

# Agenda

## Lyon County School District Board of Trustees

A Workshop of the Board of Trustees of Lyon County School District will be held on Wednesday, June 4, 2025, beginning at 4:00 PM at the following location:

**Professional Learning Center, PLC, located on the SSES Campus, 3800 W. Spruce St., Silver Springs, NV 89429**

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

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

1. CALL TO ORDER

2. PLEDGE OF ALLEGIANCE

3. WELCOME OF GUESTS

4. APPROVAL OF AGENDA

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

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

6. **(For Possible Action)** Discussion and possible action to provide district administration direction on a staff acknowledgement and recognition memento. **3**

7. **(For Possible Action)** Discussion and possible action to move the July 22, 2025 meeting to the PLC. **5**

8. **(For Possible Action)** Discussion and possible action to provide district administration further direction on the comments made from LCSD staff through the "Suggestion Box" questions. **6**

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

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

11. ADJOURN:

If you have questions or public records requests, please contact the LCSD Communications and Public Relations Officer at ([Communications@lyoncsd.org](mailto:Communications@lyoncsd.org)).

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

*LYON COUNTY SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION AND ACCESSIBILITY*

*The Lyon County School District does not discriminate on the basis of race, color, national origin, gender, disability or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Educational Amendments of 1972, section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Age Discrimination Act of 1975, and any other pertinent statute or requirement. This Non-Discrimination policy covers admission, access, treatment, and employment in the District's programs and activities, including Occupational Education. For information regarding opportunities, policies, or the filing of grievances, contact your school principal.*

*The Lyon County School District is pleased to provide accommodations for the handicapped or disabled. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the Administrative Assistant to the Superintendent and Board of Trustees in writing at 25 E. Goldfield Ave., Yerington, NV 89447, email [mheim@lyoncsd.org](mailto:mheim@lyoncsd.org), or call (775) 463-6800 Ext. 10034 at least one week prior to the meeting.*

A



B



**Hard Enamel (Two Side) Challenge Coins**

	<b>25</b>	<b>50</b>	<b>100</b>	<b>150</b>	<b>200</b>	<b>250</b>	<b>300</b>	<b>500</b>	<b>750</b>	<b>1000</b>	<b>2000</b>	<b>3000</b>	<b>5000</b>
<b>1.50"</b>	\$10.24	\$6.22	\$3.89	\$3.83	\$3.59	\$3.53	\$3.28	\$3.23	\$3.18	\$3.13	\$3.01	\$2.91	\$2.81
<b>1.625"</b>	\$10.72	\$6.48	\$4.19	\$4.07	\$3.87	\$3.82	\$3.52	\$3.47	\$3.42	\$3.37	\$3.29	\$3.15	\$2.98
<b>1.75"</b>	\$11.29	\$6.82	\$4.41	\$4.35	\$4.21	\$4.15	\$3.78	\$3.72	\$3.67	\$3.63	\$3.57	\$3.38	\$3.18
<b>1.875"</b>	\$11.51	\$6.93	\$4.65	\$4.59	\$4.44	\$4.39	\$4.13	\$4.07	\$4.01	\$4.01	\$3.91	\$3.72	\$3.57
<b>2.0"</b>	\$11.80	\$7.13	\$4.81	\$4.75	\$4.61	\$4.55	\$4.29	\$4.24	\$4.21	\$4.19	\$4.08	\$3.88	\$3.73
<b>2.25"</b>	\$13.48	\$8.11	\$5.45	\$5.37	\$5.27	\$5.20	\$4.84	\$4.78	\$4.73	\$4.71	\$4.61	\$4.24	\$3.94
<b>2.5"</b>	\$16.51	\$9.90	\$6.33	\$6.28	\$6.11	\$6.03	\$5.76	\$5.64	\$5.59	\$5.60	\$5.50	\$4.58	\$4.28
<b>2.75"</b>	\$19.10	\$11.44	\$6.90	\$6.85	\$6.72	\$6.65	\$6.39	\$6.14	\$6.08	\$5.98	\$5.88	\$5.10	\$4.81
<b>3.0"</b>	\$22.58	\$13.48	\$7.49	\$7.44	\$7.36	\$7.29	\$6.97	\$6.62	\$6.57	\$6.36	\$6.00	\$5.60	\$5.34
<b>3.25"</b>	\$23.13	\$13.96	\$8.30	\$8.22	\$8.18	\$7.83	\$7.71	\$7.20	\$6.72	\$6.57	\$6.02	\$5.93	\$5.85
<b>3.5"</b>	\$25.13	\$15.14	\$8.95	\$8.87	\$8.87	\$8.79	\$8.74	\$8.22	\$7.59	\$6.90	\$6.87	\$6.79	\$6.71
<b>3.75"</b>	\$27.44	\$16.51	\$9.73	\$9.63	\$9.63	\$9.55	\$9.49	\$9.16	\$8.46	\$7.68	\$7.66	\$7.58	\$7.50
<b>4.0"</b>	\$29.96	\$17.98	\$10.57	\$10.47	\$10.47	\$10.38	\$10.31	\$9.92	\$9.15	\$8.32	\$8.30	\$8.20	\$8.12

# Lyon County School District Board Memo

**Date:** June 4, 2025  
**To:** Board of School Trustees  
**From:** Tim Logan, Superintendent  
**Re:** Move the Meeting Location for the July 2025 Board Meeting

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## **Recommendation**

At the discretion of the Board of Trustees.

## **Background Information**

The July 22, 2025 LCSD school board meeting is scheduled to take place at the District Office Board Room in Yerington. However, as we have reviewed the attendance at board meetings over the past year, it appears that the DO Board Room in Yerington will not be large enough to accommodate everyone. The annual Night in the Country event takes place at this time as well, causing heavy traffic on the highways around Yerington. This is an opportunity for the trustees to discuss this matter and move the meeting to another location should they wish.

## **Budget Considerations**

None

## **Discussed at Previous Meeting**

No

## **Attachment(s)**

None

# Suggestion Box #1

## Question #1

### Why is LCSD a great place to work?

The genuine concern for children's education and future.

Good pay

It's ok

I love the small town feel of knowing most everyone in the district. It feels like a true collaborative environment.

LCSD is a great place to work because of the staff

Teachers care about the kids. Most people are kind.

I have a great leadership and coworkers

Great Teachers

Great Benefits

My colleagues and the best practices they share. Everyone is a team and supports one another. We all have the same goal in mind; to grow and improve so we can better help the students.

I appreciate the medical and insurance benefits the school district offers. I have thoroughly enjoyed staff and employees that I work with everyday. There are always various training and extended learning opportunities provided constantly.

open communication with other district employees

Friendships

The location

There are worse places to work!

Great coworkers.

I love my job. I like the team I work with feel I have support from admin.

I love that we know so many fellow employees as our communities are small.

LCSD is a great place for me to work because it is close to home, I can be on campus for my children as well as have the same days off with them. I do not actually work for the school district. I work for Chartwells in the School nutrition department. I really enjoy being involved with all the school activities and making sure our students are getting options for proper nutrition.

The small district community and relationships.

Students have ample opportunity to achieve.

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My peers.

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I like the family centered approach. They care about your family and understand when family things happen that you have to take care of. I also think at my school at least we have amazing admin who care about us. I like the small town feel and that you can know most of the people in the district.

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the people

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The very best part of LCSD is the staff. From every school to the District level, we are here for kids. The absolute dedication and devotion that LCSD employees put forth for our students so often goes above and beyond as we dedicate our own time, money, and energy into finding ways to support our kids and create the best possible outcome for every student.

