification that the school district will convene a hearing before imposing any additional suspension(beyond any short-term suspension already imposed) or expulsion;
 3. Notification of the date, time, and location for the scheduled hearing;
 4. Notification of the student's right to be represented at the hearing by an advocate of his or her choosing, including legal counsel;
 5. Notification of the student's right to present evidence and witnesses in his or her own behalf and to cross-examine witnesses against the student who are available and present at the hearing;
 6. Notification of witnesses the school intends to present;
 7. Notification of written evidence the school intends to present and copies of any such evidence;
 8. Notification of the current process to exercise the right to appeal the long-term suspension or expulsion; and
 9. A copy of this administrative regulation.
- F. The Discipline Panel will not be required to observe the strict rules of evidence observed by the courts, and shall be allowed to take such evidence, including oral and written evidence and impeaching evidence, as the Discipline Panel deems appropriate.
- G. Neither the school administrator nor the student or his or her parent shall discuss the merits of the case with any member of the Discipline Panel prior or subsequent to the hearing.
- H. The District will record the hearing, and the District's recording is the official recording of the proceeding. The student, or if the student is under 18 years of age, the parent or legal guardian may obtain a copy upon request.
- I. All hearings shall be closed to the public. (NRS 392.467)
- J. At the conclusion of the hearing, the Discipline Panel shall issue a written decision stating its findings with respect to the alleged violation(s) of laws, rules, policies, and/or regulations and the disciplinary consequences, if any, to be imposed. Generally,

when feasible, the written decision will be provided to the student and, if the student is under 18 years of age, the parent or legal guardian prior to the conclusion of any short-term suspension that has been imposed.

- K. The decision of the hearing committee may be appealed by the student or, if the student is under 18 years of age, the parent or legal guardian of a student suspended for more than 10 school days or expelled. The request for an appeal may be filed based on one or more of the following grounds:
1. A procedural error that significantly impacted the outcome of the investigation. The request for an appeal must include a statement of the alleged procedural error.
 2. New evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction. The request for an appeal must include a summary of new evidence, why it was unavailable at the time of the investigation and its potential impact.

The student or, if the student is under 18 years of age, the parent or legal guardian may appeal the decision of the hearing committee by contacting the Deputy Superintendent in writing within five (5) days of the issuance of the decision of the hearing committee. The Deputy Superintendent will schedule a hearing on the appeal of a long-term suspension or expulsion within five (5) days of receipt of the written request for an appeal.

The Deputy Superintendent will immediately contact the Superintendent. The appeal of a long-term suspension or an expulsion will be conducted by the Superintendent or designee in an in-person or virtual hearing within five (5) days of receipt of the request for an appeal. During the hearing, the student or, if the student is under 18 years of age, the parent or legal guardian shall present any relevant information concerning the incident and alleged misconduct which formed the basis of the disciplinary action, as well as present any concerns regarding the impartial hearing proceedings. Following the hearing, the Superintendent or designee will review the recording of the hearing and the final decision of the Discipline Panel. The Superintendent or designee will review adherence to the requirements for procedural safeguards listed above. The Superintendent or designee will review the evidentiary basis for the decision of the Discipline Panel. After reviewing the evidentiary basis for the decision and the extent to which the hearing procedures were adhered to, the Superintendent or designee shall then determine whether the disciplinary decision of the Discipline Panel will be upheld or overturned. The Superintendent or designee will notify the student or, if the student is under 18 years of age, the parent or legal guardian of the decision of the Superintendent or designee within two school days of the appeal hearing. The decision of the Superintendent or designee is final.

XI. Students Under Suspension or Expulsion From Other Schools

Except as otherwise provided in NRS 392.4675, Lyon County School District Schools will

not accept students who are under suspension or expulsion from other schools until such suspension or expulsion has been completed.

XII. Exception to Policy JG

An exception to this policy will be made with respect to student-athletes who test positive for alcohol, tobacco, or controlled or mind altering substances pursuant to LCSD Policy JFCJ (Random Drug Testing of Student Athletes). Students testing positive as a result of Policy JFCJ will be regulated in accordance with that policy.

XIII. Temporary Alternative Placement

If a student's behavior severely and consistently interferes with teaching and learning, he/she may be removed from class (or other school premise) temporarily in accordance with NRS 392.4645.

The student who interferes with the teacher teaching or the students learning may be removed from class temporarily. While out of class, the student must be supervised and working on schoolwork (in another classroom or in the office). The principal (or designee) will meet with the student and notify parents within 24 hours of the student's removal from class. Within three days, there will be a conference including the administrator, student, parents, teacher, counselor and Case Manager (if applicable). After the conference, the principal will decide whether the student should return to class. If the recommendation is that the student returns to class, and the referring teacher disagrees with that decision, the principal will call a meeting of the Progressive Discipline Committee (consisting of two elected teachers and an elected staff member; if the referring teacher or staff member is a member of the committee, the elected alternates should take their place at the review meeting) and inform the parents that the committee will be meeting to discuss the student's placement. The Committee will review the circumstances for the student's removal and assess the best placement. The committee shall direct that the student be: (1) returned to the classroom (or other premise) from which he/she was removed; (2) assigned to another classroom (or other premise); (3) assigned to an alternative educational program; or (4) referred to an Administrative Panel for possible suspension or expulsion. The committee may take other appropriate disciplinary action against the student should it deem necessary.

XIV. Transportation (NRS 392.4636)

The Board recognizes that parents of pupils who are transported to school by District buses are responsible for the supervision of such pupils until such time as the pupil boards the bus in the morning and after the pupil leaves the bus at the end of the school day. The responsibility of the School District commences when the pupil boards the bus and ends when the pupil is delivered to the regular bus stop at the close of the school day. The Board shall require pupils to conduct themselves in the bus in a manner consistent with established standards for classroom behavior. In cases when a pupil does not conduct themselves properly on a bus, the Transportation Supervisor or designee shall so inform the building principal, who will inform the parents immediately of the misconduct and request their cooperation in changing the pupil's behavior.

