

MINUTES

Lyon County School District Board of Trustees

A workshop of the Board of Trustees of Lyon County School District was held June 4, 2025, beginning at 4:00 PM at Professional Learning Center, PLC, located on the SSES Campus, 3800 W. Spruce St., Silver Springs, NV 89429.

1. CALL TO ORDER

President Hendrix called the meeting to order at 4:04 pm.

2. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Trustee Bull.

3. WELCOME OF GUESTS

Clerk Dawn Carson was not in attendance.

Those in attendance were:

President Tom Hendrix

Trustee Elmer Bull

Trustee Darin Farr

Trustee Sherry Parsons

Trustee Bridget Peterson

Trustee James Whisler

Superintendent Tim Logan

Deputy Superintendent Dawn Huckaby

Executive Director of Human Resources BillieJo Hogan

Executive Director of Special Services Rachel Stewart

Executive Director of Educational Services James Gianotti

Executive Director of Operations Harman Bains

Communications and Public Relations Officer Skyler Tremaine

Administrative Assistant to the Superintendent and Board of Trustees Margaret Heim

4. APPROVAL OF AGENDA

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

Trustee Parsons seconded.

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

5. 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 CAPRO Skyler Tremaine who read a note of gratitude from the Yerington School music and arts program directors.

6. **(For Possible Action)** Discussion and possible action to provide district administration direction on a staff acknowledgement and recognition memento.

Recognition memento item. Superintendent Logan shared that recognition pins had been used in the past to commend or recognize staff for doing exceptional work. Trustee Whisler suggested doing this again with pins, chips or challenge coins. The district logo was suggested as part of the design. There was discussion regarding the appeal of a challenge coins from a military aspect and the history of this practice. They were presented by leadership to recognize outstanding work, unity and cohesion. The board, in general, were in favor. CAPRO will look into prices and design, with recommendations from Trustee Whisler.

Trustee Peterson made a motion to move ahead with the challenge coin idea, with the design to be emailed to the board.

Trustee Whisler seconded.

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

7. **(For Possible Action)** Discussion and possible action to move the July 22, 2025 meeting to the PLC.

The district recommended moving the July 22, 2025 meeting to the PLC in Silver Springs. The Night in the Country event is a concern with high traffic in the Yerington area. The PLC in Silver Springs would be a better place, with more seating room than the District office board room.

Trustee Peterson made a motion to move the July 22, 2025 board meeting to the PLC in Silver Springs.

It was seconded by Trustee Parsons.

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

8. **(For Possible Action)** Discussion and possible action to provide district administration further direction on the comments made from LCSD staff through the "Suggestion Box" questions.

Supt Logan spoke on the hundreds of comments that are the voice of the school and district staff. Themes were organized to help in considering the comments and validate concerns.

The first question was: Why is LCSD a great place to work?

- Employees answered with positive community and small-town feel, a sense of relationship in our schools, appreciating the collaboration with local law enforcement, wellness hubs, and local tribes. The board discussion focused on being happy that many staff feel this way but not all do. The suggestions box concept was not the survey that was asked for. They brought up some of the negative things that have recently been brought up in meeting public comments and personally to trustees. Some may mistrust the surveys and are not honest or don't answer. Communicating the positive things happening is important to share, so families know.
- Staff like the focus on student success, care for kids, and a "student-first" mentality. The board appreciates that staff commented on this, and it aligns with the Portrait of a Learner and individualized learning. They would like to get this message out to the public and highlight that there are people who are happy in LCSD to attract and retain staff, while we work to fix the negative.
- Staff like the supportive environment - The internships, professional growth opportunities, the Grow Your Own (GYO) program.
- Benefits and Pay - Many feel it is competitive pay, and the recent improvements to the medical benefits package were appreciated.
- Positive culture in the workplace - Staff were on both sides of this. Good to have positive comments, but still need to fix the negative things.

Second question: What is your primary concern with LCSD today?

