

Agenda

Lyon County School District Board of Trustees

A Regular of the Board of Trustees of Lyon County School District will be held Thursday, August 4, 2016, beginning at 6:30 PM at the Professional Learning Center (PLC), 3800 W. Spruce Ave, Silver Springs, NV 89447.

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.

1. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA: Move:____ Second:____ Vote:____
5. APPROVAL OF MINUTES: Move:____ Second:____ Vote:____
6. BOARD MEMBER REPORTS: Opportunity for Board members to report items of interest.
7. ATTITUDE OF GRATITUDE
8. SUPERINTENDENT REPORT: Opportunity for Superintendent to report items of interest. Items to be presented but not limited to:
9. PUBLIC PARTICIPATION: Opportunity for Citizens to Address the Board (no action will be taken on any item until it is properly agendized). Items raised under this portion of the agenda cannot be deliberated or acted upon until the notice procedures of the open meeting law have been met. If you wish to speak on a matter not listed on the agenda, please step up to the front table, be seated, and clearly state your name. In consideration of others please avoid repetition. Your comments must be limited to no more than three minutes. Should you have more comments, you may submit them in writing to the Board Clerk. Comments directed to the Board as a whole, personal attacks, or slanderous remarks shall not be allowed. Any restrictions on comments by the general public: Any such restrictions must be reasonable and may restrict the time, place and manner of the comments, but may not restrict comments based upon viewpoint.
10. ACTION SECTION
11. **(FOR POSSIBLE ACTION) CONSENT AGENDA:** 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 an extensive hearing. Any member of the Board or any citizen may request that an item be taken from the consent agenda, discussed, and acted upon separately, during this meeting. Move:____ Second:____ Vote:____
 - A. Discussion and Possible Action on Student's Disciplinary Action and/or Behavioral Contracts. Closed session may be held. (confidential)
 - B. Request for Exemption from Immunization. (confidential)
 - C. Request for Early Graduation/HSE (confidential)

- D. Request for additional days from the Sick Leave Bank (confidential)
- E. Leave of Absence Request
- F. Personnel Reports
 - 1. Certified
 - 2. Classified
 - 3. Extra Duty Contracts
 - 4. Volunteers
- G. Financial
- H. Reports
 - 1. Enrollment
 - 2. IT
 - 3. Grants
- I. Annual Bids
- J. Contract Renewals
- K. Travel
 - 1. Out of State Requests
 - 2. In-State Travel
 - 3. Student Travel
 - 4. Staff Travel Reports
- L. Approve claims and financial report as presented by the Director of Finance.
- 12. **CONSENT AGENDA - DONATIONS**
 - A. **(FOR POSSIBLE ACTION)** Discussion and Possible Action on Acceptance/Acknowledgement of Donations. Move: ____ Second: ____ Vote: ____
- 13. **END OF CONSENT AGENDA**
- 14. **(FOR POSSIBLE ACTION)** Discussion and Possible Action to approve revisions to LCSD Policy IKF: Graduation Requirements as a first reading. 4
 This item is being presented by Secondary Curriculum, Instruction and Assessment Director, Keri Pommerening and Deputy Superintendent, Alan Reeder. Move: ____ Second: ____ Vote: ____
- 15. **(FOR POSSIBLE ACTION)** Discussion and Possible Action to approve revisions to LCSD Policy IKB: Homework as a first reading. This item is being presented by Secondary Curriculum, Instruction and Assessment Director, Keri Pommerening and Deputy Superintendent, Alan Reeder. Move: ____ Second: ____ Vote: ____ 30
- 16. **(FOR POSSIBLE ACTION)** Discussion and Possible Action to approve revisions to LCSD Policy ING: Coaching as a first reading. This item is being presented by Deputy Superintendent, Alan Reeder. Move: ____ Second: ____ Vote: ____ 34
- 17. **(FOR POSSIBLE ACTION)** Discussion and Possible Action to approve revisions to LCSD Policy DHA: Time and Effort as a first reading. This item is being presented by Secondary Curriculum, Instruction and Assessment Director, Keri Pommerening and Grants Manager, Lise Coudriet. Move: ____ Second: ____ Vote: ____ 37
- 18. **(FOR POSSIBLE ACTION)** Discussion and Possible Action regarding the annual summative evaluation of the Superintendent. This item is being 39

presented by Board President, Jason Sanderson. Move: ____ Second: ____
Vote: ____

19. PUBLIC PARTICIPATION: Opportunity for Citizens to Address the Board (no action will be taken on any item until it is properly agendized). Items raised under this portion of the agenda cannot be deliberated or acted upon until the notice procedures of the open meeting law have been met. If you wish to speak on a matter not listed on the agenda, please step up to the front table, be seated, and clearly state your name. In consideration of others please avoid repetition. Your comments must be limited to no more than three minutes. Should you have more comments, you may submit them in writing to the Board Clerk. Comments directed to the Board as a whole, personal attacks, or slanderous remarks shall not be allowed. Any restrictions on comments by the general public: Any such restrictions must be reasonable and may restrict the time, place and manner of the comments, but may not restrict comments based upon viewpoint.

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 official website of the State of Nevada (<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 Ave., Yerington, NV 89447, email Margaret Heim at mheim@lyoncsd.org, or call (775)463-680 Ext. 10034 at least one week prior to the meeting.

**Lyon County School District
Board Memo**

Date: June 28, 2016
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: LCSD Policy IKF: Graduation Requirements revisions

Recommendation

That the LCSD Board of Trustees approve revisions to LCSD Policy IKF: Graduation Requirements, as a first reading.

Background Information

LCSD has been working with stakeholders to examine our current graduation requirements, and comparing these requirements to Nevada's graduation requirements, as identified in Nevada Revised Statute 389 and Nevada Administrative Code 389. Revisions were necessary since the last update (11/26/13), especially with the recent changes from the High School Proficiency Exams (HSPE) requirements to the End of Course (EOC) exams requirements.

Extensive work towards this policy was conducted this past March and April with high school principals and counselors, who then sought feedback from students, staff and parents. Additionally, these draft revisions were shared with the LCSD Board of Trustees in an email dated on April 19, 2016. Finally, these draft revisions were posted on the LCSD website requesting feedback from stakeholders. LCSD received a total of five emails, along with feedback from several of our schools regarding the proposed revisions. This feedback was reviewed, the policy was revised again, and sent back to stakeholders for approval and any additional feedback.

Concerns were raised to the LCSD Board of Trustees on May 18, 2016 regarding eliminating economics as a graduation requirement in LCSD. Answers to those concerns are addressed below.

1. High school social studies course requirements still include American Government, American History, and World History. The minimum requirements of 3 credits have not changed. There is no strategy to compromise social studies courses in lieu of STEM courses in LCSD, nor is there any proposal to reduce high school American History or Government classes from 1 year to 1 semester courses.
2. LCSD social studies teachers have requested scope and sequence assistance from Mr. Etter. He supported this request and met with social studies teachers in their respective areas. According to Mr. Etter, these were productive meetings, lots of ideas were shared and a social studies scope and sequence for 6th-12th grades is currently being developed for stakeholder review.
3. The principals and counselors advocated eliminating the .5 credit Economics course as a requirement to graduate in LCSD. No other district in Nevada requires this course to graduate, resulting in an additional hurdle for seniors new to LCSD. (In 2015-2016 LCSD had thirty-four (34) students move in to LCSD schools after the school year started, resulting in an additional economics course necessary for these students to graduate from LCSD.) Additionally, the principals have shared that much of the economics content and activities will be covered in students' advisory class, American History course and American Government course.
4. Economics will still be offered as an elective course, as requested by students. If so, like other elective courses, in order to draw enough students, it will require the teachers promoting the course with interesting information and engaging activities. 4

5. In checking with a handful of colleges/universities, not all majors require history, civics, geography, political science and economics. Social science majors, including social studies teachers, are required to take these courses.
6. LCSD will continue to have the same need for social studies teachers since the 3 credits of social studies will still be a requirement to graduate from high school, as stated in NRS 389.

Budget Considerations

N/A

Discussed at Previous Meeting

Yes. This revision was presented to the LCSD Board of Trustees on May 18, 2016. A motion was made to table the 1st reading revision until June 28, 2016. Additionally, a request was made for more information, including the number of new seniors to LCSD as well as the course content for economics. Several documents are attached, including stakeholder Spring 2016 feedback on IK, IKB, IKF, economics syllabi from each high school, seniors entering LCSD after start of 2015-2016 school year and NRS 389.018.