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This workplace could be significantly improved with a few modifications.

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I enjoy the freedom to do what I need to that is best for my students. I feel like a member of the team and have the ability to share ideas that will make the school a better place.

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It used to be 100% a great place to work because I felt welcomed as an individual and understood.

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I wouldn't use the word 'great', it seriously needs some discipline flexibility.

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We work as a team. We all have a common goal which is to help kids grow their potential.

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Students and Staff, they both make coming to work a joy!

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Support from colleagues and administrator

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Great people working hard to provide education, nutrition, guidance and love to great kids.

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Curriculum is somewhat advanced and challenges students

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The people. Everyone that I have encountered, whether it be at the District office or at a school, actually care about what they are doing and why.

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Helpful people and staff everywhere.

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Pay and benefits are better than other districts. I feel valued and appreciated.

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My individual school is a great place to work because of my administrator and my colleagues. They are knowledgeable about their craft and work hard to make our school a collaborative and inspiring place to work. Teachers are treated with respect and we are supported and cared about. I don't feel the same way about the district at large.

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It depends on the school you work at in Lyon. I have worked at 2 different elementary schools. One was okay and one I loved. It really depends on administration.

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Helping our community by guiding our children to become better citizens as they grow up.

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This district is kid first and family oriented. Keep up the great work!

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There are those kids who make it worth coming to work every day---

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Good question...

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Co-workers are awesome

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It is supportive to employees continued education and growth, they try to do what is best for kids and employees and there is a feeling of genuine care.

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LCSD is a great place to work because it fosters a close-knit community where the superintendent

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knows teachers by name. It also offers valuable opportunities for growth, such as the "Grow Your Own" scholarship, which helps bring more educators into the field.

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There is more focus on success and nurturing of the whole student and less focus on test scores.

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I love my work environment. I feel so appreciated and valued by my administration and colleagues. I also love the quality of life my work schedule allows.

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Great and caring people that have a student first mentality!

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I have lived in Dayton 33 years and really like this area. All 4 of my children graduated from DHS and they are all successful.

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I have been supported and encouraged by the Leadership at LCSD. I believe LCSD listens and really tries to help where it is able.

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Tim Logan is a man of integrity who leads our district with integrity. LCSD got it right when they made him our new superintendent.

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The connections I've made in my position. I get to work with a realm of departments and enjoy being part of making a difference in all students in Lyon County.

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Everyone is friendly and helpful

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The cabinet, admin, teachers and all staff are always supportive of everyone and make it a great place to work.

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All staff, from District Office, to school site Admin to certified and classified staff care about the kids.

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Support, training, and great students!

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There are a few staff members that are knowledgeable and helpful. I am growing more and more because of them.

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The district is filled with nice people to work with.

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The staff is wonderful, flexibility when we ask for time off, I love the children.

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People care about each other.

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It feels like a big family to me! I feel welcomed and cared about at my schools.

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It is a family friendly environment and is so nice when you are a working parent. Working at LCSD feels like having a second family. There are a lot of things that you won't find anywhere else that we offer.

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Admin is supportive. Kids are awesome.

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For the friendships i have made and feeling like a family

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Great people - great community

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Supportive and encouraging place to spend my days with amazing students and attentive staff.

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The teachers and staff

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Connection to Staff, Bosses, Support

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I enjoy the people I work with.

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EVES admin is amazing. Parents are involved.

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Lyon County is a good place to live, but many psrts of the district are not good places to work.

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My principals, teacher leaders and some of my core team are terrific to work with

It no longer is anymore. 20 years in and I'm looking to leave now as I can not allow my children to remain in this school system

The people I work with care about the students in our school and want what is best for them to succeed.

The tight knit community feel, rural kids are the best.

LCSD is a nice place to work because I work at a site with an amazing administration that make you feel valued and heard. I also have some great coworkers at my site.

LCSD is an incredible place to work because of the emphasis district and school leaders place on students. I love the portrait of a learner and how it focuses on the students and their individual needs and not on putting them in a box or category based on a ridiculous test score. Why would anyone ever label a student based on an arbitrary test score? Students are so much more than just a test score and I'm so grateful that LCSD leadership emphasizes this!

The relationships with some staff and students.

Small community at my school site allows for more interaction

The collaboration amongst staff and educators.

It allows me to do what I enjoy, teaching

Wonderful co-workers

It used to be.

The people I work with are amazing. They care about the students and the staff.

It's okay, but it could be much better.

The people

YES

Great staff, dedicated employees - a desire to see students succeed. At the heart they are good kids, who are struggling with what they've been handed in life. LCSD is helping them find a good path as best as we know how.

I have a strong administration the makes me feel heard and supported.

LCSD is a great place to work because of our small communities. Our small communities truly give a small town feel.

The students is why I want to be here. The way the district treats the teacher is terrible. I feel that we are not respected as the professionals we are. We have teacher leaders who get a monthly stipend who don't do anything to help the teachers and when we have PD they know less about the PD than others do. Look at our turn over and absents to see how happy your staff is with the way things are going in Lyon County.

It will be, if LCSD adjusts what is actually feasible within a contract day. Do enjoy the friendly atmosphere and great co-workers.

Close to home, small communities each with own unique experiences

I am paid well and live close.

the staff

The people that I work with are great. I feel as if they appreciate me and I appreciate them.

The staff. Everyone is easy to get along with. If I have questions I can always find someone willing to help.

I truly enjoy working for Lyon County School District and appreciate the support I receive from my school administrators. I believe the Portrait of a Learner provides clear direction for teachers, guiding us in what we aim to teach our students to help them become successful.

Holds to an ethical and moral compass

Great pay, classroom funding, and district support.

Sadly it is only a good place to work for those that are favored by the administration or district. I like close by so it is a place to work.

My staff are great, as in teachers and office staff. Zero complaints there. That's the only thing I can say I've enjoyed the last two years. In Yerington, I love Mr. G's discipline. He is a master when it comes to respect and accountability. Those kids respected him and all of his staff felt like he was there to support. He would never leave me in a bad situation and would stop what he was doing if I needed his support in the room.

Employees are cared about. District and administration listen and work to find the supports to assist you. Teachers work hard to support each other.

LCSD works hard to try and treat all employees as equals/fairly

The people are friendly and willing to work with everyone.

The school district is small enough that it feels like it has a connectiveness with the community

It could be better if teachers had the support they needed from all levels.

my colleagues

The sense of community

Most of the people that work here will do anything to help each other.

-LCSD continues to put these surveys out

Amazing staff! Familial environment. Good benefits. Great structure and leadership.

Approachable staff and administration.

The children.

LCSD is about kids. We meet all kids where they are and truly care about helping them to grow.

It is close to home and I live in a great community.

Lyon County School District is exceptional because it is made up of individuals who genuinely care at EVERY level. As a teacher, I appreciate having district office leaders who are not only dedicated to students but also strong advocates for teachers and classified staff. As long as they continue to support everyone, Lyon will remain the best place to be.

It's meh due to the district not focusing on the education of the children's needs

Good people and benefits

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I can work where I live. The pay is pretty decent. When I call the District Office, I feel the staff is friendly and helpful.

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LCSD is filled with passionate and dedicated educators and staff that put students first. The district leadership makes decisions that are in the best interest of staff and students. They are supportive and always there when we need them.

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I love working in this district for many reasons! LCSD is supportive, from DO to school admin, to staff and students. There is a family feel here and everyone works together towards one goal - our students' success. Employees feel comfortable to reach out to all Cabinet members and admin with a question or need. Everyone helps each other and acknowledges the hard work that happens every day. It makes coming to work a pleasure which is the best retention strategy - supportive culture of respect!

