

# MINUTES

## **Lyon County School District Board of Trustees**

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A meeting of the Board of Trustees of Lyon County School District was held November 18, 2025, beginning at 6:30 PM at Yerington Elementary School Cafeteria, N. Oregon St., Yerington, NV 89447.

### 1. CALL TO ORDER

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

### 2. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Trustee Kallie Day.

### 3. WELCOME OF GUESTS

President Hendrix welcomed everyone to the meeting. He introduced Natalie Thomas as the student representative from Yerington High School (YHS).

Board Members in attendance:

President Tom Hendrix

Clerk Dawn Carson

Trustee Elmer Bull

Trustee Kallie Day

Trustee Darin Farr

Trustee Sherry Parsons

Trustee James Whisler

Executive Cabinet in attendance:

Superintendent Tim Logan

Deputy Superintendent Stacey Griffin-Cooper

Executive Director of Operations Harman Bains

Executive Director of Human Resources BillieJo Hogan

Executive Director of Education Services Jim Gianotti

Executive Director of Special Services Rachel Stewart

Staff and Guests: Skyler Tremaine, Shannon Coombs, Tiffany Townley, Scott Gillespie, Tony Wilson, Kathy Bomba-Edgerton, Ally Sceirine

### 4. APPROVAL OF AGENDA

Trustee Parsons questioned having the cell phone policy item on the agenda.

President Hendrix explained that after hearing the public comments he wanted to revisit the policy and give time for the board to share their thoughts.

Trustee Farr made a motion that the Board of Trustees approve the agenda as presented.

Trustee Bull seconded.  
With no further discussion, the motion carried 7-0.

## 5. APPROVAL OF MINUTES

Trustee Parsons made a motion that the Board of Trustees approve the minutes as written.  
Trustee Whisler seconded.  
With no further discussion, the motion carried 7-0.

## 6. BOARD MEMBER REPORTS

Trustee Whisler visited various schools and had the opportunity to share his military experience with students at the Fernley Intermediate School (FIS) Veterans Celebration. Trustee Parsons mentioned that Fernley High School (FHS) made it to regional competitions. She spoke favorably about the students who come to the board meetings to talk about their school and what a positive experience it is for them. Trustee Farr visited various schools and saw the Veterans Celebration photos. He appreciated the schools' proactive approach to decreasing absenteeism. He gave a shout-out to the SSHA Spanish teacher taking students to New Orleans. Trustee Bull attended visits to Dayton schools, highlighting a rehearsal for a Veterans Celebration. He is impressed with the innovative ways to increase attendance across the district. While visiting Smith and Yerington schools, he gained more understanding of what schools are up against. He spoke on the Recognition Coin he presented to Yerington High School (YHS) teacher, Jennifer Smith, and the many students who mentioned her as a teacher who made a difference in their lives. Trustee Day met with the cabinet for a brief orientation, visited many schools and enjoyed being in the classrooms. She shared experiences she had in the classrooms where the common denominators were engaged kids. Clerk Carson enjoyed the Cottonwood Elementary School (CES) video that was shared, and appreciated the incentives for increased attendance. She called for moment of silence to honor Joanna Kuzia, a teacher who taught at Yerington and Smith Valley schools who recently passed away. President Hendrix visited Silver Stage schools and the LyOnline staff. He praised Fernley Elementary School (FES) for their efforts in improving attendance. He spoke about the Recognition Coin given to Sheriff Pope, noting the great job of the SROs. Trustee Whisler explained the military history of the Challenge Coin and the effort to bring it to Lyon County School District (LCSD) to recognize staff.

## 7. ATTITUDE OF GRATITUDE

The board read notes of gratitude written by students.

## 8. SUPERINTENDENT REPORT

Superintendent Logan thanked the YES staff and Chartwells for hosting the meeting. He told of his opportunity to present a Recognition Coin to Yerington Intermediate School (YIS) teacher Matt Strahl for his innovative ways of challenging himself and the students. YHS FFA Chapter President Natalie Thomas spoke about current events at the school and

about the link crew. Both clubs give students opportunities for leadership and service to others.

Superintendent Logan had the Yerington and Smith Valley school principals introduce their new staff, beginning with Duane Mattice, Kathy Bomba-Edgerton, Scott Gillespie, and Shannon Coombs.

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 area resident Ron Wells, who thanked Trustee Bull for his presence at the school and noticing his wife as a new employee. He commented on the good job the board and district are doing.

Michelle Matheson, parent and teacher, expressed her gratitude for the opportunity for the public comment period during the agenda items.

Jamie Henderson, principal of FES, and parent, spoke on cell phone policy EDBB and concerns about the revisions that are not aligned with current procedures for restorative discipline, as the revisions require punitive, not restorative, measures.