Attachment:

Spring 2016 Feedback on IK, IKB, IKF

Economics Syllabi from each high school

Seniors entering LCSD after start of 2015-2016 school year

NRS 389.018

LCSD Policy IKFD – Career and Technical Education Credits (proposed elimination)

Respectfully Submitted,

Wayne Workman, Superintendent

GRADUATION REQUIREMENTS

To receive a diploma from Lyon County high schools, a student must fulfill the following requirements:

- Meet the credit requirements as required by NRS 389.018 and
- Successfully pass the Nevada End Of Course Proficiency exams as required by NRS 389.805 ~~389.015~~.
- Take the college and career readiness assessment as required by NRS 389.807.

~~Students, who have otherwise met the credit requirements for graduation, hold a grade point average of not less than 2.75 and have passed the mathematics and reading NPEs shall be provided the opportunity to try to satisfy the alternative criteria established by the Department of Education for the Writing Exam.~~

1. The following requirements shall be in place for students graduating in 2016 and beyond:

- a. Enrollment in and completion of 22.5 acceptable units of high school course work.
- b. Eighteen credits in required areas of study. If a pupil satisfactorily completes a course of study in the use of computers during the sixth, seventh or eighth grade, he is not required to take the course of study in the use of computers and must only earn a minimum of ~~17-1/2~~ 17.5 units of credit for required courses. The course of study in the use of computers must be for at least one semester or trimester, or the equivalent, and must not be taught as part of another course of study.
- c. Enrollment in 4 units of credit in mathematics to include Algebra I and Geometry; 2 laboratory science courses; and world history or geography.*
- d. Four and one-half credits (4.5) in elective areas of study.

	SUBJECT	CREDITS
1.	English (English I, II, III, IV or 101 <u>approved equivalent courses</u>)	4
2.	Health	.5
3.	Mathematics (Including Algebra I and Geometry <u>or approved equivalent courses</u>)	<u>4*</u>
4.	Physical Education	2
5.	Sciences (Including 2 laboratory classes)	<u>3*</u>
6.	Social Studies (<u>American</u>)	3 Total

	<u>Government, American History & World History or Geography)</u>	
	a. Government	1
	b. U.S. History	1
	c. Economics	.5
	d. Social studies elective (World History or World Geography)*	.5
7.	Humanities	1
8.	Use of computers	.5

*The above listing is the minimum required enrollment as directed in NRS 389.018 Section 2.

* Additionally, a pupil and his/her parent along with the school administration and or school counselor may agree to a modified course of study provided that modified course of study meets the minimum requirements for a standard diploma or an adjusted diploma.

32. High School Graduation – Standard Diploma

Students who have earned the required 22.5 credits and have passed all of the End Of Course (EOC) Nevada High School Proficiency examinations shall be awarded a Standard High School Diploma. (EOC’s applies to Class of 2019 & beyond)

a. A Biliiteracy Seal is available if a student completes all courses of study in English Language Arts required for graduation with a minimum 2.0 GPA on a 4.0 scale, and passes the end of course exams in English Language Arts, and demonstrates proficiency in 1 or more languages other than English by passing the Advanced Placement Exam in a world language (score of 3 or higher) or by passing the AAPPL exam (Intermediate level).

43. High School Graduation – ~~Honors~~ Advanced Diploma (Qualifies for Millennium Scholarship)

Students who have earned a minimum of ~~24~~ 22.5 credits, including 4 credits of English, 4 credits of mathematics, 3 credits of science with at least two laboratory classes, and a weighted grade point average of at least 3.25 or higher, and have passed all of the End Of Course Nevada High School Proficiency examinations shall be awarded an Advanced Honors High School Diploma.

54. High School Graduation – Standard or ~~Honors~~ Advanced Diploma with a Career and Technology Education (CTE) endorsement.

Students who have earned the required 22.5 or 24 credits and have earned 2 credits in Career and Technology classes. ~~The 2 credits must be sequenced and terminal.~~

a. A Career and Technical Education endorsement seal is available if a student

meets the requirements of a standard or advanced diploma, and passes the End of Program assessment, passes the Work Place Readiness assessment, and earns a 3.0 or better GPA in the course sequence.

(This updated addition to IKF will eliminate the need for the IKFD policy)

65. High School Graduation - Special Education

Students enrolled in exceptional pupil programs will be granted a standard diploma upon successful completion of the high school required credits of study and passage of the End Of Course Nevada Proficiency examinations. The educational needs of these students may require specially designed instruction, environment, or modifications in the format and administration of the Nevada Proficiency examinations. Those students who have otherwise met the goals and objectives in their Individualized Education Plan (IEP) and are unable to pass the End Of Course Nevada Proficiency examination(s) ~~or who have completed their course requirements by enrolling and completing courses containing the title SOP (Summary of Performance)~~ shall be granted an adjusted diploma upon completion of all graduation requirements as outlined in their Individualized Education Program. ~~The requirements will be different from those for a standard high school graduation diploma since the educational needs of these handicapped students require specially designed graduation requirements in addition to specially designed instruction and environment. The standards of proficiency required shall be outlined in the student's Individual Educational Program.~~

76. High School Graduation - Adult High School Diploma Program

To receive a diploma through the Adult High School Diploma Program which is operated by the Lyon County School District, a student must fulfill all requirements as adopted by the State Department of Education.

~~2.~~ 7. Credit Regulations

- a. Students must be regularly enrolled in a high school to be eligible for the granting of credit toward a diploma from Lyon County high schools.
- b. Principals may require the enrollment in additional courses on a prescriptive basis for those students who continue to display skill deficiencies in the areas of reading, mathematics and language arts after fulfilling minimum course work.
- c. The granting of credit shall be in accordance with the State of Nevada Secondary Course of Study and procedures outlined in the Nevada Pupil Accounting Manual.
- d. Students may repeat a class to improve upon a grade and have that grade calculated into their grade point average provided that the first attempt continues to appear on the transcript with a designation of NG (no grade) to indicate that the

course was repeated. A student may not receive credit twice for a repeated course.
~~or improve grade by completing independent course work.~~

e. Seniors must be enrolled in the equivalent of five periods on a traditional-type schedule of which one of the periods can be work experience. This is per Nevada State Regulations for Pupil Accounting, adopted June, 1986.

f. Credit for correspondence or on-line alternative courses shall be granted toward graduation only when a student has received the written approval of the high school principal in advance of taking the course.

~~1) Courses for graduation must be initially taken on campus. Should a student want to repeat a course through correspondence or an on-line alternative course, he or she may do so upon written approval of the high school principal and counselor.~~

~~2) The maximum allowable credits earned outside of the high school program toward high school graduation are four, including university courses, community college courses, correspondence courses and non LCSD on-line alternative courses.~~

~~3) Elective correspondence or on-line alternative credit must be approved in advance by the high school principal or counselor.~~

g. Credit for community college or university level course work will be granted toward graduation under the following criteria:

~~1) All courses required for graduation, with the exception of elective classes must be taken at the high school.~~

~~2) The maximum allowable credits that may be earned outside of the high school program are four, including university, community college, and correspondence courses.~~

~~3) Generally, The courses taken at the community college or the university should be courses that take the student beyond the high school course offerings, either in academic areas or employable skills.~~

~~4) Distance learning courses offered for dual credit through the University of Nevada System may be taken by eleventh and twelfth grade high school students in pre-approved courses. classes required for graduation.~~

~~3. Approved college level 3+ credit courses will be counted as 1 high school credit.~~

~~5) Any exceptions to this policy must be approved in advance by the high school principal and Superintendent or designee.~~

h. Re-evaluation of all courses will continue to take place with special attention given to college preparatory courses, CTE vocational education programs, and elective courses.

i. Any exceptions to the above credit regulations must be reviewed and receive written approval by the Superintendent or designee. ~~Director of Curriculum and Accountability or the Deputy Superintendent.~~

8. Early Graduation

a. The Board of Trustees will not accept any modification of the four-year attendance requirement for high school graduation unless the student has satisfactorily completed all requirements as set forth by the Lyon County School District, the Nevada State Board of Education, and have the recommendation of his/her principal and counselor, the written consent of the legal guardian, and review and approval of the Superintendent or designee ~~Director of Curriculum and Accountability or the Deputy Superintendent~~ and the Board of School Trustees.