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Pupils who become a serious disciplinary problem on the school bus may have their riding privileges suspended. In such cases, the parents of the pupils involved become responsible for seeing that their children get to and from school safely, except as provided in IDEA for a student with a disability whose IEP includes transportation as a related service.

**Specific Authority to Suspend, Expel or Permanently Expel (NRS 392.466)
AUGUST 2024**

	AGE	SUSPENSION	EXPULSION	PERMANENT EXPULSION	CONDITIONS FOR IMPLEMENTATION
SALE OR DISTRIBUTION OF CONTROLLED SUBSTANCE	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Suspension must be reviewed and approved by Superintendent or designee.
BATTERY AGAINST EMPLOYEE	8+	Yes	Yes	Yes	
	6-7	Yes	No	No	
	5 or less	Yes	No	No	Suspension must be reviewed and approved by Superintendent or designee.
BATTERY AGAINST EMPLOYEE WITH INTENT TO RESULT IN BODILY INJURY *New category	8+	Yes	Yes	Yes	Pupil must be suspended, expelled, or permanently expelled.
	6-7	Yes	No	No	Pupil must be suspended.
	5 or less	Yes	No	No	Pupil may be suspended.

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	less				Suspension must be reviewed and approved by Superintendent or designee.
PUPIL WHO POSES A CONTINUING DANGER TO PERSONS OR PROPERTY OR AN ONGOING THREAT OF DISRUPTING THE ACADEMIC PROCESS *New category	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.
POSSESSION OF DANGEROUS WEAPON OTHER THAN FIREARM	11+	Yes	Yes	Yes	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	6-10	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.
	5 or less	Yes	No	No	Pupil may be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.
POSSESSION OF FIREARM	11+	Yes	Yes	Yes	Pupil must be removed from the public school immediately upon being given an explanation of the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal. Pupil must be suspended, expelled, or permanently expelled. (lengths of removals no longer in statute)
	8-10	Yes	Yes	No	Pupil must be removed from the public school immediately upon being given an explanation of

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					<p>the reasons for the removal of the pupil and pending proceedings, which must be conducted as soon as practicable after removal.</p> <p>Pupil must be suspended or expelled.</p>
	6-7	Yes	No	No	<p>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.</p> <p>Pupil may be suspended.</p>
	5 or less	Yes	No	No	<p>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.</p> <p>Pupil may be suspended.</p> <p>Pupil may be suspended only after the suspension is reviewed and approved by Superintendent or designee.</p>
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: August 26, 2025
To: Board of School Trustees
From: Dr. Stacey L. Cooper
Re: Updates Policy KL: Processing Complaint

Recommendation:

That the Board of School Trustees review and approve the proposed revisions to Policy KL: Processing Complaints as a second and final reading.

Background Information:

The Lyon County School District (LCSD) is updating its public complaint policy (Policy #KL), with the latest revision dated December 18, 2018. The original policy acknowledges the right of parents/guardians and other citizens to provide feedback and aims to improve educational programs while protecting the rights of district employees and students. Proposed changes clarify that the Board of Trustees welcome "constructive feedback" and encourage "parent/guardian and citizen advocacy." Any concerns against employees or students made directly to the Board or individual members will be referred to the Superintendent and further referred to the appropriate administrator or manager/supervisor for resolution. The policy specifies that employee and student disciplinary proceedings are confidential matters and not topics for public discussion.

Policy Overview:

A significant addition to the policy is the introduction of criteria for "vexatious" and "repeated" complaints. District officials will only investigate complaints against employees or students that are based on factual information, not rumor, hearsay, opinion, or perception. The policy also ensures that no employee or student will suffer adverse consequences for asserting that a complaint is vexatious or repeated, and complainants will be informed in writing if their complaint is dismissed, along with the reasons for dismissal. The administrative regulations for processing public complaints emphasize resolving concerns at the lowest levels first, and the adherence to a succinct timeline that honors collective bargaining agreements. If the complaint remains unresolved at the school level or is above site-level responsibility, it may be referred to the Deputy Superintendent. The Deputy Superintendent will respond in writing within 10 working days. Appeals of investigation conclusions can be made in writing within 10 working days of receiving the report.

Budget Considerations:

There is no direct budget implication associated with these policy revisions.

Discussed at Previous Meeting:

July 22, 2025 first reading

Attachment(s):

Policy KL - Processing Complaints

Mission Statement Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

POLICY FOR PROCESSING PUBLIC COMPLAINTS

1. The Board recognizes that parents/guardians have the right and the responsibility to represent their children, and that other citizens may have an interest in commenting on public education. Therefore, it is the obligation of the employees of the District to respond to the questions and concerns of the parents/guardians or the public.
2. The Board of School Trustees welcomes constructive criticism of feedback about the Lyon County School District intended to improve the quality of the educational programs and related services by encouraging parent/guardian and citizen participation advocacy, while protecting the rights of the District employees and students.
3. The Board as a governmental employer directs that District action relating to concerns against employees of the District fully comply with the procedures of NRS Chapter 391, the Negotiated Agreements, and the policies and regulations of the District which ensure due process of law.
4. In order to avoid potentially litigious situations, both District employees and concerned citizens should exercise discretion in discussing matters that may prove to be potentially libelous or slanderous in nature. A false statement of misconduct may be legally actionable if the maker of the statement knew it was false or if the maker recklessly makes the statement without adequate investigation to determine the truth or falsity of the allegation.
5. Any concern that deals with employees or students made directly to the Board of School Trustees or any individual member of the Board shall be referred to the Superintendent. Any matter brought to the attention of the Superintendent or other District official shall be referred to the Administrator or manager/supervisor with responsibility for the matter and who shall address the concern.
6. This policy is not intended to constitute a complaint procedure for employees or their associations nor is it intended, for allegations of bullying, harassment, intimidation or discrimination prohibited conduct/behavior(s) of students/staff or other areas which are covered by specific District Policies which provide for a separate complaint and investigation procedure (see policy ies JFCC, GBBC, and GL respectively or contact a District official for assistance).
7. Employee and student discipline proceedings are a personnel confidential matters and are not a topic for public discussion. Disciplinary action, if any, is also a confidential matter between the employee and the supervising Administrator and will not be made public. In a like manner, concerns expressed by the community should be kept in confidence and the names of students,