- Student Behavior and Discipline – There is a lack of effective discipline, teachers feeling unsafe and unsupported, particularly with special education students exhibiting severe behaviors. District initiatives are to work with the SRO program, the Sheriff's zero-tolerance policy, update the cell phone policy, secondary vape detectors, and review of the restorative practices and justice. Trustee Whisler gave example of a substitute not having appropriate supports in disciplining students and lacking support from administrators. They are in favor of getting an explanation of what is allowed to happen and what is not, to understand the limitations and the law. The changes are frequent, especially with regard to special needs students. The revision to the restorative justice plan should be as strict as allowed, and made consistent across the schools. Deputy Superintendent Huckaby explained that the district is currently working with a consultant to bring this plan to the board. The Restorative Discipline Plan comes to the board for annual approval with a detailed matrix that comes directly from NRS. Following JG policy, a committee comprised of stakeholders, and subject-matter experts, the APs, counselors, etc. That is the district plan, and then each school has its own committee and stakeholders including parents, teachers, and admin. A number of comments lead to a review of the cell phone policy that is not working for the district as hoped. Behavior issues are a significant factor in retention. Enforcement is key, going forward, in supporting staff.
- Teacher Retention and Recruitment - Staff touched on the high turnover, lack of incentives and uncompetitive pay compared to other districts, along with the feeling of being undervalued. Story shared of a teacher experiencing problems getting hired. The process for posting openings and hiring applicants was reviewed, including the positions that become critical needs. The team makes decisions that are best for the students.

- Leadership and Administration concerns expressed were about poor communication, favoritism, and disconnect between district and school site. The School Board issues were about political agendas, ties to the teacher association, and unprofessional conduct or corruption. The board shared their experiences in doing school walk-throughs and positive connections being built. These are frequent and not always planned. Teachers seem grateful to see the trustees and are open with information, problems and questions. There is some lack of awareness and lack of knowledge regarding the election process. There were no inappropriate contributions made to the board candidates and all followed what was allowed by the law. It is a good practice though, to remember that the public is watching, and the board needs to be professional and respectful. Trust begins at the top.
- Workload and Resources - Concerns were regarding inadequate resources, class sizes, support for special education case loads. LCSD follows the law on class sizes and are lower than in other districts. The curriculum is now steady with HMH and i-Ready. The plan is to stay with those for the long term. The board agreed, in general, that even in a small class, one behavior problem can be overwhelming. Support for those special needs classrooms is a priority.
- Student and Community Challenges - Chronic absenteeism, low parental engagement, and student apathy hinder educational outcomes. Social promotion and weak foundational skills are also problematic. The district has implemented Student Absentee Advisory Board (SAAB). LCSD schools are working on positive incentives, school competitions, extra recess, and other things to make it public and visible, honoring classes, peer pressure to incentivize coming to school. The board would like to know when the "Parent University" events are happening to educate parents.
- Health and Safety - LCSD Operations team is continually working to address facility issues. This is ongoing.
- Curriculum and Testing - LCSD curriculum is state-approved, testing is mandated, not controlled by the district, and there is a focus on growth and student achievement, in alignment with LCSD Portrait of a Learner. SBAC for grades 3-8 will be continuing and MAP for K-3 is the trigger for Read by 3 remediation. i-Ready tools K-3 will continue for the assessment, allowed by the state.

5:55 break

Called the meeting to order at 6:03

Staff suggestions for improvement include schedule changes, aligning the calendar with other districts, and adjusting start/end times to better suit students and staff. Increased support, more teacher training, dedicated reading interventionists, and in-school suspension staff to manage behavior. Policy Reforms, like stricter discipline, ending social promotion, and ability to combine sick/personal days into PTO. Resource Allocation, staff urge prioritizing classroom supplies over administrative costs, standardizing technology purchases, and addressing aging facilities. Staff Incentives, like higher pay for longevity, scholarships for continuing education, and better maternity leave policies. Transparency and Accountability - concerns about retaliation for voicing issues, using anonymous feedback mechanisms and greater board accountability.

There was discussion about the professional training offered to staff. There is a large

ongoing amount of training offered. The board receives the multiple emails that go out to staff offering PD.

Suggestion box #2

The first question, "What programs or opportunities would enhance students' educational experiences?" 11.5% of staff replied to this Suggestion Box.