b. The student who chooses to follow a modified program will not be allowed to participate in school activities following withdrawal from regular attendance.

c. Students who choose to follow a modified program will make application for early graduation to the Superintendent or designee ~~Director of Curriculum and Accountability or the Deputy Superintendent~~ to be approved by the Board of School Trustees prior to the second semester of their sophomore year. Any exception to the procedure must be reviewed and approved by the Superintendent or designee. ~~Director of Curriculum and Accountability or the Deputy Superintendent.~~

9. Academic Load Requirements

a. Students in grades 9-11 must be enrolled in a full load of courses based on the master schedule of the school. Students in grade 12 must be enrolled in a minimum of five (5) courses or the equivalent of five periods per day based on a traditional schedule. Only eighth grade and senior students will be permitted to serve as a Teaching Assistant (TA) in one class per semester if they are on track to graduate and maintain a 2.0 or better GPA. Teachers shall have only one TA per semester. Any exceptions must be approved by the principal.

b. A student's status as a member in a given class is determined by the number of completed semesters he/she has earned and coincides with testing regulations as specified below:

- 1) Sophomores must have completed a minimum of 2 semesters.
- 2) Juniors must have completed a minimum of 4 semesters.
- 3) Seniors must have completed a minimum of 6 semesters.

eb. The school principal or his designee shall evaluate the transcript of a student who transfers into the school from a school outside the school district to

determine his/her status under the requirements of this policy.

~~dc.~~ The transcript of each student shall be audited at least once annually and notice to parents be provided as to each student's progress toward graduation. ~~This may be done by printing the graduation progress Screen from PowerSchool and sending it home with an accompanying cover letter.~~

ed. A student who has not earned the following number of credits in a given year, shall be deemed "credit deficient":

- 1) End of Freshman year 5 credits.
- 2) End of Sophomore year 11 credits.
- 3) End of Junior year 17 credits.

fe. A student ~~will~~ may be allowed a maximum of five (5) consecutive school years from the time he/she enters the ninth grade to complete all requirements for a high school diploma in the comprehensive high school setting at the principal's discretion. Students who do not complete the graduation requirements within this time limitation and intend to continue their education must withdraw from the comprehensive high school and enroll in the Adult Education Program.

Ref NRS 389 & NAC 389

Policy # IKF

Adopted 8/16/88

Revised ~~11/26/13~~ 7/26/16

This policy supersedes the Policy adopted ~~11/24/09~~ 11/26/13

Spring 2016 Feedback on IK, IKB & IKF Policy Revisions

FHS: We had our parent information night for the proposed policy changes. I was able to serve as the administrator and parent to bring the overall attendance to one. I did receive two email's with feedback. I have attached everything I have received so far.

LCSD Employee: The new policies for review are great. The only thing I questioned was on the IK it refers to PLC's but I don't see where it defines what that stands for or did I miss it? The public will be asking. □
Thanks,

FHS Employee: Just a quick question: Under IKF 4.a. it states that "A Career and Technical Education seal is available if a student meets the requirements of an Advanced Diploma, and passes the End of Program assessment, passes the Work Place Readiness assessment, and earns a 3.0 GPA in the course sequence." We have not had the requirement of an advanced diploma tied to this piece before. Is this a new piece from the state? This piece will definitely cause our number of completers to drop dramatically.

FES Teacher: Can this be modified to add clarity? "Teachers must notify the student and the parent/guardian before assigning a failing grade on a progress report or an official transcript to identify strategies for improving the grade." Just my thoughts since you asked...

Is it possible to hold the parent accountable as well in the language by having them sign/comment on their circumstances before assigning a failing grade so there is documentation from their perspective and the communication is not one-sided by the teacher? Many times teachers do communicate to parents (verbally or in writing),but if the parents never respond or ignore them, there is no communication.

We need parent support to be successful with homework to ensure it is returned in a "timely" manner so we're not forced to assign a failing grade because of parent apathy-they never get back to us. Otherwise, homework will be a never ending battle to get turned in because the parent does not follow through.; parent expectations = student expectations.

SVS: We held a parent night on Wednesday for the proposed policies. We sent out a Connect-Ed as well asking for feedback and for their attendance on Wednesday. We had 2 parents attend, and so far we haven't received any feedback. If that changes, I will email you.

DHS: The three draft policies were shared and discussed with staff, parents and students. There were some questions that were clarified by DHS administration. There was a parent who had concerns regarding the valedictorian selection.

YHS Teacher Feedback

1.Homework Policy IKB

a) Page 1

- 1) On the very top...Nowhere in there does it talk about reinforcement of learning...It does talk about reinforcement throughout the rest of it.
- 2) 4th paragraph down that is completely struck through...I was wondering why...Is that something to be chopped? It should be expected of students when they leave this place.
 - i. Quite a while back...In admin guidelines, 10 minutes per grade-level. I think this section is left over from that section. We didn't think it was necessary. A lot of this, the first few paragraphs seemed fluffy/philosophical, so we wanted to be more specific.

- ii. Homework shouldn't be given just to make sure they can do homework...It's for learning purposes; not to impress upon them a life skill. It should be a reason to give it. That's why I was kind of happy to have that one removed. We are all college-educated people and know that's important.
- 3) Paragraph above that...(time/grade levels)...
 - 4) The main way I use homework...I do a history class, how do they practice history? Mainly, I have them read, take notes, and do an organizer to prepare them for the lesson the next day...Does that mean, note taking, that sort of thing? That's what I use homework mostly for.
 - i. More that those things were omitted...
 - ii. Should reinforce...not introduce...but I often give them background reading....
 - iii. Look at the framework...discussion of the board...Not anywhere in here, that I remember reading, this is really good, this is really bad, just innuendos you can read into it. But, we work with people...no hard line black or white...
 - iv. Read paragraph you are talking about...Read first line, second sentence...last sentence...reading or studying for future lessons...I would propose that we would cross out "not the introduction of future lessons" and leave the rest alone. Also, you got the impression that homework is a bad thing...We aren't saying that...When administered properly, it is a good thing.
 - 5) Ask about evaluation, too...(Compare notes and highlight what we have in common)...How does that fit in the policy? I don't grade homework for mastery; I grade it for other things homework important for...did they read, interact with material...Use it as a focus for conversation.
 - i. Duane: Guiding questions in this other policy that help us explore...This document will help guide us with what we feel and know is best for our kids...I think the district is moving away from hard and fast....consider these things and answer them, and when you come to the best answers...
 - ii. Alan Reeder: Third bullet down....One teacher (grade and weighting little vs. lot)...collaborate with your colleagues so you are on the same page...
 - iii. Gerry: (Deadline? Time for additional feedback?)
 - iv. Rachele: I still don't like that paragraph....

b) Second Page

- 1) Don't like reducing weight of grades...The emphasis has been on reducing homework, reducing grades for homework because we don't know if they are learning independently...Don't know if they are experiencing the benefits...
 - i. Do like about it...consider individual (circumstances)...right on down the line..
 - ii. Does school set appropriate guidelines? Do we set as a school or individual teacher?
 - iii. You want that already refined so that we can hit the ground running and put it into your syllabus...Put into practice second semester or following year? We can't answer that this year because we haven't collaborated on that yet...
 - iv. Talking to Alan about it...Taken out the rigidity of homework this much, tests this much...Gives teacher the ability to decide...
 - v. Onus on us....
- 2) Same thing we were talking about earlier...
 - i. In my mind, not new learning. More of scaffold in place to build upon...

- 3) I don't have any additional comments other than a clarifying questions regarding homework assignments' section. Quote: " In assigning homework, teachers should consider, individual student's needs, ability, home situation, and the availability of resources in the home environment." Does it mean that:
1. Should I be aware of all of my students home situation?/actively seeking this information?
 2. Does homework have to be differentiated for all students, meaning do I assign different homework for different students?
- I don't assign lots of homework and I do make it manageable, and I always offer support if needed (I think) but I certainly don't differentiate homework assignments. Please let me know.
Thanks.

2. Grad requirement...IKF

- a) It would be helpful to include applicable graduation class years (ie – class of 2017) in order to identify which classes each of the stipulations apply to

3. Grading Interventions...IK

- a) What does that mean...(Information regarding failing student and family prior to progress reports and report cards.)