employees, parents/guardians, and the circumstances of the concern shall not be discussed with individuals not directly involved in the concern.

8. Any student disciplinary action to be taken as a result of the a substantiated complaint process shall follow appropriate due process and confidentiality guidelines in protecting student rights will be addressed in accordance with LCSD Board Policy JG.

9. Informal complaints by parents/guardians about employees (i.e. teachers) covered by the Lyon County Education Association Collective Bargaining Agreement (LCEA CBA) and their student requires that the parent/guardian meet with the employee and administrator within 3 working days of the complaint to cooperatively resolve the problem.

10. District officials will thoroughly investigate all valid complaints of prohibited conduct/behavior that are founded in actual, common, or constructive knowledge that would lead a reasonable person to believe that the prohibited conduct/behavior occurred. In other words, complaints against employees or students will only be investigated if they are based on factual information and not merely rumor, hearsay, opinion, perception, etc. Therefore, vexatious and/or repeated complaints will not be investigated by District officials when they are dismissed using this standard.

- A. A complaint shall be deemed vexatious if it is determined to have been made maliciously, frivolously, or without reasonable grounds; or if it is intended to harass, annoy, or otherwise subject the individual to unnecessary investigation or discipline.
- B. A complaint shall be deemed repeated if it contains substantially the same allegations or facts as a prior complaint that has already been investigated and resolved or dismissed.
- C. An employee or student about whom a complaint has been filed may submit evidence within 2 days of receiving the complaint asserting that the complaint is vexatious and/or repeated.
- D. Any complaint against an employee or student that is deemed by District officials to be vexatious and/or repeated will not be investigated.
- E. No employee or student shall suffer adverse consequences for asserting that a complaint is vexatious and/or repeated, or for requesting that it be dismissed.
- F. If a complaint is dismissed as vexatious or repeated, no record of the complaint will be maintained in the employee's personnel file or the student's education record. Further, the dismissed complaint may not be used or based in any future disciplinary proceedings.

11. If a complaint is dismissed, District officials will inform the complainant in writing regarding the dismissal of their complaint and the reasons that warrant the dismissal.

**LYON COUNTY SCHOOL DISTRICT
PUBLIC COMPLAINT
PROCEDURE**

PROCESSING PUBLIC COMPLAINTS - ADMINISTRATIVE REGULATIONS

The following regulations and procedures are established to ensure that parent/guardian and individual citizen's formal complaints will be given serious attention by Lyon County School District administration. The rights of the complainant as well as students and school personnel are to be protected. Although confidentiality will be honored so far as laws and policy require, it cannot be guaranteed. Reprisal or retaliation, in any form, by any involved party shall not be tolerated.

1. It is vital Every effort will be made to first resolve concerns at the lowest levels. Therefore, the complainant should make a reasonable effort to resolve the problem with those directly involved before filing a formal complaint. If the complaint remains unresolved, the complainant shall be provided a copy of this policy and advised of the next step in the procedure.

2. If the complaint initially is made, by phone or in person, to the school site administrator, he/she they shall:

1A) send/give a complaint form to the complainant to be filled out in writing and returned to the administrator within 10 days;

2B) inform those involved and/or named in the complaint by providing them a copy of the complaint.

If at all possible, the administrator shall attempt to arrange a meeting within 10 school working days with the complainant and school personnel who may contribute to the resolution of the complaint. (NOTE: within 3 working days if the complaint is informal and the school personnel is covered by the LCEA CBA).

If the complaint concerns itself with purported activity of a student who is not a child of the complainant, the administrator shall follow student due process and confidentiality guidelines in addressing the complaint with the student and his/her their parent/guardian.

3. If, upon receipt of a formal written complaint, the administrator determines the complaint focuses on an issue, directive or policy above site level responsibility, he/she they shall refer the complaint to the appropriate District level administrator for review/action.

4. If the complaint has been ~~dealt with~~ addressed at the school site and the complainant ~~disagrees~~ is not satisfied with the actions taken and/or proposed resolutions, the complaint may be referred to the Deputy Superintendent. The Deputy Superintendent may handle the complaint personally or refer it to other appropriate District level administration. The formal written complaint shall be reviewed ~~responded to in writing~~ within ~~ten~~ 10 working days. If necessary, the Deputy Superintendent will meet with the administrator, complainant, and other applicable individuals in an attempt to resolve the matter within 10 more working days. The Deputy Superintendent's decision will be provided in writing within 10 working days following the review or meeting.
5. If the complainant ~~continues to disagree~~ remains dissatisfied after having gone through the aforementioned process, ~~he/she~~ they may request the Superintendent review the complaint and resolution documentation. The Superintendent shall respond in writing to the written complaint within ~~ten~~ 10 working days from receiving the request to review the complaint.
6. If the complainant believes the complaint is not satisfactorily resolved by the Superintendent, ~~he/she~~ they may register the complaint, in writing, with the Board of Trustees setting forth the facts upon which it has been based, how the matter has been handled to this point and the relief sought by the complainant. The Board, at a regular or special meeting (in a closed session if required by NRS 241 et al), shall then review and address the complaint. Those who were a part of the complaint process must be duly notified as to this meeting and shall be afforded the opportunity to present testimony and evidence. The decision of the Board, which is final, shall be communicated to all involved parties in writing.