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## Question #2

# What is your primary concern with LCSD today?

Parents are not prioritizing their children

Nepotism and top heavy administration

Mental health with teachers and students

Education as a whole, nation-wide, needs to meet the needs of a rapidly changing social structure and ensure students are ready to work/life in this vastly different economic structure that seems to change more rapidly by the year. Keeping up with this rate of change seems very challenging.

Children's Behaviors

Poor leadership. While nice people, administration needs training on real leadership. Communication is poor and directives not clear or sustained/followed-up. Admin plays favorites and expectations are not equitable amongst all staff.

The board doesn't like teachers/schools or understand that schools are not a business.

Lack of value of education of families and students resulting in work not being completed, low attendance, failing grades, lack of class participation

Staff doesn't have any faith in leadership because they are inconsistent on discipline issues.

I wish that schools (high schools) and the SRO had back the ability to take care of trancies at our site. The process of the SAAB is hindering us from being able to take care of it before the problem gets to the point of the student being unenrolled. And once unenrolled they are no longer a student of LCSD and there for can no longer try to help. SAAB meeting only once a month and a student is unenrolled if we haven't heard anything and has missed 10 days, does not align.

Wages not keeping up with the economy

Apathy and phones. Many students do not care or see the point in school. This is a minority of students but it still is a problem. How do you get a kid to care about their own education when they grow up in poverty and trauma. They are not going to college and can not understand life after high school. Their parents do not parent and the students have no support at home.

In the school facility that I currently work in there is an extreme lack of communication between administration and staff. If there is any communication, it is second hand and at times very last minute. I find that questions or concerns are frequently disregarded or overlooked. I wish there was more training on classroom management or preparation for long term subs and new teachers, or teachers in training before school begins, and through out the school year.

Incentives for teaching as we are losing our teachers and no one to replace them.

The school board has not treated teachers like valued, respected members of the team, we are not at cross purposes. Our shared purpose is the growth and well being of our students.

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The lack of true leadership. The administration (district and school sites) hire their friends and then look the other way when said friends violate policies and ethics. In the End, our children are the ones that suffer because good teachers and employees have and are leaving in droves and long term substitutes and Edgenuity are left to teach our kids basic skills.

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We are way too top heavy, too many admin, DO personnel, etc. eating up funds who are rarely or never in direct contact with students while teachers hold all the weight of the district and get paid less!? Does not make sense. If we are here for the students, why do so many staff members not work with them?

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There is no social studies curriculum for teachers to follow. The science foss kits are outdated and rundown.

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Teachers not having the skills to keep our sped kids in class even with an 1:1

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The district has too many teachers who are not in the classroom. Very concerning and expensive.

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My primary concern is Chartwells. Their contract is up soon and I am wanting to look into different positions in the school. Pay is starting at \$13 per hour. I can make more working at Dollar General. The pay and raise steps are not adequate for as much hard work we get done. We serve approx. 6700 lunches and 4600 breakfasts every month. We value our work and enjoy being the smiling face that our students see while coming through line. Also since I started there has been no director.

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Just the future growth as the town grows with the distribution centers.

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The School Calendar. We are out of sync with WNC & the rest of the school districts in the state. Our students are weeks behind the WNC schedule & this puts more pressure on them than they deserve. We NEED to go back to our old schedule so our students have the same opportunities as their counterparts in other districts.

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There appears to be a lack of visible support and positive engagement from several administrators. Often, administrators are either absent or present but disengaged, rarely acknowledging staff or fostering a welcoming environment.

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There are very few repercussions for staff who are lazy or mistreat special education students. These individuals continue working with students despite not fulfilling their responsibilities, which makes dedicated employees feel undervalued. It's frustrating to see hard work go unnoticed when others receive the same pay for doing less. There's no real incentive to work hard, and it send the message that poor performance is acceptable within the district.

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Too many new initiatives are being pushed out. If everything is important, nothing is. Perhaps the district could try to focus on one or two key changes, educate staff and implement them \*before\* chasing the next shiny coin?

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Politics. I feel the Board is very political, has preconceived ideas, and not a lot of actual understanding of how schools operate. It does not make for a secure or comfortable environment.

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Low salary schedule.

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There are a lot of wires crossed in terms of communication and support. While the MTSS Facilitator roles and Teacher Leaders are helpful, it would be more beneficial to bring back coaching roles within the school as full time positions. There have also been instances where the MTSS team and the Teacher Leaders are given conflicting information.

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Consistency with administration across all the schools. There are amazng administration but what I

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notice is we have at several school administration that lean too authoritarian either with the students or with the staff. Staff need to feel supported and understand not only as a teacher but as individual people. At several schools administrations give too much credit to students and it is causing issues with the students knowing that they can get away with breaking the rules.

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Teacher flexibility

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I see so many great educators/administrators/ etc. working incredibly hard, yet it is like they are all Sisyphus because they no longer have the respect or collaboration with parents/guardians. We are trying to mold these kids with values when their families do not hold the same ones that we do as a school district. Unfortunately, it is not a school problem- it is a societal problem.

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I feel there may be a disconnect with the community. I would love to know what the main community concerns are about the Dayton area from the community during school board meetings and what I can do to help address those concerns as a teacher?

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We should move to a 4 day school week like other rural counties and districts are doing and continue (or start) letting the schools/teachers have smaller class sizes (18 and under). There are so many benefits of having smaller class sizes.

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Class sizes are too large. Educators would be more successful if they had more time and energy to provide the quality education their student's deserve. If all class sizes were capped at twenty students or less for PreK and K, educators would be able to manage behaviors more effectively and have more time to dedicate to one on one instruction.

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There are still classrooms without phones. In emergencies some teachers have to use their own cell phones. During the emergency before Winter Break, I had to break one of my own boundaries with my parents and use my cell phone to call them. Some of them now have abused having my phone number and made it difficult to maintain a personal boundary of contact.

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That the future growth of Lyon County will impact the culture of the school district in a negative fashion.

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Standards based grading - need % based for grade 5 and up.

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Class sizes - especially in early elementary - are too high to adequately meet the needs of students. Lack of adequate planning/prep time due to morning meetings and loss of prep times when specials teachers are pulled due to lack of substitutes.

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When I first came to LCSD I was so happy to see that the district invested in training teachers and treated them like professionals. I no longer feel that way. Now a select few 'teacher leaders' get the real training and the rest of us get whatever we get. District leaders now treat us imbeciles who have to be micromanaged because our myriad of professional training and personal achievement mean nothing against the we-know-best attitude coming from the DO.

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Behavior and no behavior support or behavior program...Last year I evacuated my class multiple times a day. The student is now in 2nd grade and it still continues... what happens when PBIS and check in check out doesn't work? What do we do when a student has no academics concerns, but they need major behavior intervention or support at the elementary level that is more than a gen ed teacher can provide.

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The self esteem of our students. Our youth, need to understand that they are important

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Concerned with the school board starting to look a lot like Douglas County's school board.

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DO throwing more and more on out plates when they are already overflowing.....we are working with long term subs, subbing during preps, trying to catch students up on skills they are missing, mentoring students/staff, attending 504/IEP meetings, working through behaviors not acceptable to the classroom, and still trying to incorporate Character Strong, Portrait of a Learner, and new curriculum. All within contract time:-(

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TOO MUCH put on teachers.

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Lack of reasonable pay

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The new Board and how things will turn out.