Duane Mattice, principal of Smith Valley School (SVS), spoke on cell phone policy EDBB, and referenced Mark Perna, speaker and pioneer in education, who refers to Generation Z as the "Why Generation" that thrives on steady use of technology to stay informed. He said we have an obligation to provide an environment to use technology to develop their skills for the future.

Ron Wells feels students should not use electronics in school.

Parent Lea Sencion spoke about her concerns with a teacher working for the school after making derogatory remarks on Facebook. Secondly, her son had an air-pad stolen at school. She is not in favor of student phones being unattended and at risk of theft.

Eric Nelson, Silver Springs resident, and an educator, researcher, administrator, did some research on cell phone usage in schools and shared his results. All reflected negative effects and were in favor of removing cell phones in classrooms.

Anna Rigsby, SVS student, shared a student viewpoint. She assured the board that she does read textbooks, though most of her curriculum is online. She said cheating doesn't happen often, and in regard to cell phone sexting, it happens more at home, not at school. She is busy with clubs and sports, so she needs a phone to communicate with her parents.

Kathy Bomba-Edgerton, YHS principal, spoke on policy EDBB during unstructured time. As kids grow, lunchtime is their time and removing cell phones sends a conflicting message. Administrators and teachers have far more serious things to police than cell phone usage. She supports policies that reflect trust, responsibility and preparation for adulthood.

Trustee Farr requested to move the Policy EDBB up, utilizing the flexible agenda, to discuss next. It was agreed to have the Consent Agenda item first.

**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.

B. Request for Early Graduation/HSE (confidential)

C. Personnel Reports

D. NWRPDP Annual Report

E. Travel

F. IT Department Report

G. District Financial Report

Vouchers #1078, 1079, 1084, 1085, 1098, 1099, 1102, 1103, 1132, 1133

Totalling \$2,693,557.05

Trustee Whisler made a motion that the Board of Trustees approve the consent agenda except item 10 G, the Financial Report.

Trustee Farr seconded.

With no further discussion, the motion carried 7-0.

**Item 10 G**

Trustee Whisler asked what type of purchases were being included under the General Supply category for thousands of dollars at a time.

Director Bains explained that they could be team uniforms or something like that, most often consumables. Vendors are listed.

Trustee Whisler made a motion to approve 10 G.

Trustee Bull seconded.

With no discussion, the motion carried 7-0.

**Item 17**

Trustee Farr made a motion to move item 17, Policy EDBB ahead to this place on the agenda, and deny the revision to the cell phone policy.

Trustee Bull seconded.

President Hendrix wanted to explain why this item was not on the October agenda, saying that all agendas are unique to themselves.

Trustee Whisler, after hearing the public comment on the policy, feels that the policy revision is not needed. Staff teach the students proper usage.

Trustee Parsons spoke on the data that shows the phones are harmful. Principals, however, are saying it has only been in place for a year. It is working in elementary and middle schools, and the students will grow up with the policy.

Trustee Farr pointed out that the main objection is the punishment. The current policy already covers discipline with a tiered response in schools. He is in favor of rewarding positive digital citizenship and feels they do not need district level punishment.

Trustee Bull pointed out that the principals are saying it's not going to work, so without their support it will not work. He suggested educating the younger grades, impressing upon them the perils the devices can present.

Trustee Day commented that regardless of personal opinion, the staff voiced their opinion and that is critical. There are positives to cell phones that can be highlighted, and the parents need to handle much of the education on cell phone use. Personally, she prefers the phone in the students' hands.

Clerk Carson shared that the Carson City School District takes the phones away in the high school. She doesn't want to see them used in the classroom as students are given computers for educational tools. Mainly, she hopes that the teachers are supported by their principals.

President Hendrix commented that the October meeting agenda was lengthy and the item to appoint the District 6 trustee position had the potential to be up to 3 hours, and as each agenda is unique, he took the option of not putting this item on that agenda.

There was discussion regarding the development of the agenda by the board president and superintendent. There was no Open Meeting Law violation by not having it on the October agenda.

The motion on the table was to deny the passing of the revisions to policy EDBB as a first reading. The motion was made by Trustee Farr and seconded by Trustee Bull.

With no further discussion, the motion carried 6-1. President Hendrix voted nay.

#### 11. ACCEPTANCE OF DONATIONS

Clerk Carson made a motion that the Board of Trustees accept the generous donations made to the schools.

Trustee Parsons seconded.

With no further discussion, the motion carried 7-0.

#### 12. **(For Discussion Only)** Discussion regarding a review of LCSD Board governance policies. Policies include, but may not be limited to BBA, BBAA, BBBB, BBF, BBFA, BCD, BDD, and BG. This item is being presented by Board President Tom Hendrix.