YHS Parent Feedback

I am looking at the drafts of the Homework, Grading and Graduation policies. As per your request in the email, I just wanted to drop you a quick note with a concern. I am looking at item 6, Page 3 of the Graduation Requirements. I understand that XXXXX must pass the EOC to earn a standard diploma; my question is about the wording. Is it meant to infer an automatic action...an adjusted diploma? I understand IDEA provides for instruction until the age of 22. Obviously, I am hopeful that XXXXX can graduate with his class and with a standard diploma, but if those EOC exams prove to be a roadblock, it may take that long for him to re-take those exams and graduate with a standard diploma. Does your wording here take that situation into consideration?

YHS Student Feedback

Students were rather benign in their feelings about policies IKF and IK. They were very eager to share however that they really liked the homework policy. The primary components being the stipulation that teachers contact parents when students were failing and that homework be assigned only when it was used to reinforce materials already previewed and explained.

FHS Teacher: Proposed Policy IK-Grading, Interventions, Course Exemptions & Class Ranking

- a) In the table:
- b) Truthfulness - The current wording is too vague (what does "higher level of accuracy regarding their current performance" even mean?), and the text does not seem to be written in proper English. It is not clear whether "their" is referring to the grades or the students.
- c) Suggest changing wording to
- d) "Grades students receive by teachers must meet high, worthwhile goals informed by current standards and understandings in the education community. Grades should reflect how well a student has mastered a set of learning targets, and give students timely feedback and opportunities to remediate and reassess their knowledge and skills. Behavior is modified outside of the gradebook so grades simply reflect learning"

- e) Impartiality -I believe more categories are needed.
- f) Suggest changing wording to
- g) "Grades should be impartial and not based on anything relating to a students} race, ethnicity, color, national origin, language, religion, gender, gender identity, sexual orientation, age, physical ability, size, economic status, and/or mental health."
- h) Question: Why was Honors Biology not listed as an honors course?

FHS Teacher: Homework Policy 1KB

- i) This has been nicely revised.
- j) I have one concern with the sentence "All homework shall be evaluated, corrected, and returned to the student in a timely manner (preferably the next school day, but not to exceed one school week)." While I agree with the spirit of this statement, I can easily see many instances where this may be problematic. For example, it can be quite time consuming for a secondary English teacher to read 150+ lengthy research-type papers when they are providing lots of meaningful feedback to a student.
- k) Suggest changing wording to
- l) "All homework shall be evaluated, corrected, and returned to the student in a timely manner (preferably within a couple days for smaller assignments and within two weeks for larger, writing-based assignments)."
- m) Graduation Requirements IKF
- n) Suggest adding the bolded text to Section 9a so it reads:
- o) "Students in grades 9-11 must be enrolled in a full load of courses based on the master schedule of the school. Students in grade 12 must be enrolled in a minimum of five (5) courses or the equivalent of five periods per day based on a traditional schedule. Students may only have one Teaching Assistant (TA) class per school year, and only if they are not lacking in credits and maintaining a 2.0 or better GPA."

FHS Parent:email. I disagree with homework and have been a big part of showing these kids would do better with what little family time they get to experience. The teenagers especially need time with parents doing constructive family activities. Burying their heads in books all night is proven to show lower test scores. I am attaching links to studies done to show this. I will be pulling my 5 children from the Fernley school district because of this new rule. I have home schooled my kids and have seen them compete a days worth of work by lunch consistently so why is it after a 7 hour school day your teachers and school find it necessary to load my kids with homework?

ESSENTIAL OBJECTIVES and CONTENT VOCABULARY
ECONOMICS, DAYTON HIGH SCHOOL

We will define, identify and apply the key economic vocabulary surrounding scarcity and the choices that scarcity forces upon individuals and nations

- Scarcity
- Shortage
- Factors of Production
- Opportunity Cost
- Capitalism
- Communism
- Socialism
- Mixed Economies
- Supply and Demand

We will compare & contrast different types of economies

- Mixed economies
- Capitalism
- Socialism
- Command
- Market economy
- Circular flow

We will apply concepts of supply & demand to our personal lives, the national economy and international economies

- Consumers
- Producers
- Supply/Demand
 - quantity supplied
 - quantity demanded
 - law of supply
 - law of demand
 - factors that change supply and demand
 - factor that changes quantity supplied and quantity demanded
- Price controls
 - minimum wage
 - rent control
- Equilibrium
- Market economy

We will compare & contrast US and international economies

- Gross Domestic Product
- Gross Domestic Product/Capita
- Standard of Living
- Investment
- GDP Growth Rates
- World Governance Indicators
- Trade
 - Benefits
 - costs
 - voluntary exchange
 - Balance of payments
 - balance of trade
 - export
 - import
 - trade deficit
 - trade surplus
 - resources
 - technology
 - Open trade
 - trade barriers
 - tariff
 - non-tariff restrictions
 - free trade
- Absolute advantage
- Comparative advantage
- Interdependence
- Opportunity cost
- Specialization
- Rule of 72
- Scarcity
- Strategic plan
- Self interest
- International relationships
- Currency
- Exchange rate
- Incentives
- Shortage
- Surplus
- Quantity demand
- Quantity supplied

We will apply economic vocabulary to “adulthood,” as we research and learn about careers, college, certificate programs, the military, banking skills and interview skills

- Opportunity Cost
- College
 - scholarships
 - grants
 - tuition
 - room and board
- Career
- Certificate Programs
- Military
- Budget
- Checkbook
- Savings Account
- Balancing/Reconciling Checkbook
- Income
- Expenses
- Resume
- Cover Letter
- Interview
 - dress
 - physicality
 - shaking hands
 - sitting properly
 - posture
 - do’s and don’ts
- Thank You Note
- Insurance
 - health
 - car
 - disability
 - life
 - Homeowner’s/Renter’s
- Apartment research
- Grocery research

We will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

We will draw evidence from informational sources to support analysis, reflection, and research

Fernley High School Economics – Patrick Whitehead (additional doc’s available)

Curriculum Outline

Standard 1: Fundamental Economic Concepts

What is Economics?

- Scarcity and the Science of Economics
- Basic Economic Concepts
- Economic Choices and Decision Making

Economic systems and Decision Making

- *Economic Systems*
- *Evaluating Economic Performance*
- *American Free Enterprise*

Business Organization

- *Forms of Business Organization*
- *Business Growth and Expansion*
- *Nonprofit Organizations*

Standard 2: *Economic Systems and Decision Making*

Demand

- *What is Demand?*
- *Factors Affecting Demand*
- *Elasticity of Demand*

Supply

- *What is Supply?*
- *The Theory of Production*
- *Cost, Revenue, and Profit Maximization*

Prices and Decision Making

- *Prices as Signals*
- *The Price System at Work*

Financial Literacy Module #1: Money Management

Money Habits

Goal-Writing

Decisions

Spending Plan

Cashflow

Financial Literacy Module #2: Borrowing

Using Credit

Credit Costs

Credit Rating

Rights and Responsibilities

Identify Fraud

Financial Literacy Module #3: Earning Power

Invest in Self

Job Benefits and Costs

Pay and Taxes

Lifestyle

Plan for College

Financial Literacy Module

Put Savings to Work

#4: Investing

How Investing Works

Choosing Investments

Investing Strategy

Financial Literacy Module

Checking Accounts

#5: Financial Services

Financial Tools and Technology

Financial Fraud

Financial Service Providers

Financial Literacy Module

Manage Risk

#6: Insurance

How Insurance Works

Selecting Insurance

Economic Overview

As an economic student you will be looking at ideas centering on Capitalism and the Free Enterprise (Free Market) system. We, in the U.S., are about 75% Free Market (individual control) and 25% Command (government control). To be an educated and productive citizen it is important to have knowledge related to this subject matter. It is important for you to graduate and be economically savvy and financially sound. We will look at the theories behind our economy. I will do my best to provide you with an understanding of the characteristics behind our economy, ideas related to supply and demand, prices, marketing strategies, wages, unemployment, taxes and inflation. I also hope to instill real world skills needed to budget, invest and grow your money. Only you can control your financial security.

This is an upper level class that will focus on writing and analyzing issues, questions and ideas presented to you. Again, this is a **writing class**. We will work to support the writing Common Core Standards and prepare you for any future writing requirements you may have.

Your grade in this class will be based on a few large components.

- 80% of your grade will be determined by your ability to prove to me that you know the content. This will consist of learning goal assessments, essential questions and other informal content assessments.
- 20% of your grade will be determined through homework, classwork, participation and your ability to learn.