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My primary concern with LCSD is the large number of struggling readers. Without strong foundational skills, students struggle in all subjects. If they can't read a math problem, they can't solve it—even if they understand the math. The district hired classified staff (CCRIs) to lead reading interventions, but our most at-risk students need expert support. We need dedicated reading intervention positions staffed by certified teachers with specialized training in the science of reading.

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outdated classrooms & equipment:

some classrooms have smartboards; some classes have small televisions that don't connect to the old Elmos, while other classrooms have giant televisions; some teachers have had to buy their own Elmos and/or projectors; the desks are old; some classrooms only have one white board, while others have two

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The lack of accountability with the students

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No concerns at this time.

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The increased focus on test results! Our students are far more than a test score and their success stories through school and post HS tell far more of a success story than test scores do!

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student behaviors. Student behaviors have gotten horrible the last few years.....couple that with student work effort—they don't care about passing and they don't care whether they interrupt the learning of others

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Staffing which meets the needs of our students. Large classroom and caseload sizes make it very difficult to meet the increasing needs our students bring to us.

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My concern with LCSD is the breakfast and lunch served at school. Breakfast most of the time contains so much sugar and is not well balanced. Lunch is like this to at times. Both breakfast and lunch lack protein which is so important for these littles!

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Lack of accountability for site-based administrators. In more than 15 years with the district, I have never been asked to provide feedback about my administrator. I genuinely believe that this has a significant impact on teacher morale and retention. Staff feels like there is nowhere to turn when issues arise because administrators are untouchable. I think it would be quite eye-opening to survey teachers at each site to see how much confidence each staff has in their administration.

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Curriculum seems to be chosen based on price not what is best for students . Example: iReady pathway for reading. If the reading program wasn't even approved by the state why would you purchase it???? HMM had a pathway but "way too expensive." Maybe start prioritizing student education over increasing salaries for the higher ups or actual expensive seminars for select staff. Super ridiculous. Our school budget got cut? So what happens with that extra money? It doesn't disappear.

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The new board members and the issues they are bring to our district. The way they handle them selves

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and treat others is ridiculous. They aren't putting students first. They should learn the current policies before speaking on them and how to conduct a meeting.

Slip and falls in the boy's bathrooms. I have seen head injuries and jammed fingers in the Health Office due to students falling from slippery floors. This is a liability for the school.

We need smaller class sizes, behaviors are on the rise, we need a stronger restorative discipline plan,

There is a greater need for Admin support in the classrooms as instructional leaders and in student behavior/discipline support. However, there are so many things put on the plates of Admin that they can't truly be effective at supporting either of these areas. Schools, particularly high schools, need an extra Admin on site to help with the growing number of behavioral issues and to also provide instructional support to the growing number of newer teachers.

I could list many but my primary concern is that when listing or voicing my concerns, they fall upon deaf ears. Our school board does not respect the opinions of those on the front lines that are teaching.

██████████ needs to send emails that those of us non-computer people can easily understand

My concerns are the lack of communication, transparency, and explaining why we are asked to take on more.

LCSD is a subpar organization at best. Two main areas of concern: (1) talent acquisition and retention of staff and (2) lack of discipline and order at schools. In the last 6 years, I have witnessed half of the teaching staff at DHS leave for greener pastures, with only 1 or two teachers actually retiring. The lack of consequences for poor student behavior only compounds the ability to maintain order on campuses. A minority of students consistently disrupt our schools daily with no consequence.

Respect among co-workers, if your not in the inner circle things are different.

Too many positions have long-term subs, and it's negatively impacting student learning.

Our healthcare options

We have board members that focus on their own personal agendas rather than seeing all the hard work that goes on behind the scenes that is currently being done. I hope they have their hearts and minds on the right track and do what is truly right and just for the district.

Counselors being very resistant to any changes. They tend to throw kids in my classes and claim that it's what they wanted, when the kids do not agree with that statement. They end up failing because they are unhappy being stuck where they have no prior skills. When I call them out on it, they do everything they can to make it sound like it's my fault, or the student's fault. Not every elective is for everyone. I can engage kids who are reluctant, but I can't do anything with refusals.

More team Building Activities for Staff. Board members learning our policy's better and acting in a professional manner.

My primary concern is with the photocopier contract. The new machines arrived with issues and continue to experience frequent malfunctions, which disrupts workflow. Additionally, LCSD needs to ensure that the contract includes a provision for staples. Including staples in the service agreement is essential and should be considered a priority moving forward.

Staff retention/recruitment.

Inconsistency (discipline, action, expectations, dress code, behaviors, disrespect)

Reactive not proactive. But not in all situations or sites.

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1. The progressive discipline plan is too lenient. EX) A student should not be able to accumulate 5 tardies before the receive a consequence. This is just one example of how soft it is.

2. Students should be retained for lacking mastery of standards. There are too many kids at the high school level who come to us lacking basic reading and math skills. There are no consequences until they reach high school and then when they don't pass classes they don't graduate.

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HMH isn't a good curriculum. It doesn't leave any time for creativity and it expects too much writing way over grade level abilities.

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Unprofessional and unethical administrators and district office staff who are more concerned with bullying/establishing and maintaining power over workers than they are with supporting teaching staff in delivering educational opportunities.

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Lack of discipline/consequences

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No board policy is followed. At SMS kids walk around violating dress code, using ear buds with phones to which if anyone says anything to them they cuss you out! When Admin is approached with concerns they pass it off saying the board or district office will not allow them to do anything.

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Some students do not appear to be "college and career ready" when they come to school in their pajamas and wear their hoods all day so that they don't have to do their hair. Maybe we could do a better job of instilling a greater level of care/pride in their work and their appearance from the very beginning of their education?

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Teacher recruitment/ retention - with far more appealing offers at other districts, teacher retention and recruitment doesn't seem to be a primary concern. We need to be competitive. There also seems to be a lack of feeling generally supported as teachers, by the district.

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My main concern is teacher retention and incentives to come and work in Lyon County. It is hard when the other schools our size have a 4 day school week and pay incentives to come and work in their county. I also feel that there is a disconnection between the District office and the actual sites, they do not seem to truly listen to our needs and concerns and I also felt that with the past board. I do not know if the new board will be different.

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My primary concern with the LCSD is the new board members! Why were board members allowed to accept campaign contributions from LCEA leadership? ██████ received \$200 personally from ██████. ██████ received \$3000 from the LCEA and so did ██████. That means the LCEA has contributed \$6200 to certain board members! Why? This is absolute corruption and means that these board members should never vote on anything that has to do with the LCEA!

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There is a major disconnect between the District and what is really going on in our schools.

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Progressive discipline policy issues too many warnings for the high school level which seems like lack of accountability on our students we are working to graduate out into society.

Phone policy needs to be aligned--give everyone boxes/pouches/a turn in place if we are to implement the policy give us the tools, not just the words.

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I believe an employee should be allowed to use their sick time/personal time however they choose. I would like to see that we combine sick time and personal time.

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No support from my school current administration

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Sick days and personal days should be moved to PTO. If someone is going to file multiple grievances against an employee, that that employee is not doing anything wrong, the grievance filer should be moved to a different school.

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The District office! [REDACTED] quits but then the DO fabricates a job for [REDACTED]. They altered job requirements so they could hire a [REDACTED] with absolutely zero educational experience. They hire [REDACTED] person who's only experience in education was with pre school. They are so disconnected with the daily goings on in the schools

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How can we find a way to discipline students and hold them accountable for their actions while helping the teachers be safe and not be verbally attacked?