The governance policies were placed on the agenda as a review for the new trustee and seasoned trustees.

Trustee Farr expressed concern regarding transparency and collective oversight as a board, in regard to Policy BCB. Communication between the board president and superintendent, one to one, weekly, has not been done in an open meeting, nor has it been communicated with other trustees. He asked for clarification on these meetings.

President Hendrix explained that they were mainly to discuss agenda items.

Superintendent Logan added that discussions have been regarding the agenda, the District Performance Plan, and initiatives like the Star Academy Program, and the Outdoor and Volunteer credit policies.

There was discussion regarding the view that as president it is necessary to communicate with the superintendent and yet the need for policy and district management discussions to be done in public meetings.

Trustee Whisler spoke on Policy BBA: Board Powers and Duties and is concerned that a board member should participate in the hiring of staff, especially administrators. He read from NRS 391.100 which he understood allows school board members to participate in the

hiring of administrators and teachers. He will pursue a revision to this policy with the superintendent.

Public comment was made by Eric Nelson, who commented that organizations need leaders to talk to each other.

Comment was made by resident Tannis Kinney who feels there is a lack of transparency when there are regular private meetings with Superintendent.

13. **(For Possible Action)** Discussion and possible action regarding the results of the 2025 Spring assessments (CRT, SBAC, CTE, ACT, WIDA). This item is being presented by Executive Directors of Educational Services Heather Moyle and Jim Gianotti and Professional Development Data Manager Damon Etter.

LCSD assessment results for the 2024-25 school year were presented in a 159 page report. Director Gianotti acknowledged there is still work to do. However, the report showed many positive successes and highlights. He went over the strategies the district and schools are taking to increase student achievement as outlined in the District Performance Plan.

There was discussion regarding the diagnostic results in the takeaways of the report as only a portion, since the district did not give the Fall diagnostics so there is not a full year of data. It was stressed that the results tell of one semester's growth. Regardless, most show positive indications toward goals.

It was noted that the assessment also changed, so some comparisons cannot be made. They recognized the teachers in the classrooms, the real workers pushing the students to succeed. Trustee Farr, speaking for himself, is looking at the growth, not the goal markers.

President Hendrix made a motion to approve the report on the assessment results for the 2024-2025 school year.

Clerk Carson seconded.

With no further discussion, the motion carried 7-0.

14. **(For Possible Action)** Discussion and possible action regarding review of the LCSD District Performance Plan. This item is being presented by Deputy Superintendent Stacey Griffin-Cooper.

Deputy Superintendent Griffin-Cooper presented the first progress review toward the goals set in the District Performance Plan. With this item, strategies were presented to show the work toward each of the 8 goals.

1. Fall iReady assessments are complete for K-8, establishing a baseline for data for this year. Teachers have multiple areas of professional development with curriculum training, using iReady lessons, MTSS support, and teams are frequently monitoring student progress.
2. Fall MAP testing is complete and gives a baseline for reading and math. Staff are being trained on goal-setting strategies and reading RIT scores for academic growth, and High Impact Teaching strategies (HITS) are being implemented in all of our high schools. ALEKS and Study Sync are used to monitor student engagement.
3. A baseline for the improvement goal for college-bound students taking the ACT has been set. Data and profiles are being analyzed, schools are reinforcing ACT skills during advisory classes and administrators are engaged in ACT readiness supports.
4. All administrators have taken the NSPF training to strengthen their measures to support full graduation metrics. Failure rates, credit deficiency, and career-ready

indicators are all being monitored in MTSS and Cabinet level team discussions. The final graduation rates for 2024-25 school year have not been released at this time. The 88.7% rate was an anticipated rate.

5. Work-based learning (WBL) opportunities have been expanded across all grades, K-12, through SchoolLinks and other pathways shared across the school community. More than 22,000 WBL opportunities have been provided to students to date.
6. WorkKeys has been implemented across all 10th grade students, with all student accounts activated, weekly administrative meetings ensure consistency across the high schools. The baseline has been established for future certificate tracking.
7. The SchoolLinks platform is being used at elementary and secondary levels to provide and support student career exploration. Monitoring is ongoing by the WBL/CTE coordinators and frequent site visits and communications encourage continuous opportunities for teachers. Currently, the participation exceeds the goal.
8. Through training in home visitation to reduce chronic absenteeism, social media promotions, educating parents and families, school-based competitions, celebrations and recognitions, the district is working to make learning meaningful and relevant to students to increase student engagement in school. Indicators of chronic absenteeism are monitored with weekly data pulls.