Appendix A

LYON COUNTY SCHOOL DISTRICT
PUBLIC COMPLAINT FORM

Name of complainant: _____

Mailing address: _____

Phone number: _____ Email address: _____

Date of complaint: _____

Please list/indicate what steps you have taken to resolve the concern. If you have not attempted to resolve this issue with the teacher/employee and school principal administrator, if appropriate, please do so before using this form.

I have spoken to addressed the issue with the teacher/employee on: _____

Date by (describe the action taken):

I have spoken to addressed the issue with the principal/supervisor on: _____

Date by (describe the action taken):

Explanation of complaint: _____

ADDITIONAL PAGES AND/OR EVIDENCE MAY BE ATTACHED

Appendix B

COMPLAINT FORM ACTION

Complaint Form received by: _____ Date: _____

Complaint Form reviewed by: _____ Date: _____

Complaint investigate by (if applicable): _____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

Review/Investigation Report sent by: _____ Date: _____

_____ Date: _____

_____ Date: _____

_____ Date: _____

Additional information/comments: _____

Lyon County School District Board Memo

Date: August 26, 2025
To: Board of School Trustees
From: BillieJo Hogan, Executive Director of Human Resources
Re: Updates Policy GL- Staff Complaints

Recommendation: That the Board of School Trustees review and approve the proposed revisions to Policy GL, Staff Complaints, as a second and final reading.

Background Information:

The Lyon County School District (LCSD) is updating its staff complaint policy (Policy #GL) pertaining to allegations of prohibited conduct, including bullying, cyber-bullying, harassment, sexual harassment, intimidation, retaliation, and discrimination. The policy was last updated August 27, 2024 with updated timelines and definitions aligned to NRS 388.122.

Policy Overview:

Although Policy GL currently states, “The Executive Director of Human Resources will then be responsible for forwarding the complaint to the appropriate administrator/manager/supervisor as soon as possible, but not later than 1 working day after receipt,” after reflecting on the discussion from the previous board meeting, additional language has been added (highlighted in blue) to ensure that the individual who is the subject of the complaint does not conduct the investigation.

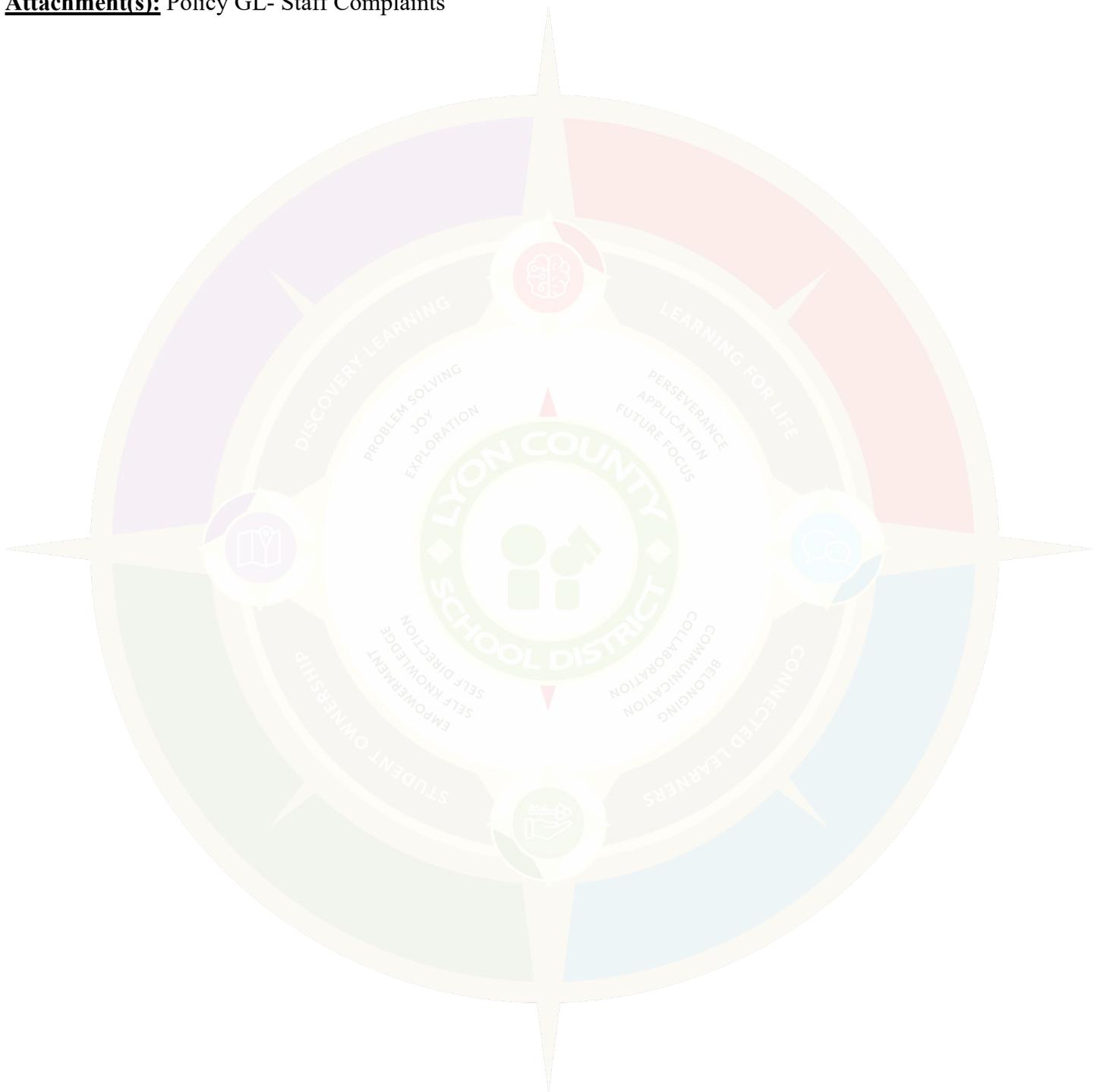
As discussed during the previous board meeting, the updated Policy GL outlines employee and administrator responsibilities, along with the complaint and investigation processes. Revisions to the language include replacing references to “bullying, harassment, and sexual harassment” with the broader term “prohibited conduct and/or behavior,” and the addition of “cyber-bullying.” The policy also reflects updated investigatory timelines to support thorough yet timely investigations. Additionally, a process was introduced for dismissing complaints deemed “vexatious” or “repeated”—defined as those made maliciously, frivolously, without reasonable grounds, or duplicative of previously resolved complaints. If dismissed for these reasons, the complaint will not be recorded in the employee’s personnel file or used in future disciplinary proceedings. Complainants will receive written notification explaining the reason for dismissal. Appeals of investigation conclusions may be submitted in writing within 10 working days of receiving the report and must be based on procedural error or new evidence.