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1) Behaviors: The behaviors are out of control, and the school doesn't seem to have adequate resources to deal with the large number of social-emotionally disturbed students with mental issues. They are routinely sent back to class to continue to torment their peers (hitting, yelling, throwing things) while preventing other students from having a safe, effective learning environment. Teachers simply cannot teach with these behaviors.

2) The SPED department is over-loaded and understaffed.

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Behavior problems in Elementary classrooms.

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The pay needs to be more competitive, not getting a raise during this economy makes really hard for employees to stay making a huge turn over. We need to appreciate the employees that stay tear after year and the only way to do this is paying better

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The growth in our community

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Lack of incentives for kids to do well on excessive testing -

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Support for teachers with behavioral issues in their classrooms.

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My primary concern for LCSD is teacher retention. There does not seem to be many incentives to keep teachers.

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High health insurance rates. When looking at our districts surrounding us, their rates are significantly lower. Lowering LCSD's insurance rates would make us a more desirable area for future employees to work in. As a parent with qualifying dependents and a spouse, I would be more interested in working in a district that has great health insurance at an affordable rate. WCSD, Churchill County, and Clark County all have lower health insurance rates than LCSD.

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The Board who have not taught or say they have been teachers and do NOT have a teaching degree.

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Unable to do everything that is required within contract time. Too many extra duties and unrealistic expectations. Shouldn't have to take things home.

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Student apathy- learned helplessness, watered down expectations for students - no more homework or lots of extra time to complete assignments (especially when extra time was given and not used in the first place), lack of teacher accountability at some locations.  
Sorry that was more than one.

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Students enter our high school unable to read and write at or even near grade level.

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too many behaviors that I feel are enabled because consequences are not tough enough.

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Restorative practices and too much state testing.

That we have such disparate purchasing processes in Technology, each school purchases what the principals want for the schools, for example one school will have promethean boards the next will have televisions. Continued under additional comments.

Not enough Custodians, substitutes, and Teachers. As a result class sizes are larger then they should be.

I wanted to express some concerns regarding the level of support from some parents toward teachers and administrators, as well as instances of disrespectful student behavior. A strong partnership between educators, administrators, and parents is essential in maintaining a positive and productive learning environment for all students.

PBIS referral doesn't seem to hold much weight. Needs to be immediate consequences for good and bad behaviors

Medical / dental insurance not that good.

The favoritism & games that administration play. If you are not in the club you do not have an opportunity to grow in the district. You will never move up, never get to move from your current school site due to behind the scene deals & y be blackballed from getting a fair opportunity at a new school. Teachers have left LCSD for personal reasons, and now would like to return and they are not even interviewed. Meanwhile their vacant position is filled with a long term substitute teacher.

Discipline. As a teacher, I was sexually harassed with zero consequences so was harassed repeatedly the entire year. This year that same kid has sexually harassed two more teachers without consequence. I feel like a fake teacher here. Like I'm forced to do all of these things required of me, while I'm trying to teach at an actual prison. That's what it feels like daily. At my old school, it wasn't like this, but where I'm at now, I have never seen it in my life.

The amount of disrespectful students and there are never any repercussions for students that act up. There is little to no support from admin when it comes to this.

I'm concerned about the direction of our board and the ties they have with LCEA. As a member of LCEA I hear a lot on how the board is in LCEA's pocket. LCEA moves forward with decisions and input to the board that are only made by those at the top and the rest of employees with the union are left in the dark. It's getting super negative and drawing a line in the sand, this is what will ruin the working environment between all employees.

That LCSD will lose it's vision that ALL employees matter and are key to the success of our students. Every single employee, no matter what their position, has a role in the success of LCSD Students

There seems to be a trend that we are moving towards a cookie cutter education of only using one curriculum and taking the teachers knowledge out of it. We have the portrait of a learner with lots of hands on sections but are mandating that we only use the curriculum that does not align together so there is not the ability to do project based learning and follow the curriculum.

The parents are catered to when it's not in the best interest of their child, academically and behaviorally.

That students are not really held accountable for their behavior and the parents aren't always right and students should not be switched classroom teachers so much.

Student behavior! Students aren't held accountable for their behaviors, whether it's verbal or physical

issue. In school suspension interrupts the classes that are dealing with the student during their suspension, staff is always accused of "triggering" the students behavior and basically quit "slapping them on the hand" and hold the student accountable for their behavior!

student behaviors and staff safety

It seems appreciation exists it seems to lack personalization where it is shared with people. People are doing their best but I feel that it at times doesn't seem to be noticed.

-ask people to put their names with concerns, allow people to problem solve, let's start handling issues face to face like adults instead of anonymously submitting complaints that never get handled

Discipline

Standardize Report Cards K-6 creates a false reality for parents and students entering 7th - 12th grade. We need to end Standardize Report Cards at grade 5 in order for both students and parents to be prepared for Junior High and High School.

Too many students are not receiving instruction that addresses their individual needs. There is no consistency nor accountability to the mandated State RAP Plans and our students are not receiving individualized help. In addition, teacher leaders positions are very ineffective and have not made one difference at the school. The money should be placed somewhere else.

I am concerned that we have a school board that is focused on a political agenda. Educating students is not political. Educating kids is the foundation of our future.

Lack of discipline-- a student can throw chairs, hit you, and it doesn't matter. There is no safety for teachers or any discipline for the student breaking the rule. Our administrators are highly unqualified and make no logical decisions. I also am very concerned that the YHS softball, baseball, and track areas have now become locked up. Like I said, we thrive on community and that just locked out our whole community from being involved in our schools. Numerous people used those areas.

My concern lies with the Board of Trustees. While I value their support for teachers, it is disheartening when they publicly speak negatively about district office staff, administrators, and classified employees. Every group is essential to student and district success. Hearing such dismissive remarks especially in public meetings is deeply troubling. Our administrators work tirelessly and deserve recognition, not disregard.

Follow the school missions which is doing and giving the best education for the kids not what is convenience for the district.

Lack of an open door policy, and inability to bring up concerns without retaliation. Employee concerns seem to stop at the Admin level and when pushed further the Admin state the concern is "unfounded" or unsubstantiated."

I don't feel the District Office listens to their teachers. I feel like they are forgetting most of the schools are in small communities and they are starting to run the schools and sports programs like big cities. I also don't like how the teachers voted on a school schedule and then the district did what they wanted anyways.

My primary concern with the district is the School Board. They have political agendas that are easy to see in the decisions that they suggest to make and vote on. I worry about the district and the direction it is headed with the current [REDACTED].

Chronic absenteeism and trancies continue to hamper our students' success. Our staff is diligent

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about working with parents and guardians to get students to school. However, our chronic numbers remain high and when students are not in school, they cannot learn.

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## Additional comments:

Need a 4 day school week to improve on the mental health of all the people in our district. The benefits out way anything that's negative.

n/a

The staff needs higher pay

The school schedule needs to be back to what it was before, with us starting mid-August, and getting out the 1st of June. This mid-June end is horrible for staff and students, and puts us at odds with every other school district.

Staff and Faculty's children are not thought of when considering safety during inclement weather.

HR Staff is helpful. Administration cares about the kids - friendly staff at all locations.

I think that LYCD needs to focus more on educating staff on the programs, curriculum and policies that are already established rather than implementing new criteria, with little to no time to prepare.

How do we fill so many open positions? Where is the incentive? All other districts are offering 4 day week schedule and incentive pay.

I absolutely LOVED my job when I started with LCSD in 2020 but now work just fills me with anxiety and frustration because it seems nobody in leadership truly cares.