In the 2024-25 school year, LCSD had a chronic absenteeism rate of 36.2%, with the goal to reduce this by 10% for 2025-26.

Board members expressed gratitude for the work to make these improvements. Teachers and administrators are imaginative and creative with attendance incentives. Students are discovering reasons to attend and are finding enjoyment in work-based learning (WBL) experiences, field trips, and educational opportunities. Teachers are studying the data and showing their fun and competitive nature. The work has begun and will grow over the winter and spring. They anticipate the year's core data showing much improvement. President Hendrix made a motion to approve the District Performance Plan's Progress Towards Goals Report.

Trustee Bull seconded.

With no further discussion, the motion carried 7-0.

15. **(For Possible Action)** Discussion and possible action regarding updates from the Yerington and Smith Valley area school principals. This item is being presented by Shannon Coombs, Scott Gillespie, Kathy Bomba-Edgerton, and Duane Mattice.

Principals from the Yerington and Smith Valley schools shared highlights and achievements from the 2024-25 school year. Each submitted summaries but spoke on several highlights. YES highlights included pride in the active family participation and PTO support, improvement shown on the Nevada Report Card data increasing their STAR rating, and their welcoming environment. Improving attendance is a strong focus.

YHS highlighted the first place award in the Paiute Language competition and dual credit opportunity for language through UNR. Their WBL and CTE opportunities have expanded, and Junior Achievement is in its second year.

YIS has worked closely with the high school to provide increasing opportunities for students. WBL with SchoolLinks and Junior Achievement have all contributed to more student engagement, and the focus on attendance is ongoing.

SVS has appreciated the presence of the board at the school and in classrooms. They are proud of their annual excellent rating on the climate survey, 100% graduation rate,

successful athletic teams and student school pride.  
The board shared appreciation for the work going on in the schools.  
Trustee Farr made a motion to accept their reports.  
Trustee Day seconded.  
With no further discussion, the motion carried 7-0.

16. **(For Possible Action)** Discussion and possible action regarding the Go Guardian Program. This item is being presented by Board Member James Whisler, Executive Director of Educational Services Jim Gianotti and Executive Director of Operations Harman Bains.

The Go Guardian Program was presented by Trustee Whisler. The cost would be 8 - \$9.00 per student per year. Director Bains talked about the program. It is basically designed to provide a web-based monitoring tool for classroom management. On the surface, it is not designed for many individual students online at the same time. It is best designed for a smaller computer lab environment but the LyOnline teachers may have some uses for the program with their students.

Director Gianotti spoke on traditional classrooms where the teacher walks around a room, assisting with curriculum as needed. This is different with distance education situations. Go Guardian would require students to use district devices, not personal devices. LyOnline is one on one, not a group of kids. Go Guardian is built to monitor a group of laptops in a room, so there is a question regarding its usefulness.

Trustee Whisler asked LyOnline teacher Loraine De La Torre to speak to the reason for looking into the program.

Clerk Carson, as an online teacher in Carson City School District, uses Go Guardian. She is able to remove games from the student's device.

Ms. De La Torre explained the typical situation with the LyOnline students and the Chromebooks. She feels Go Guardian would be helpful in keeping students accountable and discourage cheating by recording and monitoring their work. When students are testing and final exams, teachers are not able to see or monitor them because they cannot have the camera on. The Go Guardian program would be beneficial to make sure they are on task and not cheating. Some students won't require this, but she feels students in the program with behavioral issues need it, primarily high school students.

There was discussion about gaps in the program versus its potential to help. The cost is not the issue. With board approval, the district would have more detailed conversations with the company and research a pilot program. Guidelines will need to be put in place and would be added to the standard orientation, introducing parents and students to understand the expectations in participating in LyOnline distance education.

Trustee Farr made a motion to move forward with a pilot for Go Guardian licenses for 250 students not to exceed \$3000 with a follow-up report to the board.

Trustee Whisler seconded.

Public comment was made by teacher Joe Baptist, who is in favor of piloting the program with LyOnline to see how effective it could be in traditional classrooms as well.

With no further discussion, the motion carried 7-0.

17. **(For Possible Action)** Discussion and possible action regarding the tabling of the policy and EDBB will be heard as a first reading. This item is being presented by Board President Tom Hendrix.



*This item was discussed after Item 10. Consent Agenda.*

18. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy BCBA: Student Representative to the Board as a first reading. This item is being presented by Board Members Darin Farr and Elmer Bull.

Trustee Farr explained the purpose of the revision to LCSD Policy BCBA: Student Representative to the Board. He clarified the intention of allowing enhanced student leadership and participation in board meetings.