- 1. Learning Goal Assessment:** The learning goal is a means to focus our class lessons centering on specific standards and subject objectives. The learning goal is supported by a four part scale in which students will assess themselves and others. Students will need to prove that they are working towards the learning goal, met it or have exceeded it. I will finalize all assessments. This is will be the largest grade/s for the class.

Learning Goals

Estimated length of Unit (Lengths may vary)

a. Basic Concepts: I am able to define Economics and define the (Scarcity, Factors of production, Paradox of Value, What gives something value, Division of Skills/Specialization, the Invisible Hand and Laissez- Faire) fundamental principles.	11 days
b. Types of Economies: I am able to differentiate between characteristics of a Market economy, Traditional economy and Command economy.	8 days
c. Free Marker Characteristics: I am able to understand the five characteristics of a Free Market (Capitalism) economy and I understand why each is needed.	6 days
d. Law of Supply and Demand: I will be able to understand how the laws of supply and demand interact to determine prices.	19 days
e. Marketing Strategies: I will be able to understand how companies/entrepreneurs use product differentiation and non price competition to market and sell a product.	5 days
f. Labor and Wages: I will be able to understand the labor categories and how wages are determined for a job. I can provide real world examples.	7 days
g. Taxes: I am able to explain the broad types of taxes, theories behind them and the impact they have on society.	8 days
h. Budgets: I will be able to determine what a realistic monthly budget looks like while also factoring in varying tax rates.	4 days
i. Investments: I am able to explain the four basic investment considerations and describe at least three ways to invest your money.	4 days
j. Banks or Credit Unions: I will be able to research, analyze and explain account services (checking, savings and other) provided by local Nevada banks and credit unions.	4 days
k. The Misery Index: I am able to explain both parts of the Misery Index (Unemployment rate and Inflation rate)	4 days
l. Poverty: I am able to determine reasons for income inequality and describe how anti-poverty programs are supposed to eliminate poverty.	5 days

2. **Daily Writing:** This is an introduction writing assignment that students will need to complete at the beginning of every class. This activity will either introduce new ideas and concepts or review what we have discussed in class. All of these activities will relate and support the current learning goal. This assignment is graded on participation and effort.
3. **Essential Questions:** This is a writing assignment that breaks down and supports certain aspects of the learning goal. Students **must** write a ***thesis statement and provides supporting evidence to back up their claim.*** These questions can be factual from the book or opinionated.
4. **Learning Goal Practice:** Throughout the class students will have various classwork, homework or projects that support the learning goal. Some will be graded and some will not. It is important that all of the assignments are completed to give the student opportunity to practice and master the learning goal.

Essential Question Grading Rubric and Scale

Exceeds the Essential Question: 100% I comprehend the essential question completely, and can extend my knowledge with depth, accuracy, insight and supporting evidence. I have a thesis statement.

Meets the Essential Question: 80% I understand the essential question.

Approaches the Essential Question: 60% I recognize some components of the essential question and understand some vocabulary but need additional time, study, or direction to complete my learning.

Beginning to Understand the Essential Question: 50% With some support I can explain or describe parts of the essential question.

Did not attempt or did not discuss any part of the essential question: 0%

Required Material

- You will be required to have a three ring binder that is dedicated solely to my Government class.
 - This binder should include dividers to keep you essential questions, class work and tests.A key to success is staying organized.

At all times students will have the opportunity to make up missing work or redo assignments and assessments for a better score.

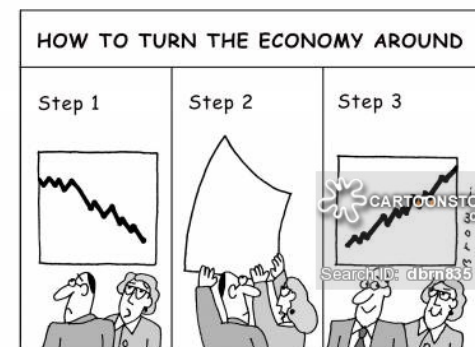
ECONOMICS SYLLABUS 2015-2016

GRADING: 70% Assignments
 10% Individual Final – Restaurant Project
 10% Individual Final - YouTube Analysis
 5% Journal
 5% Math Packet

REQUIREMENTS: Journal for Openers



TOPICS	ASSIGNMENTS	STANDARDS
1. What is Economics? Keynes, currency, & Adam Smith Choice & “Opportunity Cost” Wants & Needs of Consumers and Producers What is Money?	(Micro 1, 2) (Capstone 1, 3, 4-5, 37.3)	E9.1 E10.2
2. Wages, Payroll, Bank Accounts, Careers & Finance Budgeting, Credit Cards Buying groceries, Transportation, Homes	(Lifeskills) (Micro 3) (BlueBook 9, 17) (Capstone 18, 45)	E9.4 E10.3 E10.4 E10.5 Financial Literacy Stds.
3. Markets & Business-types Partnerships, Corporations, Proprietorships Command, Traditional, & Market Economies Price & Non-Price Allocations (Barter)	(Capstone 11, 19) (BlueBook 21) (Macro 7-10) (Globe p.79-84 + Ch.2)	E11.1 E11.3 E11.7 E11.8 E11.10
4. Supply & Demand Curves Factors Affecting Supply & Demand/Elasticity Equilibrium/Market Clearing Price/Shifts Price Floors & Ceilings/ Surplus & Shortage Public and Private Sectors/ Govt Interference	(Micro 11, 14) (BlueBook 4-7) (Macro 6) (Capstone 9-10, 13.2, 14, 26) (Globe Ch. 3)	E9.2 E9.3 E9.5 E11.9
5. Government Regulation Price-fixing, Collusion, Oligopoly, & Monopoly Patents & Copyrights Can you win at “Monopoly” by having a monopoly?	(BlueBook 11, 14) (Micro 6, 8) (Capstone 22)	E11.6
6. Taxation Sales, Income, and “Sin” Taxes Proportional, Progressive, and Regressive taxation Federal tax types Payroll withholdings: Social Security & FICA Corporate; Excise; Estate & Gift; User Fees Tax Reforms: Flat tax, Value-added tax, no tax	(Micro 12) (Capstone 29)	



Economics Course of Study and Units Studied

Economics Defined

- What is economics?
- Macro and Micro one economy two lens of study
- Scarcity, Want vs. Need
- Value defined
- The Factors of Production

The great economic question(s) of scarcity that every economy needs to answer and What to produce, How to produce it and Whom to produce it for.

Economic Systems, how they work

- Laissez Faire/Capitalism
- Command/Communism
- Mixed

Strengths and weaknesses of each, how does each relate to the others, which one came first, who in a society are in favor of each?

Forms of businesses in America and the World

- Sole proprietorship/Entrepreneurship
- Partnership
- Corporation/Stocks, Bonds and Investment
- Other organizations, Non-profits, Unions etc....

How each of these is started and run, advantages and disadvantages to each.

The Law Supply and Demand

- Demand
- Supply
- Shortage, Surplus and Equilibrium

How are these things related, to each other how do they combine to control the economy? Are there situations where these “laws” do not apply?

Gauging the strength of the economy

- Unemployment rate
- Inflation
- GDP

How each of these things is measured, why these three elements are so important to gauging a strong or weak economy and how each interacts with one another.

Business cycles, ups and downs in the economy

- Expansion
- Recession
- Depression
- Government Intervention

Defining and understanding the different cycle periods and knowing why each occur.

Government Interventions to correct a failing economy

- Monetary Policy/The Federal Reserve System
- Fiscal Policy/ Tax Policies and Government spending

The difference between these two policies and how they are both used to stabilize and maintain a healthy economy.

Policy and Politics Liberal vs. Conservative

- Democrats
- Republicans

Understanding the difference between how a Liberal views the economy as opposed to a Conservative. Learning the different economic policies of each, Keynesian and Supply Side how each policy is intended to work.

Taxes types and kinds

- Progressive
- Regressive
- Proportional
- Different Taxes, Income, Property, Sales etc.

Understanding why we have to pay taxes, who taxes us and how the money is spent.