Please pay teachers more for longevity. It should be an ever-increasing, significant bonus every 5 years (like recruiting bonus but directed towards longevity)! Pay those that stick around what they are worth please.

I think Skyler was the best contribution to the district!

This could be classroom management skills.

I really enjoy my job and the people I work with. I work at YHS/YIS cafeteria. Please look into the reason why we pay an outside company all this money but we do not get properly compensated. The SNP is very valuable and deserves to be recognized.

It is a big-hearted district but we need to get ahead of growth, so we are not over crowded.

We also need to recruit more teachers to our district. 20 years ago, when I came to Nevada, the district heavily recruited in Montana & the majority of the teacher I taught with were from Montana. UNR & UNLV are not graduating teachers. Retirement & teachers leaving the profession are devastating our ranks. We need more recruiting to get our classrooms staffed with highly qualified teachers who will be here to sustain our schools.

One administrator in particular consistently appears to be in a bad mood, does not greet staff—even when greeted—and shows little effort to build positive relationships. This lack of connection and encouragement contributes to low morale and reflects poor leadership. Administrators should be visible, supportive, and take the time to build rapport with staff, even through simple gestures like saying hello or offering a kind word.

It is concerning how extremely violent special education students can harm staff or peers and still be returned to the classroom without meaningful consequences. Making special education staff feel

unsupported and unsafe. High turnover in special education should be a red flag, yet it seems ignored. Despite the intensity of work, special education staff are paid the same as others. The only stipend offered is tied to IEP/Re-evals, which are sometimes missed due to factors beyond our control.

Thank you for listening!

Firstly, it would be beneficial to raise the salaries, particularly for new teachers. Additionally, instead of reducing the sign-in bonus, it should be increased. A suggestion would be to shorten the summer break by one week while extending the spring break by two weeks. Furthermore, regular school hours could be extended, and every other Friday could be designated as a day off.

Students at all levels need to be accountable for their actions. A student's remarks should not be above a teacher's remarks.

Overall, LCSD needs lots of work in terms of teacher flexibility and more discipline strategies.

Thank you for providing this platform.

We need less curriculum that depends on screen time on Chromebooks across all grade levels.

LCSD employees would love to have 2 week long fall break, winter break and spring break like Washoe and Churchill county schools. Also we would love a 4 day school week like the other county schools do as well.

Pets in the classroom would also be nice

I have several suggestions of issues that have been happening but I do not want to provide with my email being on record. A private paper form that goes straight to district mail would be a suggestion.

Testing SBAC so early in the year. WE still have a full quarter of teaching left.

The fiasco at the district with the hiring of an unqualified person to be [REDACTED] and the convenient job created for [REDACTED] made me lose all trust in the integrity of the school board and the [REDACTED]. When the best and the brightest teachers I know talk about leaving this district because of such antics and the anti-teacher climate you've created, it makes me glad my kids do not attend an LCSD school!

Our goal should be to teach positive morals to our students

Weak leadership is part of the problem, staff taking time off frequently without a care in the world, and lack of consistency with behaviors (why aren't kids being held accountable when they CONSTANTLY interrupt the classroom environment, dress code is deplorable, and staff is divided). Lack of support in career growth, unless it is for an administration degree or a grow your own.

Lack of funds to adequately repair/replace aging buildings

I try to recruit all of the great people that I know to work with us.

LCSD offers scholarship opportunities for new teachers, but what about support for established educators? Providing scholarships for continuing education, advanced certifications, or specialized training could be a powerful incentive for teachers to stay and grow within LCSD. Investing in current staff not only enhances retention but also strengthens the quality of education for our students.

It's nice to work at a school where supplies for teachers and students are readily accessible. It isn't that way at all LCSD schools.

I honestly believe that LCSD does its best to educate ALL students, and that's extremely important to

me.

As an employee at a LCSD high school it would be nice to walk the halls with no F bombs and PDA going without notice!

I have worked in LCSD for 23 years and can not imagine working anywhere else! I have heard and seen colleagues in other districts have great concerns with their school sites and district and I have never encountered that. LCSD is a great place to live and work. I love that our primary focus is and always has been, "What is best for kids".

paraprofessionals should be assigned to the resource classes to help students. Special education teachers have a lot on their plates with constantly more be added demanded of them

I have talked to several staff members and I know I do not feel confident being honest on this platform. I think if there is a better way to ask questions that the board wants honest questions to, it would be better to not have your email attached or to do a different platform where it does not track your information. All of the staff I asked if they were going to respond to this said no, due to concerns it would trace back to the person who voiced concerns.

I have serious concerns about ██████████ due to his violation of the confidentiality agreement he signed when he served on the interview committee that selected our new associate superintendent. ██████████ shared who was on the interview committee, as well as who was interviewing for the position with an associate of mine. If ██████████ cannot be trusted to keep confidential information confidential, I have serious concerns about the information he has access to.

Maybe a rubber mat or some other form of flooring could help students maintain footing.

Admin only care about three things: attendance rate, failure rate, and graduation rate. Admin will do anything to keep a bad student in school for attendance data. Admin will do anything (amnesty day) to artificially lower the failure rate. And admin will do anything to boost the graduation rate. It's pathetic to brag about a 90% graduation rate when the reality is only 25% of students are proficient in math/reading at best. Remove the disrupters, raise academic standards, and bring back merit.

I feel frustrated and upset by our healthcare plan options. I am often on the phone with Aetna fighting for coverage on things that should be covered without question. My husband and newborn have to be on a different plan due to the severely high cost to add them to mine. It's cheaper for them to be on their own plan together than to join mine! I would love to see a healthcare plan that is more comparable to WCSD's.

Much like the high cost of ink for home printers, the price of staples for these machines is excessively high.

The academic calendar and insurance cost are also on my concern list. There is an huge push for graduation, careers, dual credit, but our calendar is not consistent with that vision. We start too late. This affects coursework, sports, competitions and testing. For insurance, the cost is increasing everywhere, but if you are the insurance provider for your family, it has to be more reasonable.

I love and respect my job. Supporting and giving to the students..... I am thankful and appreciate Lyon County School District

Social promotion is creating huge problems - both academic and behavioral - that keep us from being able to teach, and keep students from being able to learn.

Why do we have board policy if it is never enforced ? Parents threaten to call District Office and they get

their way so they come back rubbing in staffs face. Its so sad how the school community has gone so far down hill. Wish more people were honest and not kissing butt to get ahead. We have lost sight of actually being here for the kids.

Something needs to be done about discipline, students need to be held accountable by administrators, and parents needs to be 'inconvenienced' if it means getting their student in check and behaving appropriately at school, coming prepared, etc. Behavior management shouldn't consume as much of my day as it does, especially at the high school level.

Another huge concern is who exactly the new board members are working for? It is not for students because [REDACTED] (who have no children in the LCSD) own them! [REDACTED] took \$6600 from them. [REDACTED] took \$5000 from them. [REDACTED] took \$4000 from them and his wife ([REDACTED]) took \$15000 from them! Total money taken from the [REDACTED] is \$30,600! Why? Who do these board members work for? Obviously it is not the students & families!

Why don't we have 24-25 literacy standards for 9-12?

Why are we socially promoting 8th graders who received no credits in middle school, only to have them held accountable in 9th and they're failing here too?

How can we hold everyone more accountable when we have 9th graders with a reading level of 4th grade or below?

Would like to see an extra planning day between semesters.

The District Office is considering reducing the number of 2nd grade teachers from 4 to 3 next year (at YES)... even though the upcoming 1st grade class has the MOST SED (social emotionally disturbed) kids we've had in YEARS! We have class size reduction legislation, yet the District routinely circumvents the intent of the law--allowing a much higher number of students in the early grades. This seems disingenuous to all stake-holders and is NOT conducive for quality pedagogy.