Trustee Bull explained the desire for the students to participate more fully and have a voice. The district is composed of a board, administrators, staff, teachers and support, but the largest group is the students. It will provide an educational opportunity to see how policy is made and implemented in the school district.

Smith Valley student Anna Rigsby highlighted the added benefit of informing the students of what the board is doing because it affects the students. She surveyed students and found that, overall, students didn't know what board decisions were being made. She felt it would be educational.

There was discussion regarding the logistics and the need to see all the legalities of the plan. They also spoke about the positive impact, increased leadership, and alignment with the vision of student ownership this would create. All of the high school leadership classes were notified and most are interested. The council would decide who attends the meeting.

Trustee Farr made a motion to approve the revisions to LCSD Policy BCBA: Student Representative to the Board as a first reading.

Trustee Day seconded.

President Hendrix requested an amendment to be made, but the motion was already on the floor.

With no further discussion, the motion carried 6-1. Trustee Parsons voted nay.

President Hendrix made a motion to stipulate 5 representatives, one from each area, and change the language from "representative" to "representatives".

Trustee Parsons seconded.

The council can select the representative at their own discretion.

Amendment passed 7-0.

19. **(For Possible Action)** Discussion and possible action regarding new LCSD Policy GBAB: Volunteers as a first reading and the deletion of LCSD Policy IICC: School Volunteers. This item is being presented by Executive Director of Human Resources BillieJo Hogan.

The new LCSD Policy GBAB: Volunteers was developed to enrich and clarify volunteer roles. PoolPact recommended a model policy that includes elements of Policy IICC: School Volunteers and is related to personnel rather than instruction. Therefore, deletion of Policy IICC is appropriate.

Trustee Farr made a motion to approve new LCSD Policy GBAB: Volunteers as a first reading, and deletion of Policy IICC: School Volunteers.

Trustee Whisler seconded.

With no further discussion, the motion carried 7-0.

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

Revisions to LCSD Policy GBBB: Employee Dating clarify the relationship language between supervisors and subordinate employees.

Trustee Farr made a motion to approve new LCSD Policy GBBB: Employee Dating as a first reading.

Trustee Whisler seconded.

With no further discussion, the motion carried 7-0.

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

Revisions to LCSD Policy GBBP: Information Technology update and modernize the district expectations regarding IT, enhance cybersecurity protections and establish lawful and safe use of AI technology, all in line with NRS 391.

Trustee Whisler made a motion to approve LCSD Policy GBBP: Information Technology as a first reading.

Trustee Day seconded.

With no further discussion, the motion carried 7-0.

22. **(For Possible Action)** Discussion and possible action regarding the following LCSD Policies as second and final readings. No changes were made to these policies after the first reading except for Policy IKDA: Community Service Credit with changes highlighted, per Board request. Any member of the Board may request that a policy be removed and discussed and acted upon separately.

Trustee Farr made a motion to approve the second reading of following LCSD Policies:

- a. IICE: Services to Students Provided by Outside Entities
- b. IKD: Outdoor Education Credit
- c. IKDA: Community Service Credit
- d. JFCC: Safe and Respectful Learning Environment

Clerk Carson seconded.

Trustee Parsons stated her vote for policies on Outdoor Services nay and Community Services nay.

With no further discussion, President Hendrix called the vote 6-1. Trustee Parsons voted nay.

23. **(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.

Next meeting: December 18, 2025 at the PLC, Silver Springs

Silver Stage School new staff introductions and highlights

FY25 Certified Audit

CIP

2025 Graduation Rates

Mid-year review of Superintendent

Board self-evaluation

policies  
second reading

President Hendrix made a statement that his meetings with the superintendent will be summarized and sent to the board.

Trustee Whisler requested an item to discuss the Graduation caps policy (IKFB: Participation in Graduation Ceremonies). He also requested a report from Mr. Wayne Workman regarding his position (Employee Relations Administrator). It was determined that a general HR report would be more appropriate.

Trustee Farr maybe HR report on positions but not a specific person.

Trustee Whisler would also like to see B policies he had questions on.

24. 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.  
There were no public comments.

25. ADJOURN:  
11:11 pm

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

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For the Board of Trustees

*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](mailto:mheim@lyoncsd.org); or by calling (775) 463-6800 ext. 10034, at least one week prior to the meeting.*

**First Name**

Jackson

**Last Name**

Hohnholz

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**Subject**

Agenda Item 18 - Policy BCBA Revisions: Student Rep to the Board

**Public Comment:**

My name is Jackson Hohnholz, the Student Body President at Fernley High School, and I would like to express my support and emphasize the importance of the proposed revisions made to Policy BCBA regarding a Student Representative on the Board of Trustees.