- After-School Tutoring & Enrichment - staff responses asked for tutoring across all grade levels. Most schools have in person tutoring after school or during lunch. PAPER tutoring is available to all, Littera, summer school, Boys and Girls Club tutoring, and many enrichment opportunities. CTE, culinary, woodshop in a box, and more. The challenge is finding adults to teach and guide, we can find space, but to hire qualified person to take the job is a struggle.
- CTE and Trade - There is strong demand for more Career and Technical Education offerings, such as culinary arts, welding, auto mechanics, construction, personal finance, and woodshop, particularly at middle and high schools. This is a work in progress and there is always room to grow.
- Life Skills and Home Econ - responses to "bring it back". These positions are classified dependent on funding. Being addressed with MS CTE offerings, Culinary, Woodshop in a Box, STEM, etc. 3 of our MS Teachers worked on a statewide committee to revise MS standards for CTE this year. PAES labs in all Middle Schools and High Schools. Project Discovery and iAchieve is being piloted at DHS through Vocational. We have multiple opportunities. The board commented on how good it is to provide these types of experiences, but again, there are no teachers interested in taking them on.
- Art Music and Drama - funding at the schools, sites choose what program, usually based on personnel. Drama classes are offered at FHS and DHS. Some Middle schools have drama clubs.
- Physical Ed and Health - All MS and HS have licensed/certified teachers, offering daily PE. It is a requirement for promotion/graduation. SVS is the only school without grass or new track.
- Mental Health and SEL support - staff expressed the need for improved access to services, better SEL, and criticized current programs. LCSD has Hazel Health, Safe Schools Professionals, Character Strong for MS and HS, Compass and Navigate 360 at elementary schools, and Al's Pal for PreK

The second question, "What contributes to low reading and math scores, and how can we improve them?"

- Behavior Challenges & Disruptions - staff frequently commented on student behavior disrupting the learning for others, calling for support systems and alternatives for disruptive students. LCSD utilizes the Restorative Discipline plan, MTSS, interventions, the allocation for a board certified Behavioral Analyst (vacant), APEP and Thursday Night School.
- Inconsistent Curriculum and Instructional Fidelity - Many cited frequent curriculum changes, lack of adherence to structured literacy or math programs, and inconsistent instructional practices across teachers and sites as major barriers to progress. There are weekly meetings to implement curriculum usage and monitor progress. LETRS training. Some teachers do not use the current tools which breeds inconsistency. Teachers are

often unwilling to grow in new curriculum, unaware of technological tools and resources.

- Lack of Student Accountability and Motivation - concern over student apathy toward testing, a lack of buy-in, and policies that pass students along regardless of effort or achievement. Efforts are to change student apathy mindset. Change the narrative around the ACT and WorkKeys. Move to i-Ready for the diagnostics. President Hendrix thanked the district for bringing WorkKeys to the district. Hopefully, the state will see the benefits and use it.
 - Chronic absenteeism and Low Parent Involvement - Poor attendance among students—and sometimes staff—was seen as a core issue, often tied to a lack of home support and inconsistent reinforcement of educational expectations. Schools are increasing positive incentives, rewarding attendance.
 - Overtesting and Test Fatigue - Teachers and parents expressed deep frustration with excessive assessments, noting that frequent testing leads to disengagement and does not reflect true abilities or progress. LCSD is working to minimize this with i-Ready K-8, MAP 9-10.
 - Lack of Foundational Skills and Early Intervention - Phonics is part of HMH so LCSD is heading in the right direction. Teachers getting LETRS training.
- Moving forward, the trustees are interested in the revised Restorative Discipline Plan and its use consistently across all schools. The district will be revisiting the cell phone policy, with a look at other districts' policies, to take responsibility away from the teachers, and help with class disruption.

Trustee Farr reported on the JROTC program in the works. They had an evaluation and a followup phone call that FHS is rated as a top school to participate. A proposal will come for board action for the costs of the program.

9. **(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. June 24 next meeting at the PLC.
10. **PUBLIC PARTICIPATION:** At this time, the public is invited to address the Board on items over which the Board has jurisdiction or control. If you wish to speak, step up to the table, be seated, and state your name. Your comments are limited to no more than three minutes per agenda item with a maximum of ten minutes total. In consideration of others, avoid repetition or designate a spokesperson to speak on behalf of your group. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if they are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board President. The Board will conduct public comments after each item on the agenda on which action may be taken, before the Board takes action.
Comments submitted electronically will be included in the minutes of the meeting.
No comments

11. **ADJOURN:** 7:04 pm

The notice for this meeting was posted on May 29, 2025, at Lyon County School District Administrative Office, Lyon County School District websites (<http://lyoncsd.org>) and the Nevada Public Notice Website (<http://notice.nv.gov>) in accordance with NRS 241.020 (3) (b).

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 opportunity policies, or the filing of grievances, contact your school principal.

The Lyon County School District is pleased to provide accommodations for the handicapped or disabled. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the administrative assistant to the superintendent and board of trustees, in writing at 25 E. Goldfield Avenue, Yerington, Nevada 89447; e-mail at mheim@lyoncsd.org; or by calling (775) 463-6800 ext. 10034, at least one week prior to the meeting.