Financial Literacy/Personal Economic Choices

- Personal Taxes- Filing an Income Tax Return **1040EZ**
- Banking- Interest both simple and compound Savings and Investing
- Credit/Loans- Credit cards and Payment Strategies
- Buying a Home-Mortgage types, qualifying for a loan
- Career Options/Exploring personal career choices

Understanding how the world of personal finance works, how are you going to get and keep a job? What your personal choices might be, education, work, the military what is the best fit for you and how can you plan to get there.

schoolid	[39]abbreviation	grade_level
601	FHS	12
601	FHS	12
902	ERHS	12
604	DHS	12
902	ERHS	12
601	FHS	12
604	DHS	12
605	SSHS	12
902	ERHS	12
601	FHS	12
902	ERHS	12
603	YHS	12
604	DHS	12
605	SSHS	12
604	DHS	12
601	FHS	12
604	DHS	12
605	SSHS	12
601	FHS	12
902	ERHS	12
601	FHS	12
605	SSHS	12
604	DHS	12
604	DHS	12
602	SVS	12
605	SSHS	12
902	ERHS	12
902	ERHS	12
603	YHS	12
902	ERHS	12
601	FHS	12
604	DHS	12
603	YHS	12
605	SSHS	12

Row Labels	Count of Student_number
DHS	8
ERHS	8
FHS	8
SSHS	6
SVS	1
YHS	3
(blank)	
Grand Total	34

	Seniors Enrolling After First School Month 2015
DHS	8
FHS	8
SSHS	6
SVS	1
YHS	3
ERHS	8
Grand Total	34

NRS 389.018 Designation of core academic subjects; minimum units of credit required in high school; exception; additional subjects to be taught.

1. The following subjects are designated as the core academic subjects that must be taught, as applicable for grade levels, in all public schools, the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS:

- (a) English, including reading, composition and writing;
- (b) Mathematics;
- (c) Science; and
- (d) Social studies, which includes only the subjects of history, geography, economics and government.

2. Except as otherwise provided in this subsection, a pupil enrolled in a public high school must enroll in a minimum of:

- (a) Four units of credit in English;
- (b) Four units of credit in mathematics, including, without limitation, Algebra I and geometry, or an equivalent course of study that integrates Algebra I and geometry;
- (c) Three units of credit in science, including two laboratory courses; and
- (d) Three units of credit in social studies, including, without limitation:
 - (1) American government;
 - (2) American history; and
 - (3) World history or geography.

↪ A pupil is not required to enroll in the courses of study and credits required by this subsection if the pupil, the parent or legal guardian of the pupil and an administrator or a counselor at the school in which the pupil is enrolled mutually agree to a modified course of study for the pupil and that modified course of study satisfies at least the requirements for a standard high school diploma or an adjusted diploma, as applicable.

3. Except as otherwise provided in this subsection, in addition to the core academic subjects, the following subjects must be taught as applicable for grade levels and to the extent practicable in all public schools, the Caliente Youth Center, the Nevada Youth Training Center and any other state facility for the detention of children that is operated pursuant to title 5 of NRS:

- (a) The arts;
- (b) Computer education and technology;
- (c) Health; and
- (d) Physical education.

↪ If the State Board requires the completion of course work in a subject area set forth in this subsection for graduation from high school or promotion to the next grade, a public school shall offer the required course work. Except as otherwise provided for a course of study in health prescribed by subsection 1 of [NRS 389.0185](#), unless a subject is required for graduation from high school or promotion to the next grade, a charter school is not required to comply with this subsection.

(Added to NRS by [1999, 3257](#); A [2003, 1143](#); [2007, 1962](#); [2013, 2261](#))

**LYON COUNTY SCHOOL DISTRICT
BOARD POLICY**

IKFD

~~*CAREER AND TECHNICAL EDUCATION CREDITS*~~

~~It shall be the policy of the Lyon County School District that students who earn 24 credits, four of which are Career and Technology Education (CTE) credits, be awarded a CTE Advanced Diploma. Students must earn a minimum of four occupational education credits leading to advanced skill attainment. To qualify for this diploma, students must be enrolled in a LCSD high school for at least two semesters and maintain a 3.0 grade point average.~~

Adopted 08/23/05

**Lyon County School District
Board Memo**

Date: June 28, 2016
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Revision to LCSD Board Policy IKB Homework

Recommendation

That the LCSD Board of Trustees approve revisions to LCSD Policy IKB: Homework as a first reading.

Background Information

Revisions were necessary to update LCSD Board Policy IKB, Homework Policy. For example, digital and Internet dependent homework may be assigned, and it is important that we consider our students' home resources before assigning this type of homework. Additionally, guiding questions were added in the Administrative Regulations, more autonomy is being provided to schools to make decisions on homework requirements and current research suggests homework's positive effects on learning may not always be as effective as once believed.

The last revision to the IKB Homework policy was in 1999. This policy was reviewed and revised with principals this past spring who sought stakeholder input from their staff. The revisions were also shared with local union leaders.

Budget Considerations

N/A

Discussed at Previous Meeting

No

Attachment:

Spring 2016 Feedback on IK, IKB, IKF

*Respectfully Submitted,
Wayne Workman, Superintendent*

HOMEWORK POLICY

The Lyon County School Board believes that homework is an important part of the educational process and that it is valid if it has the following objectives: To promote growth in self-responsibility and self-direction in learning; to direct students toward good work habits; to enrich and extend school research experiences; to bring pupils into contact with out-of-school learning resources; to help children learn to budget time; and to provide essential practice in developing skills.

Homework is defined as tasks assigned to students by teachers that are meant to be completed during non-school hours. The purpose of homework is to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest on the part of the pupil. All homework should have specific objectives. Homework should be planned and not haphazardly assigned or given for "busy" work. The purposes should always be clearly understood by both the teacher and the pupil.

The quantity of homework should be reasonable. Assignments should be planned and coordinated so that teachers in the several areas avoid excessive amounts of homework given to the student at any one time. Homework Amounts and time limits must be set by each school and principal. The time required for completion will take into consideration the student's grade level, individual needs, ability, home situation, and the availability of resources in the home environment. Access to digital or Internet dependent homework must be considered prior to being assigned. The time required for student homework assignments should normally may increase as students' progress into higher grade levels.

~~Homework assignments should be consistent in terms of the amount given each day and the time required for each assignment so that a pattern of meaningful homework can be established by the teacher and/or the student.~~

~~Homework is a learning activity which should increase in complexity with the maturity of the pupil. With increased maturity, learning should become an independent activity. This should be established through consistent assignments which encourage students to investigate for themselves and to work independently as well as with others.~~

All homework should involve some type of follow-up and evaluation. All homework shall be evaluated, corrected, and returned to the student in a timely manner (preferably the next school day, but not to exceed one school week). Skills learned incorrectly and never corrected are nevertheless learned and reinforced.

All homework should reflect or reinforce materials already previewed and explained. Homework should be the follow-up to lesson presentations, not the introduction to future lessons. Reading and/or studying in preparation for a class discussion is appropriate ~~for~~ homework assignment.

**LYON COUNTY SCHOOL DISTRICT
BOARD POLICY**

IKB

~~Homework should encourage the application of skills acquired in class. Reading, creative composition, problem solving, and home and community involvement are important factors in planning homework activities.~~

~~Study methods should be taught in every subject area. Students often do not study because they do not know how to approach independent work.~~

Homework assigned should demand successful completion and should carry proportional weight in grading as established by each school and principal. In assigning homework, the teachers should consider the individual student's needs, ability, home situation, and the availability of resources in the home environment. Homework should nurture life-long learning.

DRAFT

Policy #IKB
Adopted 4/18/84
Revised 7/22/97-7/26/16

HOMework POLICY – Administrative Regulations

Homework Guidelines

- Is homework assigned as practice for skill refinement or rehearsal, or as an introduction to new concepts in preparation for an upcoming class?
- Does the maximum weighting for homework lead to **truthfulness** of the student's grade?
- Does the weighting of homework vary by no more than 5 percentage points from teachers of like-courses so the grades are **reliable**?
- Does the school set appropriate guidelines for the amount of homework assigned and the time expected to complete the work?
- Is homework used as a means of providing appropriate and timely feedback to students?
- Is homework digitally or Internet dependent and is there adequate access in the home?

**Lyon County School District
Board Memo**

Date: June 28, 2016
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Revision to LCSD Board Policy ING Coaching

Recommendation

That the LCSD Board of Trustees approve revisions to LCSD Policy ING: Coaching as a first reading.

Background Information

Revisions were necessary to update LCSD Board Policy ING, Selection and Certification of Coaches. The last revision was completed in 2010. These proposed revisions include adding the NIAA required “Head Injuries/Concussion” to the course requirements, selection of coaches and conducting a more thorough evaluation of coaches. Additionally, this policy will allow coaches who are doing an exceptional job (“Highly Effective” evaluation) and building their program to continue in their coaching position without having to re-interview each year.