Serving as a student Representative at all Board of Trustees meetings in Fernley has given me the opportunity to be a liaison between the students of my school and the Lyon County school board. This has given me the chance to provide essential input on things that impact my students the most. However, providing a single, consistent school board Representative would ensure a clear and concise form of communication between the students of Lyon county and the school board. I have worked closely with Anna Rigsby, a member of the student council at Smith Valley schools in the presentation of this idea, and am excited to see it moving forward.

Dear Members of the Board,

I appreciate the Board's ongoing commitment to supporting safe and productive learning environments for all students. I also understand the desire to reduce distractions and promote engagement during instructional time, a goal I fully share. However, I must respectfully express my strong concerns regarding the proposed cell phone ban during passing periods and lunch at the high school level.

On any given day, high school administrators are responsible for responding to fights, conflicts connected to local gang activity, vaping and drug-related issues, medical emergencies, mental health crises, and a wide range of behavior and safety challenges. These issues require immediate attention, professional discretion, and the ability to move swiftly across campus. Our staff's time and focus must remain available for these high-priority interventions.

A blanket prohibition on cell phone use during passing periods and lunch would demand constant monitoring and enforcement. Supervisors would be required to correct or discipline students for brief, non-disruptive interactions that occur in the natural flow of unstructured time. Realistically, this would shift staff energy and attention away from the very situations that most threaten student safety. Every minute spent addressing a minor phone infraction is a minute not spent preventing a fight, intercepting contraband, de-escalating tensions, or supporting a student in crisis.

It is also important to recognize that unstructured time is not wasted time for students. Lunch and passing periods provide essential opportunities to reset, connect socially, communicate with family, manage personal needs, and prepare for the rest of the day. The ability to briefly use a device during these times can help students organize their schedules, check messages from parents or employers, and decompress in healthy ways. Removing this autonomy does not foster responsibility, it creates frustration and reduces trust in the adults guiding them.

I urge the Board to consider whether the benefits of this policy outweigh the significant operational and safety costs it would impose. The current classroom-based restrictions already support focused instruction. Extending these restrictions into unstructured time, however well intended, is not practical for high schools, nor is it conducive to student well-being or campus safety.

For these reasons, I respectfully ask the Board to reconsider the proposed policy and to engage administrators, staff, and families in developing solutions that genuinely enhance learning without compromising our ability to maintain a safe and supportive environment for all students.

Thank you for your time and thoughtful consideration.

Julie Bumgardner, Principal - Dayton High School

## **To the Esteemed Members of the Board of Education,**

Thank you for the opportunity to comment on the proposed policy that would ban high school students from using personal cell phones during their non-instructional free time while on school grounds.

I stand firmly in opposition to this proposed ban and urge the Board to reconsider. We must recognize that high school students are young adults navigating a complex, modern world. Providing them access to their personal devices during designated free time is not a distraction; it is an essential allowance for **safety, responsibility, social-emotional well-being, and academic support.**

### **1. Immediate Safety and Communication**

In today's environment, a cell phone is the most reliable tool for instantaneous communication, especially during an emergency.

- **Student-Parent Contact:** In the event of a personal, family, or school-wide emergency, students need to be able to immediately and discreetly contact a parent or guardian. Restricting access creates unnecessary delays and heightened anxiety.
- **Medical and Personal Needs:** A student feeling suddenly ill, needing an inhaler from a car, or dealing with an unexpected personal matter must be able to call for help without navigating administrative bottlenecks, especially during unstructured periods like lunch or passing periods.
- **Emergencies:** In a critical school-wide emergency, relying solely on school infrastructure is inadequate. Every student should have a personal device to receive emergency alerts and communicate their safety status to loved ones.

### **2. Academic & Organizational Responsibility**

Cell phones are powerful tools for organization and academic extension that support the transition to college and career readiness.

- **Organizational Hub:** Students use their phones as their personal schedulers. They contain digital calendars, reminders for homework deadlines, and to-do lists that keep them on track throughout the day.
- **Quick Reference & Research:** During a study hall or free period, a student may need to quickly look up a forgotten historical date, a formula, or a definition to continue studying. This immediate access to information fosters self-directed learning.

- **Transition to Adulthood:** High school is about teaching independence. Managing a personal device responsibly—knowing when to use it and when to put it away—is a vital life skill that a blanket ban prevents students from practicing.

### 3. Social-Emotional Well-being and Inclusion

Free time is for de-stressing and engaging with the world, which for modern teenagers, includes their digital communities.

- **Stress Management:** A few minutes of scrolling or listening to music can be a vital, self-regulated stress-relief tool for students dealing with the pressures of academics, sports, and social life.
- **Building Connections:** For many students, especially those who may be shy, new to the school, or neurodivergent, communicating with friends via text or social media during lunch is a less intimidating way to maintain social connections and feel included.
- **Access to Support:** Phones can provide discreet access to mental health resources, support hotlines, or immediate communication with trusted adults outside of the school setting.