In our Elementary schools we need a calm down or reset room for special needs kids who need regular breaks.

It is highly inappropriate to have a classified person doing pull-out reading interventions rather than a certified teacher with a reading specialist endorsement. You are putting the most at risk kids in an intervention program with the least qualified people.

Pushing for more inclusion for some of our kids with autism is not fair to them or others when it causes more anxiety.

We need to have follow through with consequences for lack of attendance - the kids know we can't really do anything to make them come to school - maybe offer raffles for kids 90-100% attendance every 3 week grading period - HS kids want food or money, they don't want stickers or fidgets. Or students with no tardies are put in a raffle to win 50\$ every 3 weeks - if we want them to be incentivized then we need to offer them something they want.

While my administration is supportive, I do not feel as supported by the district office and those that are above my current administration.

I am also concerned with maternity leave practices. This is an issue nationwide. Making maternity leave paid or providing additional resources will add to LCSD becoming a more desirable place to work. 2 years ago, as a new mom, I had to return to work after 7 weeks. 7 weeks is not enough time for a

mother to heal nor is it appropriate for a mother to have to leave her baby at such a young age. If we want to recruit people to come work for LCSD, we have to offer things that are truly desirable.

I would like to know how students who earn no middle school credits are allowed to enter high school. I would also like to know why students entering our high school cannot write legibly, read at grade level, and write a decent academic paragraph.

Further, does anyone care about attendance any more???

Why don't we have an in school suspension staff member at the schools for students to go to when they can't function in a normal classroom? Instead of the teachers having to put up with it, other kids being cheated out of instruction or safety and the admin unable to do their job because they are doing in school suspension. OR an alternative school.

Disruptive behavior by one or two students should not hinder the education of an entire class. It is essential to address such issues promptly, including suspension if necessary, to restore fairness and allow parents to address underlying concerns. Additionally, excessive testing causes burnout. While MAP Growth and i-Ready guide instruction, SBAC lacks relevance to our curriculum and instruction. Prioritizing meaningful assessments over redundant tests ensures better use of instructional time.

If you are a teacher who transfers from to another school or you are a substitute who works throughout the district this can be overwhelming. I think if the Technology purchases were done through the IT department or a purchasing department in conjunction with IT this would save us money as purchases could be done in larger quantities, and the Tech would be the same at all schools, it would also be easier on the IT team in supporting the Technology.

Have we thought about starting school at 8 am and getting out at 3:15 and beginning school at the beginning of September and getting out the end of May. Makes for summer time jobs being accessible for adults and students.

Why do we have an HR department? If the school sites do all the hiring, what does HR do? Also why do we not keep positions open in hopes of getting a fully licensed teacher with experience in the classroom. Already long term subs and critical needs teachers are told they have the same position, and they will be hired after July 1st.

Last: How are these surveys going to be used? Will the school board even see them or will they be censored by the district first? Read at the next board mtg.?

Financials are a huge issue. The fact that both LCSD schools i worked at ran out of pencils two years in a row and we had to have kids use colored pencils is unacceptable. I used to spend the grants so I know that money should be used to supply classrooms and not your fancy offices. Curriculum isn't being chosen for kids, it's clearly being chosen for a money incentive. IREADY IS A SUPPLEMENTAL MATERIAL DO YOUR RESEARCH. KIDS CANT LEARN MATH BY READING WITH 3RD GRADE READING LEVEL!

Everyone works hard! District office, certified, classified, and volunteers all want what is best for our students. Stay the course.

I have the unique opportunity to learn how other counties in Nevada run their districts and LCSD is doing a phenomenal job. They follow NRS and have a clear reporting of where money is spent and the district leaders appreciate all employees and see their value

Not holding students academically accountable, needs to start in elementary and not be promoted socially.

Also, pay as the district office is top heavy and pay heavy but those of us in the trentous do not have what we need and do not get paid what we are worth. There are to many noncredentialed teachers in this district.

For a district that keeps adding state tests each year and want to see our test scores increase, then stop allowing students to "opt-out" of taking these state tests, because when they opt out they are put into lower grades to babysit them while their peers are testing. This is a disruption to the other classes and makes those who are taking the test to have to hold the responsibility to score high on the exams to make the district look good. Stop making this a choice but a requirement!

There seems to be a great deal of paperwork and responsibilities other than able to be present for school site admin that then effects the time they can spend with students and staff at their own school.

create a problem and solution work place like we used to do as human beings  
hold DO and authoritative figures accountable for retaliation

I would love to have the kids taught self defense course, possibly in P.E.

Purchasing Facility Items (Chairs, Desks, Tables) to replace broken items making the student friendly environment more conducive for learning.

LETRS Training should be mandated for ALL K-6 Teachers

I would also like to see less District personal and a lot of those positions eliminated and them back in a teaching role. Many are out of touch with what it is like to be a teacher and the demands of the position. All district and board members should be required to sub/shadow/take over a classroom for a day/week to see the madness that is happening in our schools. I can guarantee if they were too, they would be implementing discipline and policies and schedules that actually use common sense.

I urge the board to understand that one or two voices do not speak for all. A single complaint doesn't mean a widespread issue. With over 500 teachers, broad input is essential. The same goes for Union matters, statements by leadership often don't reflect the group, and many of us aren't consulted. As for the current [REDACTED], I can confidently say he misrepresents us and frequently misleads others. His election remains baffling.

You do not wait till a child is failing then provide services for them. It's the other way around. It's not the director that has the final decision making to provide services for the sped ed kids.

I feel that Lyon County is afraid of getting sued and caters to parents of dangerous, out of control students instead of thinking about protecting the majority.

I always feel supported and love working for this school district.

## Suggestion Box #2 - Closed 5/23/25

### Question #1

What opportunities or programs, that may already be offered in specific areas, would you find useful at your school to enhance our childrens' educational experiences? (Examples: Culinary Arts, After School Tutoring, etc.)

Swimming. Build a pool.

We need to provide after school tutoring.

We have a lot of district wide tools already. Having people communicate in every department would allow for everyone to know they exist.

An All-Weather Track, so that Smith can host league track meets and build community involvement. Culinary Arts, Auto Shop, Electrical...

After school tutoring would definitely be helpful. Paper is ok, but hard for younger students to use as a tutor

Classes that are more rigorous , preparing for college, not just the work force. Tutoring in all subjects not just math and english.

The CTE programs have been a huge success at our High School. I think the schools and district are always seeking supports and resources to engage our students.

I would love to see PE back at our school by a licensed PE teacher. Kids are getting fat and that is not healthy. After school tutoring should be offered early in the school year rather than trying to play catch up the last couple of months.

Offering a dedicated Personal Finance course would enhance our students' real-world readiness. A brief unit in Economics isn't enough—students need deeper, hands-on experience with budgeting, credit, taxes, and saving.

I would love to see more CTE options, such as electric shop, wood shop, welding. I would also love to see personal finance become a required class.

We need Special Education classrooms for students who may experience behaviors that do not allow them to be successful in the General Education classroom alone. These students do not "fit" in the General Education classroom nor a CLS/Strategies classroom. We need an additional placement - or bridge - to help these students be successful at school. Other school districts implement these classrooms already.

More opportunity for AG classes hands on and home economics, life skills.