This policy was revised with athletic directors and principals in early June and recently shared with local union leaders.

Budget Considerations

N/A

Discussed at Previous Meeting

No

*Respectfully Submitted,
Wayne Workman, Superintendent*

SELECTION AND CERTIFICATION OF COACHES

It is the policy of the Lyon County School District Board of Trustees to assure that students are safe and supervised at all times. The Trustees expect the standards of the persons selected to coach student sports to be commensurate with those expected in the schools. No child shall be put at undue risk while participating in sanctioned sporting events, nor the preparation of these events.

The Trustees seek to assure that all persons selected for coaching positions hold to the highest standards set forth herein and by the Nevada Interscholastic Activities Association (hereafter NIAA) in section (NAC) 386.832 which states:

Coaches: Required certification and courses. (NRS 386.430) A coach of a school is not eligible to coach during the school year after the year the school hires him as a coach unless he is certified in cardiopulmonary resuscitation and completes the following courses, or the equivalent of those courses, offered by the Coaches Education Program of the National Federation of State High School Associations:

1. Coaching Principles; and
2. Sport First Aid.
3. Head Injuries/Concussion

The Trustees require all coaches to meet these three basic requirements of the NIAA 1) CPR, 2) First Aid, and 3) Coaching Principles before they will be considered for any coaching position. All paid coaches and assistants will need to be at least twenty-one (21) years of age. Due to the need to verify the aforementioned requirements, as well as to verify other facts submitted as part of the application process, all submissions for coaching positions shall be presented to the Lyon County School District Board of Trustees no later than two (2) calendar months previous to the commencement of the season for that particular sport. If practices would be expected to start earlier than two (2) months prior to the season starting, the submission will be presented at least two (2) months prior to the beginning of practices for that sport. Submitted candidates are expected to be those chosen by the School Administrator due to their superior qualifications; ~~however, the Trustees reserve the right to reject a candidate or to ask for the other applications from the other candidates to be submitted to the board for review.~~ In the event that a position becomes unexpectedly vacant (coach not available due to unforeseen circumstances), the school shall appoint an interim coach from the available applicants, the chosen applicant will be put before the board for approval ~~no later than three (3) weeks from the time the vacancy occurs. An interim candidate should be informed that the board may not approve their position, and in such a case, they will not be compensated for their time.~~

In order to assure that all students receive the attention in coaching that they deserve, no coach will be allowed to coach more than one sport at a time, nor will any individual be allowed to coach more than four sports in any calendar year, unless approved by the Superintendent or designee due to extenuating circumstances.

All coaches will be evaluated by the principal ~~and athletic director~~ or athletic administrator within two weeks of the conclusion of the respective sport's state tournament. If the coach receives a ~~satisfactory~~ "Highly Effective" evaluation for a given sport, a letter of intent to coach the following season will be issued, therefore not requiring the coach to reapply for the position he/she currently holds, regardless of whether the coach is a LCSD permanent employee or non-LCSD permanent employee. If a coach resigns or receives an ~~unsatisfactory~~ "Ineffective" evaluation for a given sport, the principal will advertise the position, conduct interviews, and submit the name of the best candidate to the Board of Trustees for approval. Any non-LCSD permanent employee coach receiving an "Effective" evaluation will be required to re-interview for their respective coaching position. Any coach receiving an ~~unsatisfactory~~ "Ineffective" evaluation will not be eligible to apply for that particular coaching position for at least two years. All coaching positions being filled with ~~off-campus~~ non-LCSD permanent employee coaches will be opened for interviews each year unless the coach received a "Highly Effective" evaluation.

All of the expectations outlined above will be reviewed each year to assure they are properly maintained.

This policy shall apply to coaching of sports at all grade levels in Lyon County.

Policy #ING

Adopted 4/7/09

~~Revised 4/27/10~~ 7/26/16

This policy supersedes policy adopted 4/7/09

This policy supersedes policy GCDE
(Policy on Extra Curricular Contracts for Sports)

**Lyon County School District
Board Memo**

Date: June 15, 2016
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Time & Effort Policy

Requested by:

Claudia Fadness, Director of Elementary Curriculum & Keri Pommerening, Director of Secondary Curriculum
Lise Coudriet, Grants Manager

Recommendation

The Board of Trustees approve the new policy for Time & Effort Reporting as outlined in the Uniform Grants Guidance requirements. This is the first reading of the policy.

Background Information

Per the Uniform Grants Guidance revision dated December 26, 2014, all district and state organizations receiving federal funds must develop a Time & Effort Policy for reporting employee salary/benefit expenditures.

*Respectfully Submitted,
Wayne Workman, Superintendent*

Prepared by,

*Lise Coudriet, Grants Manager
Claudia Fadness, Director of Elementary Curriculum, Instruction, and Assessment
Keri Pommerening, Director of Secondary Curriculum, Instruction, and Assessment*

TIME & EFFORT POLICY

This policy explains how District implements an effective time and effort reporting system for all federal and grant funding (based on Uniform Grants Guidance §200.413). This policy states the Districts minimum requirements with additional restrictions may be imposed by the Superintendent or person delegated by the Superintendent.

Time and Attendance Reporting – One Funding Code

Funds may be used to pay for employees whether on the job or absent on leave. The employee is to complete a Semi-Annual Certification form for federal and/or grant funding after work is completed. This certification must be prepared at least every six months, signed and dated by the employee or supervisor having firsthand knowledge of the work performed by the employees.

Time and Attendance Reporting – Between Two Funding Codes

If an employee works on two cost objectives a Personnel Activity Report (PAR) form identifying the amount of time and employee works on each cost objective is required. The PAR report may reflect exact time or a percentage of time work was performed in each cost objective. This certification must be prepared on a monthly basis, signed and dated by the employee or supervisor having firsthand knowledge of the work performed by the employee once work has been concluded for that period of time.

Time and Attendance Reporting – Between Multiple Funding Codes

If an employee works on multiple funding codes may qualify for a Consolidated Administrative Pool (CAP) authorization. A CAP Assurances page would need to be completed based on the following information: The Every Student Succeeds Act (ESSA) allows a local education agency (LEA), upon approval from the state education agency (SEA), to consolidate funds for the administration of one or more ESSA programs. The following Assurances must be signed and submitted to the Director of the Office of Student and School Support at the Nevada Department of Education (NDE).

However, if the employee does not qualify for CAP due to the funding cost objectives then a Personnel Activity Report (PAR) form identifying the amount of time an employee works on each cost objective is required. The PAR report may reflect exact time or a percentage of time work was performed in each cost objective. This certification must be prepared at least every month or as work is performed, signed and dated by the employee or supervisor having firsthand knowledge of the work performed by the employees.

Policy #DHA
Adopted: 07/26/2016

**Lyon County School District
Board Memo**

Date: June 28, 2016
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Superintendent Annual Summative Evaluation

Requested by:

Jason Sanderson, Board President

Background Information

This is the formal year-end evaluation of Superintendent, Wayne Workman for the 2015-2016 school year. Superintendent Workman received formative feedback on progress toward his summative evaluation in November.

Budget Considerations

None

*Respectfully Submitted,
Wayne Workman, Superintendent*

Lyon County School District
Superintendent Evaluation Instrument

Superintendent: _____

Evaluator: Board Member Board as a whole Date: _____

Performance Indicators

(Use the indicators below as examples and do not rate each one. These are listed only to help you in thinking about the standard, and are not intended to be a checklist of tasks.)