### The Proposed Alternative: Clear Guidelines, Not a Blanket Ban

Instead of implementing an absolute ban, I strongly recommend the Board focus on **establishing and rigorously enforcing clear, responsible use policies.**

- **Phones Out, but Not in Use:** Define designated "no-use" zones (e.g., during class instruction, assemblies) and **enforce consequences for misuse, not for possession.**
- **Teacher Discretion:** Trust teachers to manage their classroom environments with clear expectations for when phones must be put away.
- **Educational Initiatives:** Incorporate digital citizenship training that explicitly teaches students **how to manage their screen time** and focus during school hours, reinforcing the life skills they need for the future.

Restricting cell phone access during free time sends a message of distrust and hampers a student's ability to manage their personal and academic lives. Let us treat our high school students as capable individuals who, with proper guidance, can manage this tool responsibly.

Thank you for your consideration.



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***Paul Sullivan*** ~ Assistant Principal/Athletic Director

Fernley High School ~ 1300 US Highway 95A S

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Good evening members of the Board.

My name is Ryan Cross, and I am a resident of Fernley. I have also been an employee of LCSD for 26 years, and a site administrator for 23 years. I'm submitting a comment today because I'm concerned about the proposal to ban 9-12 student cell phone use during unstructured times, such as lunch and passing periods.

I want to be clear: I understand and support the goal of reducing distractions in the classroom. But this proposal extends far beyond that. Restricting student device use during *non-instructional* time feels like government overreach. Some members of this board ran on a platform of "giving parents a voice". Parents, not the school district, made the decision to provide their child with a cell phone. Parents weighed the pros and cons of putting a device in the hands of their child, and those that chose to do so did it with purpose and intent. Is it the board's intent to make parental-level decisions for every student in this district? Is the board better informed than parents regarding what is best for these kids? I don't think so, and neither did anyone that spoke at the September meeting in Fernley.

The article cited supporting this proposal is produced by the Manhattan Institute, which is funded and supported by corporations and political ideologists. For years, The Manhattan Institute has made efforts to divert public funds to private and charter schools. This policy will push kids out of our public schools. I am not speaking hyperbolically when I say there are students and parents who will choose to leave LCSD rather than abide by this policy. Is that our goal?

Unstructured time, by its very definition, belongs to students. It's when they reset, connect with friends, and manage personal needs. It has a purpose, and it is important. Regulating every minute of their day sends a message that they can't be trusted to make basic choices for themselves. It sends a message to parents, AKA **voters**, that you know what's best for their child, not them.

I'm also concerned about feasibility. Enforcing a blanket ban during lunch and passing periods is unrealistic. Staff would be put in the position of policing hundreds, if not thousands, of small interactions, creating unnecessary conflict and inconsistency. Rules that cannot be reasonably enforced don't foster respect—they foster resentment and rebellion. They also take valuable time and attention away from the *real* priorities of educators.

Instead of another top-down restriction, I encourage the Board to consider this: Is the current policy not working? Has anyone "in the trenches" supported this? Clear

expectations in the classroom make sense. But overregulating unstructured time is not the answer.

I urge you to reconsider this proposal and find a more balanced approach that respects students' autonomy and doesn't burden staff with an impossible enforcement task. Thank you for your time.

Ryan Cross, Principal

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## Board meeting public comment - Duane Mattice

Tonight I will be referencing a message from Mark Perna - Author of "Answering Why" and creator of the Career Trees program which was recently adopted by the LCSD.

Mr. Perna is an education pioneer. He has created an approach to Generation Z students that provides the personal purpose and relevance that today's students not only expect but also need in order to stay engaged and focused. He refers to Generation Z as the "Why" generation.

He states specifically in his book "Answering Why" that the Why generation thrives on the steady use of technology to remain remarkably connected and informed. Despite this, in many schools, these same devices that have allowed us to stay connected to information 24 hours a day 7 days a week are treated as taboo for fear that they will be a significant distraction. In many cases the opposite is true, when used properly and with communicated and proper etiquette, technology can be a huge advantage which should be harnessed. Ultimately young people want to stay connected, use technology, and communicate through social media to research, crowd source and solve real world challenges. They want their interactive relationships to be both interpersonal and electronic. Their biggest challenges come in the use of that technology and the understanding that how they use it exists forever and becomes part of their identity.