Budget Considerations: There is no direct budget implication associated with these policy revisions.

Mission Statement Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery ~~24~~ learning for success in a rapidly evolving world.

Discussed at Previous Meeting: July 22, 2025

Attachment(s): Policy GL- Staff Complaints



Mission Statement Lyon County School District fosters learning for life, empowers connected learners, promotes student ownership, and encourages discovery learning for success in a rapidly evolving world.

STAFF COMPLAINTS: DEALING WITH ALLEGATIONS OF PROHIBITED CONDUCT/BEHAVIOR(S)

The Lyon County School District is committed to providing a safe and respectful learning and working environment that is free from all prohibited conduct/behavior(s), including but not limited to, bullying, cyber-bullying, harassment, sexual harassment, intimidation, retaliation, and discrimination for all staff. Through the District's staff complaint resolution process detailed in the following this policy and administrative regulations, employees shall have a method to resolve concerns and complaints.

Below The following are the governing documents related to the process for LCSD staff to file a complaint:

- GBBC: Employee Bullying
- GBB: Fair Employment Practices
- GBBJ: Code of Ethical Standards
- AA: Equal Educational Opportunity; Equal Employment Opportunity; Nondiscrimination
- AB: Nondiscrimination on the Basis of Sex under Title IX
- Applicable negotiated agreements

This policy for complaints does not prohibit the processing of grievances by an employee bargaining representative and/or a member of a bargaining unit pursuant to grievance procedures established at the District level by an applicable collective bargaining agreement ("CBA").

SPECIAL NOTE REGARDING SEXUAL HARASSMENT UNDER TITLE IX:

If the alleged bullying or harassment or sexual harassment prohibited conduct/behavior(s) could constitute sexual harassment under Title IX, the AB policy and administrative regulations apply rather than the GL policy and administrative regulations.¹ Because the school district must respond with specific steps whenever any employee has notice of sexual harassment under Title IX, **all school employees are required to report possible incidents of sexual harassment involving students directly to the District's Title IX Coordinator, as soon as practicable, but not later than a time during the same day on which the employee became aware of sexual harassment, including allegations of sexual harassment.** Reports by school district employees must be made by in person, by telephone, and/or by email to the school district's Title IX Coordinator as follows:

Executive Director of Human Resources (EEO Officer)
Lyon County School District

**LYON COUNTY SCHOOL DISTRICT
BOARD POLICY**

GL

25 E. Goldfield Avenue Yerington, NV 89447
(775)463-6800 bhogan@lyoncsd.org

The school district's Title IX Coordinator will assist the employee to determine whether the allegation could constitute sexual harassment under Title IX, in which case Board Policy AB will be followed rather than Board Policy GL.

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 Department of Human Resources oversees the complaint process for staff bullying, harassment and discrimination matters falling under Board Policy GBBC: Employee Bullying, Board Policy GBB: Fair Employment Practices and state and federal laws and regulations including Title II of the Americans with Disabilities Act of 1990, Title VI of the Civil Rights Act of 1963, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the Age Discrimination Act of 1975. The Director of Human Resources is the Title IX Coordinator and EEO Officer for the District.

Policy #GL
Revised ~~8/27/24~~ 8/26/25

STAFF COMPLAINTS: DEALING WITH ALLEGATIONS OF PROHIBITED CONDUCT/BEHAVIOR(S) - ADMINISTRATIVE REGULATIONS - COMPLAINT PROCESS

This procedure outlines the process for the prompt and equitable response to complaints from staff regarding allegations of prohibited conduct/behavior(s) including, but not limited to, bullying, cyber-bullying, harassment, sexual harassment, intimidation, discrimination and/or retaliation against a staff member in the Lyon County School District.