Indicators	Outcome Statements
Student Learning	<p>Students are making progress toward achieving outcomes identified by the Board.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Specific progress is evident. 2. Student learning is defined based on the knowledge and skills necessary to be successful. 3. Data and information collected is reliable, valid, and believable. 4. Data is regularly presented and is communicated in understandable forms. 5. Data is used for future planning and improvement. 6. Effective methods of providing, monitoring, evaluating, and reporting student achievement are used. 7. Surveys generally demonstrate student satisfaction with their school program. 8. Preparing students for post-secondary education and/or entrance into the job market. 9. Data is disaggregated, analyzed, and explained. 10. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds Standards</p>	
<p>Written comments:</p>	

Instruction	<p>Students receive the highest quality instruction.</p> <p>GOALS:</p> <ul style="list-style-type: none"> • Implementation of Common Core State Standards • Implementation of Co-Teach Model • Identification of Future Technology Needs <p>Indicators:</p> <ol style="list-style-type: none"> 1. Curriculum is aligned across the system. 2. Students are engaged in their work. 3. Instructional best practices are described and used. 4. Adopted programs are fully implemented and effectiveness regularly monitored. 5. Faculty and stakeholders are involved in the enhancement, renewal, and alignment of curriculum, instruction, and assessment. 6. Feedback about effective instruction is encouraged. 7. Professional development and teacher evaluation are focused on improving instructional practices. 8. Teachers understand and utilize knowledge about different learning styles and particular student needs. 9. Students and teachers work in an environment of shared respect and open feedback. 10. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds Standards</p>	
<p>Written comments:</p>	
Community Relations	<p>The community at large is satisfied with performance and supports the school.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Parents communicate satisfaction with school experiences. 2. A community process exists to develop and implement a shared vision that focuses on improving student achievement. 3. Budgets are consistently supported by the community. 4. Community members are involved in school activities. 5. Students participate in community service learning activities. 6. A process is in place and followed to listen to and resolve complaints 7. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds Standards</p>	
<p>Written comments:</p>	

Human Resources	<p>The environment supports the staff performing their best work.</p> <p>GOALS:</p> <ul style="list-style-type: none"> • Implementation of Teacher and Principal Evaluations <p>Indicators:</p> <ol style="list-style-type: none"> 1. Staff members are treated fairly. 2. Teachers work effectively within their classroom, throughout the school, across district schools, and with the community. 3. Operations are clearly defined, communicated, and implemented. 4. Personnel contracts are adhered to. 5. Effective collective bargaining strategies advance and promote student learning. 6. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds Standards</p>	
<p>Written comments:</p>	
Policy	<p>Policies are adhered to and administrative procedures are followed.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. The superintendent serves as a resource to the board in developing, adopting, and updating policies. 2. Procedures are developed and available to the board, staff, students, and the public. 3. Procedures are aligned with board policy and comply with all laws, rules, and regulations. 4. Procedures are reviewed and revised periodically. 5. Legal counsel is judiciously used to proactively prevent/respond to civil and criminal liabilities. 6. The superintendent understands the system of public school governance and differentiates between the policy making and administrative roles. 7. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds Standards</p>	
<p>Written comments:</p>	

Finances	<p>The district is an effective steward of financial resources.</p> <p>GOALS:</p> <ul style="list-style-type: none"> • Budget Awareness <p>Indicators:</p> <ol style="list-style-type: none"> 1. Budget reflects district goals for student achievement. 2. District expenses do not exceed revenues. If this occurs, a plan is developed and presented to the board for remediation within an acceptable timeline. 3. Finances are managed in accordance with GASBE and GAAP standards. 4. The annual audit shows no material deficiencies and audit recommendations are effectively implemented. 5. Multi-year budget plans are used for planning purposes. 6. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds Standards</p>	
<p>Written comments:</p>	
Facilities	<p>The district is a good steward of capital resources.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. All buildings meet safety, health, and construction codes. 2. Facilities and equipment are not subject to improper wear or insufficient maintenance. 3. Multi-year plans for maintenance, repairs, and facility upgrades are in place. 4. Ongoing inspection and reporting systems are utilized. 5. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds Standards</p>	
<p>Written comments:</p>	

Board Relations	<p>The superintendent fosters a relationship of mutual respect and support.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. The superintendent assists the board in developing clear policies that meet federal and state requirements. 2. The superintendent understands and communicates legal liability to the district. 3. The superintendent supports the board chair to maximize the effectiveness of board operations. 4. The superintendent regularly informs all board members about the business of the district and alerts the board about critical issues and areas that may have impact on the district. 5. The superintendent maintains a future-focus on emerging trends and research. 6. The superintendent follows agreed upon board/superintendent guidelines. 7. Other:
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The superintendent has sufficient authority to achieve this standard? Yes No

The superintendent's rating for this standard is:

Does Not Meet Meets Exceeds Standards

Written comments:

Safety	<p>Students, staff, and community members are physically and psychologically safe in the school.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. The superintendent creates and implements practices and procedures that promote safe school environments. 2. A school-based climate of tolerance, acceptance, and civility are in place and continually monitored. 3. Crisis plans exist and are routinely practiced. 4. Parents, staff, and students report feeling physically and emotionally safe and respected in school. 5. Other:
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The superintendent has sufficient authority to achieve this standard? Yes No

The superintendent's rating for this standard is:

Does Not Meet Meets Exceeds Standards

Written comments:

Communication	<p>The superintendent promotes two-way communication with students, staff, parents, and the community as a whole, including building effective relationships with the media.</p> <p>GOALS:</p> <ul style="list-style-type: none"> • Cabinet Site-Visit Support <p>Indicators:</p> <ol style="list-style-type: none"> 1. Communication systems are in place that effectively keeps all parties informed. 2. Systems are in place to monitor internal and external perceptions of the district. 3. Involvement of all stakeholders is promoted. 4. The superintendent demonstrates effective communication skills in formal and informal settings. 5. Other: 6.
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds Standards</p>	
<p>Written comments:</p>	
Ethics	<p>The district operates in an ethical manner.</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. The superintendent manifests a professional code of ethics and demonstrates personal integrity. 2. The superintendent models accepted moral and ethical standards in all interactions. 3. The superintendent explores and develops ways to find common ground in dealing with difficult and divisive issues. 4. The superintendent promotes opportunities for growth in the professional competence for staff, administrators, and self. 5. Moral and ethical practices are established and followed in every classroom, school, and throughout the district. 6. Other:
<p>The superintendent has sufficient authority to achieve this standard? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>The superintendent's rating for this standard is:</p> <p><input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Exceeds Standards</p>	
<p>Written comments:</p>	

BOARD-SUPERINTENDENT RELATIONSHIP

The superintendent shall be the chief executive officer and shall be responsible for the professional leadership necessary to translate the will of the Board into administrative action.

The superintendent shall be responsible for all aspects of district operation and for such duties and powers pertaining thereto as directed or delegated by the Board, and to develop such procedures and regulations as he/she considers necessary to ensure efficient operation of the district.

The Board expects that the superintendent is professionally able and possesses outstanding qualities of leadership, vision and administrative skill and that the superintendent will implement all Board policies in good faith.

The superintendent can expect the Board will respect the superintendent's professional competence and extend to him/her full responsibility for implementation of Board policy decisions.

The Board holds the superintendent responsible for carrying out its policies within established guidelines and for keeping the Board informed about district operations.

Any communication between the Board and Superintendent that directs the Superintendent's actions on policy implementation or district management needs to be done either in open public meeting or if it is on an urgent nature, communicated to all Board members in the same manner.

Individual Board members can request information from the Superintendent pertinent to policies and operations of the district. Individual Board members can provide information to the Superintendent pertinent to the operation of the district. Individual Board members cannot direct the Superintendent or Staff outside of open public meetings except as required for the duties of the Board President and Board Secretary as outlined in Policy BCB.

The Superintendent shall be given a formal evaluation no less than one time per each school year that they are employed by the School Board. The Board may, at their discretion, informally evaluate the Superintendent at any time during the school year in order to develop the formal year-end evaluation. Informal evaluations will not be used by the Board in any other manner.

Policy # BCD

Adopted 09/25/07

Revised 08/07/12

This policy supersedes the Policy adopted 02/09/10

Lyon County School District SUPERINTENDENT ASSURANCES TO THE BOARD

- Keep kids first!
- Promote a safe and positive environment/culture.
- Focus on curriculum, instruction and assessment.
- Effectively communicate with the Board, staff, students and parents/community members in an open, honest, transparent and positive manner.
- Have visible presence at District schools.
- Treat all Board members equally.
- Work collaboratively with all stakeholders in promoting continuous improvement.

Created June 20, 2015

Lyon County School District BOARD ASSURANCES TO THE SUPERINTENDENT

- Follow proper protocols with respect to communication.
- Let the Superintendent do his job – not direct him like a puppet.
- Be honest and open with the Superintendent.
- Support the schools and staff within their communities.
- Treat recommendations by administrative staff with respect.
- Provide clear expectations for the Superintendent and reinforce those with meaningful evaluations.
- Dress to business casual standards as appropriate to the event.

Created June 20, 2015