As an educator for 30 years I believe that we have an obligation to our students, as educators, to provide a safe environment in which they have the opportunity to develop and utilize these skills for the benefit of their future lives. In closing, the opposite of education is ignorance. In my experience at Smith Valley School the current policy creates the necessary balance of allowing students the opportunity to build future skills while providing the necessary boundaries to maintain an effective and positive learning environment.



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Jamie Henderson  
Principal

Jennifer Bluhm  
Assistant Principal

Ryan Shea  
School Counselor

Members of the LCSD Board,

My name is Jamie Henderson, Principal of Fernley Elementary and parent of a freshman at Fernley High. I am speaking on agenda item 17 that proposes revisions to policy EDBB.

As previous stakeholders mentioned, I agree that devices can present a distraction to the learning environment. I also acknowledge that revisions have been updated since September's agenda. However, I'm still concerned about the newly proposed consequences that are misaligned with our current restorative discipline plan. I have deep roots within restorative initiatives and our current discipline document. I strongly disagree with claims of alignment, as restorative measures include the following:

- building and repairing relationships through collective problem-solving
- Repairing harm without punishment
- Assigning consequences appropriate for the severity of infractions

The proposed changes to policy EDBB do not align with these definitions, rather, they are punitive. Research on punitive consequences for minor violations shows increased health and safety concerns, chronic absenteeism and achievement gaps. 18 LCSD schools are guided by performance plans that mirror high expectations of our DPP. I implore you to reflect how those goals will be achieved if counterproductive policy REQUIRES prescribed removal of students from instruction as a consequence for using their phones.

I fully support the current K-8 and 9-12 policy as written. Proposed revisions further restricting 9th-12th grade use during unstructured times has the potential to negatively impact the safety and success of our high school students. Such punitive consequences are excessive and further burden an already overtaxed disciplinary process. Additionally, the statement made by Mr. Hendrix in September claiming, "You are hurting the kids" referencing allowed use of devices, was offensive. My colleagues, staff, and I devote our livelihoods to ensure the safety and success of our students. Such statements are demeaning and create false narrative.

I recall past meetings where board members vocalized lack of transparency with District decisions such as hiring and curriculum. Where was board transparency when revising policy EDBB? Which stakeholders with "boots on the ground" were consulted about the impact of change? The current policy has effectively been in place since January 2025. Why such extreme propositions for something not broken? As a District administrator and parent, it's frustrating that input was not gathered prior to being agendized.

Finally, with 20 years of experience in public education, it's my professional opinion that the revised policy is not in the best interests of students. I am confident our board holds school staff in higher regard than "harming students" and will support the current restorative policy that permits staff discretion. I am optimistic that our elected Trustees have been listening to understand and will vote against the proposed revisions. Moving forward, I hope to work collaboratively with trustees and stakeholders to support our current restorative policy which serves the students and improvement goals of our district.

Thank you,  
Jamie Henderson

Dear Members of the Board,

My name is Kevin Kranjcec. I am the parent of three boys, including two current Lyon County students, one at Dayton Intermediate School (DIS) and one at Dayton High School (DHS). I also serve as the Principal of Dayton Intermediate School. I have dedicated my entire 23-year career in education to the Dayton community, including 19 years at DIS and 4 years as an Assistant Principal at DHS. As a Dayton resident, I care deeply about our schools and our community.

In speaking with many parents and community members, I have found strong support for the current cell phone policy adopted in December 2024. Families understand the need to minimize classroom distractions and have expressed approval for both the policy and its progressive discipline structure. As a school, we believe the policy is working effectively. When students violate the guidelines, we remove the distraction, the phone, while keeping the student in class, where learning continues. Parents have been supportive of coming in to retrieve phones and have worked collaboratively with us. These same parents do not support the proposed changes to the policy.

I fully support having a consistent, districtwide cell phone policy that prioritizes reducing classroom distractions. However, my concern with the new proposal is the recommendation to suspend students and remove them from the learning environment. I believe the focus should remain on removing the distraction, not the student. Retaining the phone in In-School Suspension (ISS) is far more effective than placing the student there.

Additionally, I believe the intent behind the current policy, which prohibits phones for students in grades K–8 during the school day, while allowing limited access for students in grades 9–12 during unstructured time, was purposeful. High school students are generally older, more mature, and better able to manage responsible use. Many have free periods, jobs, athletics, and other commitments that require occasional access to their phones at appropriate times. As a former high school administrator, I can also attest that enforcing a bell-to-bell restriction at the high school level, particularly on an open campus, is extremely difficult and impractical.

For these reasons, I strongly oppose the proposed changes to the cell phone policy and respectfully urge the Board to reconsider altering a policy that is still in its early stages and showing positive results.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'K. Kranjcec', with a stylized flourish at the end.

Kevin Kranjcec  
Principal, Dayton Intermediate School