1. Employee Responsibilities

Employees who believe they personally are being or have been subjected to prohibited conduct/behavior(s), and/or are the target of any form of prohibited conduct/behavior(s), or have witnessed any other employee being subjected to these behaviors should immediately:

1. Identify the offensive behavior to the alleged offender and request that the behavior cease.
2. Note: An employee is NOT required to talk directly to the alleged offender or to the employee's supervisor. It is critical, however, that the employee contact one of the individuals listed in sections 2 or 3 below if s/he they believes s/he they is are being targeted, or has witnessed what the employee believes to be prohibited conduct/behavior(s) directed to or committed by another employee(s), client(s), customer(s), vendor(s), volunteer(s), contractor(s), etc.
3. If the employee feels uncomfortable in speaking directly to the alleged offender or if the employee requested the prohibited conduct/behavior(s) to cease, but the request did not produce the results desired, the employee should report the prohibited conduct/behavior(s) as soon as possible to any administrator, or manager/supervisor, or the District's designated EEO Officer.
4. An employee who witnesses or obtains valid information regarding prohibited conduct/behavior(s) by his/her their immediate supervisor is required to report the incident to the any administrator, District official, or EEO Officer.
5. Applicants who have concerns regarding violations of this any board policy are encouraged to contact the designated EEO Officer or the alternate.
6. Definitions for Bullying, Harassment, Intimidation and Discrimination are found in Policy GBBC – Employee Harassment, Intimidation and Discrimination Bullying.

NOTE: Per NRS 388.122, the definition of "bullying" excludes acts, gestures and expressions which are engaged in as part of a mutual disagreement or conflict.

2. Administrator/Manager/Supervisor Responsibilities

Regardless of whether the employee involved is in the administrator's or manager's/supervisor's department, and regardless of how s/he they became aware of the alleged prohibited conduct/behavior(s), all administrators or managers/supervisors must immediately report all allegations, complaints or observations of such prohibited conduct/behavior(s) to the EEO Officer. The information reported must include:

1. The persons(s) involved, including all witnesses.
2. A written record of specific conversations held with the accused and any witnesses.
3. All pertinent facts, including date(s), time(s), and locations(s).
4. Any evidence secured.

Upon becoming aware of alleged prohibited conduct/behavior(s), District officials will take necessary action to ensure the safety of the involved employees.

An administrator's or manager's/supervisor's failure to immediately report such activities, complaints, or allegations will result in discipline, up to and including possible termination.

Filing a Complaint

Complaints should be filed with the lowest level administrator/manager/supervisor who is not involved in the alleged bullying, harassment and/or discrimination prohibited conduct/behavior(s) and has the authority to remedy the alleged issues, or filed with the Department of Executive Director of Human Resources/EEO Officer or alternate.

If an administrator/manager/supervisor is aware or made aware of actions that may amount to bullying, harassment and/or discrimination prohibited conduct/behavior(s), they administrator may must request a written complaint from the alleged victim or proceed with an investigation without a written complaint. If there is no the alleged victim refuses to file a written complaint, the administrator will file create a report of the alleged prohibited conduct/behavior(s), which will serve as the complaint for purposes of the investigation.

If the complaint is not filed with the appropriate administrator, the person receiving the complaint shall note the date and time the complaint form was received and immediately forward the complaint form to the Executive Director of Human Resources. The Executive Director of Human Resources will then be responsible for forwarding the complaint to the appropriate administrator/manager/ supervisor as soon as possible, as practical but not later than 1 working day after receipt.

Formal complaints ~~should~~ must be submitted on the Staff Complaint form. When reporting an incident, it is helpful to provide as much information as possible, including the following:

1. A description of the event(s);
2. The number of occurrences, with dates and places;
3. The names of any witnesses;
4. Any documents or other exhibits evidence; and, if appropriate
5. The relief or remedy requested.

Once a complaint is received by the appropriate first level administrator, a confidential, thorough, and impartial investigation shall begin promptly once received by the appropriate administrator within 5 working days, unless unusual circumstances prevent the investigation from being started. Administrators/managers/supervisors shall coordinate and timely report investigative findings to the Executive Director of Human Resources. Additionally, the district may report individuals in violation of this policy to law enforcement officials as applicable. Licensed staff may be reported to the Nevada Department of Education.

Note: A copy of the complaint and associated evidence (if any) will be provided to the alleged offender(s) by the administrator/ manager/supervisor within 1 working day of receiving the complaint. The alleged offender(s) may submit evidence to the investigating administrator/manager/supervisor asserting that the complaint is vexatious or repeated within 2 working days of receiving the complaint against them.

Complaint Review

Upon receiving a complaint of alleged bullying, harassment and/or discrimination prohibited conduct/behavior(s), the administrator/manager/supervisor shall take any immediate necessary action to ensure the safety and well-being of the complainant(s) or other employee(s) that have alleged harm. Additionally, the complaint may be reviewed by the Superintendent or designee to determine if it is vexatious or repeated.

District officials will thoroughly investigate all valid complaints of prohibited conduct/behavior that are founded in actual, common, or constructive knowledge that would lead a reasonable person to believe that the prohibited conduct/behavior occurred. In other words, complaints against employees will only be investigated if they are based on factual information and not merely rumor, hearsay, opinion, perception, etc. Therefore, vexatious and/or repeated complaints will not be investigated by District officials when they are dismissed using this standard.

1. A complaint shall be deemed vexatious if it is determined to have been made maliciously, frivolously, or without reasonable grounds; or if it is intended to harass, annoy, or otherwise subject the individual to unnecessary investigation or discipline.

2. A complaint shall be deemed repeated if it contains substantially the same allegations or facts as a prior complaint that has already been investigated and resolved or dismissed.
3. An employee about whom a complaint has been filed may submit evidence asserting that the complaint is vexatious and/or repeated within 2 days of receiving the complaint.
4. Any complaint against an employee that is deemed by District officials to be vexatious and/or repeated will not be investigated.
5. If a complaint is dismissed as vexatious or repeated, no record of the complaint will be maintained in the employee's personnel file. Further, the dismissed complaint may not be used or based in any future disciplinary proceedings.
6. No employee shall suffer adverse consequences for asserting that a complaint is vexatious and/or repeated, or for requesting that it be dismissed.
7. If a complaint is dismissed, District officials will inform the complainant in writing regarding the dismissal of their complaint and the reasons that warrant the dismissal.

Investigation Process

The District will endeavor to complete an investigation into bullying, harassment or discrimination prohibited conduct/behavior(s) as quickly as possible after the administrator District official receives the complaint. During the investigation, interviews will be conducted and statements shall be taken from the involved individuals, to include any witnesses. Written statements are preferred, when possible. The parties complainant(s) and alleged offender(s) will have an opportunity to submit evidence and a list of witnesses. A written report of the findings and conclusions of the investigation shall be completed that includes a summary of the facts and the evidence considered. Investigation notes and documents are considered work products and are kept confidential as permitted by law.

1. Investigation

1. Upon being made aware of allegations or complaints of prohibited conduct/behavior(s), the District will ensure that such an investigation of the allegations or complaints will begin within three 5 working (3) days. This provides adequate time for the accuser and accused to present evidence, as applicable. The District treats all valid allegations or complaints seriously and requires all employees to be candid and truthful during the investigation process. Complaints made against a supervisor will not be investigated by that supervisor. Instead, the investigation will be conducted by the supervisor's supervisor or another administrator not involved in the allegations.
2. The investigation should be completed as expediently as practicable, not to exceed 7 10 working days after the staff complaint is filed investigation commenced. If the administrator District official is not able to complete the required interviews with the

~~complainant or respondent,~~ because ~~any of the~~ staff are not available, 2 additional days may be used to complete the investigation.

3. The District will make efforts to ensure that all investigations are kept as confidential as ~~reasonably~~ possible, ~~although confidentiality cannot be guaranteed~~. Employees ~~will be~~ ~~are~~ requested to refrain from discussing the subject content with others, particularly while the investigation is in progress. Employees ~~shall~~ ~~may~~ be required, ~~upon request,~~ to provide information to regulatory agencies. The District will release information obtained only to those individuals involved in the investigation and the administration of the complaint with a business need-to-know, or as required by law.
4. The ~~District~~ investigator(s) will communicate to the individual who made the initial complaint, as well as the individual against whom the complaint was made, that the investigation is completed and appropriate action, if any, has been taken. The complainant(s) and individual(s) against whom the complaint was made will be provided a copy of the investigation report with the associated findings and conclusion.
5. If evidence arises that a participant in the investigation made ~~intentionally~~ false statements or withheld pertinent information from the investigator, that employee will be disciplined, up to and including possible termination.
6. If it is determined that a violation of ~~this~~ LCS D board policy/regulation has occurred, the District will take corrective action against the violator commensurate with the severity of the offense. Such corrective action may include, but is not limited to, counseling, verbal warning, written reprimand, admonition, pay reduction, transfer, demotion, suspension without pay, and/or termination. The District will also initiate action to deter any future prohibited conduct/behavior(s) from occurring. Employee discipline will be progressive and remain confidential as required by policy and law.
7. With regard to disability-related complaints, the EEO Officer shall propose a resolution to the complaint based upon the findings of ~~such~~ the investigation. Such resolution will include reasonable accommodation when the District determines that such a reasonable accommodation can be provided.

Retaliation

It is a violation of ~~the~~ LCS D board ~~P~~policy and applicable law to retaliate against any individual filing a complaint. Any staff member who believes they are experiencing retaliation because they filed a complaint should file a separate complaint regarding the alleged retaliation with the Executive Director of Human Resources/EEO Officer or alternate.

Appeals

Any complainant who is not satisfied with the resolution of a complaint conclusion of the investigation may appeal that decision in writing within 10 business working days of notification of the resolution receipt of the investigation report addressed to the Executive Director of Human Resources based on one or more of the following grounds:

1. A procedural error in the investigation process (e.g. failed to interview all witnesses listed, failed to consider video evidence, etc.) that significantly impacted the outcome of the investigation.
2. To consider new evidence which was unknown or unavailable during the original investigation and that could substantially impact the original findings or sanction conclusion. The appeal must include a summary of new evidence, why it was unavailable at the time of the investigation, and its potential impact.

An appeal will be assigned to a District administrator (“Appeal Review Officer”) who did not conduct the underlying investigation. The Appeal Review Officer assignment will be made by the Executive Director of Human Resources, depending on the nature of the complaint, and those involved. Acknowledgement of receipt of appeal will be sent to the appealing party. The Executive Director of Human Resources will respond to the appealing party indicating receipt of the appeal and the name of the Appeal Review Officer within 3 working days of receipt.

Before considering the appeal, the Appeal Review Officer will determine whether the appeal is timely and raises substantiates one or more of the permissible grounds for appeal listed above. If the written appeal is not timely or does not raise substantiate one or more of the permissible grounds for appeal, the Appeal Review Officer will notify the appealing party in writing that the appeal is denied and the basis for the denial within 10 working days of receiving the assignment.

A decision on an appeal will be based on the following:

Unless there is a request to consider new evidence as grounds for an appeal, The Appeal Review Officer WILL NOT conduct a new or separate investigation, but will limit his or her their review to the investigation record and process. If the Appeal Review Officer determines that the written appeal is timely and substantiates one or more of the permissible grounds for appeal,

• The Appeal Review Officer will decide whether to grant or deny the appeal based on the specific grounds for appeal. • The Appeal Review Officer they may will also remand refer the matter back to the original investigator(s) to consider substantiated new evidence or if a procedural error was found that significantly impacted the investigation. The original investigator(s) will reopen the investigation to consider the new evidence and/or correct the procedural error as applicable and render a new report with associated facts and conclusion within 10 working days from it being referred back. The original investigator(s) will provide the

new report to the complainant, alleged offender(s), and Appeal Review Officer within 1 working day of completion.

The Appeal Review Officer will review the new report to determine that the new substantiated evidence was appropriately considered and/or the procedural error was corrected leading to the new facts and conclusion. The Appeal Review Officer will render a decision and provide a written determination respond to the appealing all the parties involved with a written decision of the appeal within 10 working days of receiving the new report. The Appeal Review Officer's decision is final and not subject to further appeal.

Confidentiality

An investigation will be kept in strictest confidence, ~~where practical,~~ for the protection of all parties involved. The District's obligation to investigate, provide a safe environment and take corrective action may supersede an individual's right of privacy. Pending the completion of the investigation, ~~however,~~ the District ~~may~~ will take any action necessary to protect the safety and well-being of its students, employees, and property.

Sanctions

Consistent with the requirements of applicable state law, District policies and administrative regulations, and/or collective bargaining agreements, the District may take such action as deemed necessary and appropriate after the completion of the investigation. The complainant(s) will be notified in writing of the investigation findings. However, if the individual(s) who were found to be engaged in prohibited conduct/behaviors are disciplined, the complainant(s) will only be advised that the District is taking appropriate steps to ensure that the prohibited conduct/behaviors will not re-occur.

Nothing in this procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of bullying, harassment or intimidation prohibited conduct/behavior(s) herein, but which ~~are or~~ may ~~be prohibited by~~ be a violation of other District ~~rules~~ policies/regulations.

A substantiated charge against an employee of the District may subject the employee to disciplinary action in accordance with ~~any~~ the requirements of applicable state law, District policies and administrative regulations and/or collective bargaining agreements.

False, Vexatious, and/or Repeated Accusations

Persons knowingly bringing false, vexatious, and/or repeated accusations ~~will be held responsible for their actions, and~~ may be subject to disciplinary action commensurate with their conduct/behavior(s) and in accordance with the requirements of applicable state law, District policies and administrative regulations, and/or collective bargaining agreements.

Remediation

Individuals found to be subjected to harassment or discrimination prohibited conduct/behavior(s) will be provided support services available from the District to help deal with the effects. As always, employees are encouraged to access the Employee Assistance Program (EAP).

Where To Go for Help

Employees may contact any of the following individuals or offices for guidance, information, or resolution of a sexual harassment prohibited conduct/behavior issues:

- Administrators, Supervisors, Managers, or other District officials principal, or director
- Department The Executive Director of Human Resources (EEO Officer) or alternate

Other Sources of Assistance

Additional avenues available to staff members for filing a complaint include: U.S. Equal Employment Opportunity Commission (“EEOC”) and/or Nevada Equal Rights Commission (“NERC”).

- A staff member is required to exhaust the administrative process with the District, prior to filing a complaint with the EEOC or NERC.

The Nevada State Department of Education

U.S. Department of Education Office for Civil Rights, Regional Office

Any court of competent jurisdiction

Appendix A

**LYON CSD STAFF COMPLAINT FORM REGARDING ALLEGED
WORKPLACE BULLYING, HARASSMENT, OR DISCRIMINATION
PROHIBITED CONDUCT AND/OR BEHAVIOR(S)**

Lyon County School District (“District” or “LCSD”) has developed this Complaint Form and Staff Complaint Process for the prompt and equitable response to complaints from District staff regarding allegations that the District personnel or other staff members bullied, harassed or discriminated engaged in prohibited conduct/behavior(s) against any person employee with respect to the person employee’s compensation, terms, conditions, or privileges of employment because of the person’s age, disability, equal pay, genetic information, gender identity or expression, national origin, pregnancy, race, religion, retaliation, sex, sexual harassment or sexual orientation in compliance with LCSD Board Policies GBBC: Employee Bullying, GBB: Fair Employment Practices, GBBJ: Code of Ethical Standards, AB: Non-Discrimination Title IX, and applicable negotiated agreements workplace or other civil rights. The complaint process shall remain confidential to the fullest extent allowed by law.

Complainant Information

Name:		
Full Address: <u>City State ZIP</u>		
Home/Cell Phone #:	Work Phone:	Email:
School or Work Location/ <u>Department</u> :		Occupation/ <u>Title</u> :

This complaint alleges the following prohibited conduct/behaviors:

Bullying ___; and/or

Harassment/Discrimination on the basis of (check all that apply):

- Age___ Disability___ Equal Pay___ Genetic Information___ Gender Identity or Expression___
National Origin___ Pregnancy___ Race___ Religion___ Retaliation___ Sex___ Sexual
Harassment___ Sexual Orientation___ Other (please specify) _____

Subject of Complaint:

Name:
Occupation (if known):
School or Work Location/ <u>Department</u> (if known):

**LYON COUNTY SCHOOL DISTRICT
BOARD POLICY**

GL

Complaint:

Incident(s) occurred or began on or about (date):	Time of Occurrence (approximate is acceptable):
Place of Occurrence (description of area or address. Example: "Room N-99, Anytown High School):	
Time and Place that you addressed <u>the</u> complaint with <u>the alleged offender and/or</u> supervisor, or reason for not addressing <u>the</u> complaint with <u>the alleged offender and/or</u> supervisor:	
Description of Incident (Please attach additional information as necessary.):	
Relief Requested or Proposed Resolution:	

Possible Witnesses:

Name:	Contact Information (if known):	
School or Work Location/ <u>Department</u> (if known):	Occupation (if known):	
Information witness may have:		

Name:	Contact Information (if known):
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**LYON COUNTY SCHOOL DISTRICT
BOARD POLICY**

GL

School or Work Location/Department (if known):	Occupation (if known):
Information witness may have:	

Please attach any and all related documents you believe are material and relevant to support your complaint allegations.

Name:	Contact Information (if known):
School or Work Location/Department (if known):	Occupation (if known):
Information witness may have:	

Name:	Contact Information (if known):
School or Work Location/Department (if known):	Occupation (if known):
Information witness may have:	

Signature of Complainant

Date

To Be Completed by Human Resources	
Date Received: _____	Assigned To: _____