After school tutoring; after school clubs at elementary levels that highlight different interests such as baking, robotics, etc.; coaching roles for teachers; additional services for mental health for students; social resource sped programs at all levels; ability to provide more experiences for students (e.g. going to sporting events, museums, mini golf, bowling, etc.).

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Auto Shop at DHS, Physical on Campus after school tutoring, Advisory classes that can focus on makeup work

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I'd love to see Lyon County adopt the Green Schools programs. I worked at a school where we implemented the program and students learned hydroponics, beekeeping, etc... I think all schools should have a garden.

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After school tutoring, that uses a program to help students.

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Welding and personal finance. In fact, personal finance should be a required class for all LCSD high school students regardless of if the State of Nevada requires it. Be a trend setter, LCSD. Many articles and studies highlight gap in future earnings between high school students who take personal finance and those who do not. Get rid of the DEI social emotional learning garbage like Character Strong and replace it with personal finance curriculum.

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I believe our students would benefit from a culinary arts class like offered at other high schools in our district. I have had students show interest in wanting to learn the basics of cooking.

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We need more elective choices. Specifically some that more girls would be interested in.

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Culinary arts, auto shop, after school tutoring, lower level math classes

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auto shop

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Tutoring

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We already do culinary arts and tutoring, I think maybe a family culinary arts would be nice

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Music (learning how to play instruments K-12), Culinary Arts (9-12), and after school tutoring or interventionists for Math (not just reading).

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We need to put kids on a trade school track in middle school where they learn not all will be influencers or sit at home making money gaming.

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I don't know what other programs might be available, but I do know that students and parents prefer in-person tutoring more than Paper. I would love to see an auto mechanics program, but I know those are costly.

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business math/accounting/record keeping/banking

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Culinary arts, automotive shop, Business/life skills ELA semester course (resumes, applications, reviews, proposals, etc),

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Arts : Art, Music, Drama

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A culinary arts program in conjunction with a home economics type program would be great for all students to take. More and more kids are coming to school not having basic skills to cook, clean, iron, count money, care for a child, etc... and would benefit from this offering. Another would be a construction/building project class where kids learn to build a tiny house with all the amenities of a regular home, then is raffled off at the end of the school year as a fundraiser.

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Parent classes that involve test scores and strategies to help parents teach students.

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Students need PE every day. They also need enriching assemblies, Music classes and arts. Certifies instructors for Specials.

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Welding, FFA, after school tutoring, activity bus.

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After school Tutoring

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Culinary Arts, Diesel Mechanics, Truck Driving, and Information Technology.

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The Yerington area has many students that have Social and Emotional needs, and not enough resources to help them. We need a better SEL program (Compass is HORRIBLE), and we need more therapists and counselors available. We also need parents that understand when their child is having a hard time, and will sign them up for these services.

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Opportunities such as academic clubs, science fairs, music, art, drama, and leadership programs not only support the curriculum but also help students build confidence, creativity, collaboration, and a sense of belonging.

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I think Drama and Music should be offered as a Special for Elementary schools. I believe offering more cultural programs can help our students become more knowledgeable with worldly events. Allowance for more field trips. Musical productions and talent shows.

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What would enhance our students educational experiences would be to finally hold them accountable for what they do. It would be nice to stop letting them walk around with their phones in their back pocket. they text each other to meet up and the bathrooms and they take them out all the time in classrooms and teachers have to stop what they are doing to deal with it and lose teaching time. We have had students wrote up for having phones over five times and guess what they still have them.

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As transportation is often an issue for after school programs, a study hall/tutoring option that can be built into the day could be beneficial. Also more classes like shop, mechanics, culinary, art, music to help expand not only basic knowledge but workable skills.

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Music education and Art

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Business classes using the computer, Culinary Arts, and keep After School Tutoring

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Culinary Arts at FHS. Why is our old cafeteria kitchen not being used for anything? It's an excellent space and opportunity that should be used like Dayton. Also, can someone please explain why we need three basketball gyms? All High Schools in Washoe have more kids than us but only need 1 big and 1 small court so why do we have 3!? Why not change that space into something that more educational for our students? I don't understand why the board doesn't make these changes for our biggest campus.

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Music

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Green Our Planet has been a great program to have at SSES. I encourage its continuation and growth.

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Forensic Science / Culinary / an open library with a full time librarian so students could go there for academic support, scholarship support, or a quiet place to read and work.

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I believe that Dayton High School would benefit from more trade focused electives, like woodshop, auto shop, etc. Additionally, JROTC would be a great option. It isn't about preparing kids for military, but giving leadership opportunities

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Home Economics

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Yerington High School has limited vocational programs compared to other schools. We are lacking culinary arts, auto shop and wood shop. Our student body could greatly benefit from and increase in vocational programs. I needed more room below to clearly explain all of my thoughts.

After school tutoring in very small groups. Children with difficult behaviors excluded. I think after school STEM classes ran with a project approach could be amazing. I also think prayer groups after school would be morality and values back to a generation stripped of personality traits such as respect, responsibility, and compassion for humanity.

I think having a program that teaches our kids how to grow their own food from seeds to harvest. Which would include composting and seed selection to produce desired results.

interventions provided by highly skilled teachers, not support staff, to help students close gaps

After school team building or intramural program

Music class in all elementary schools and after school tutoring paid at an amount to incentive us teachers to participate.

An additional CCRI instructor to allow more students to receive support.

Our schools in the Yerington area have very few opportunities to engage in programs. Sadly, our high school is cutting back on CTE programs and if they do have a program, the necessities for those classes have not been well maintained or up to date. As for the elementary school, we also do not have many programs offered. We have tutoring after school that is provided by the Boys and Girls Club, but only the club kids can attend.

Music Class, Before and After School Tutoring

We need to bring back music instruction. Anything that gets them off computers.

I would love to see a GATE program at SSMS. Students at SSMS have a program for them, and then they come to the high school with nothing comparable. Even if it was one class period to challenge them at the beginning of the day... One period to give them focused enrichment!

More Job Ready electives, Culinary Arts, Mechanics, Manufacturing Principles

Get rid of ACT Math requirement for mandatory 4th year of math. If a student is not planning to attend a college for a degree program, they do not need a particular score in Math.

Stop testing our students constantly. This takes away from the teacher's time to teach and the students time to learn.

More elective options

more elective choices, traditional schedule(no block),

Theatre Arts, Orchestra, Student Peer Tutoring

Kinder garden aides, they are vital for student retention and growth. They can help with behaviors, small groups and 1/1 when needed for our low students.

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- 1) Activity busses for all students to attend extra curriculums offered at school
  - 2) In addition to the differentiated small groups at their level, the way students learn has changed significantly in the last decade which leads me to believe that we must change the way we teach in a dramatic way. Due to shorter attention spans, a thirst for quick knowledge such as You Tube Shorts and Tik Tok, tell me that our lessons have to be quick moving, interactive and high energy BURSTS.

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CTE programs should be offered at all high schools to ensure equitable access for all students. Limiting programs to select sites creates barriers, especially when other schools are 30–60 minutes away. Every student deserves the opportunity to engage in hands-on, career-focused learning that prepares them for future success. Expanding access across all campuses supports equity and student achievement.

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Home Economics, Foreign Language, Band, Choir

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Big Brother/Sister, Book Club, Parent Volunteer-Late Arrival carpool system.

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All children love Art, why can't that be a class of it's own. After School Tutoring should start sooner than it does. Why are they waiting till second semester? They should know after 1st quarter who needs the extra help.

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Culinary Arts and Life Skills Class

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I would like to see more trade classes. Culinary Arts, mechanics, construction, and even cosmetology.

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Middle school: High school role models for students who need extra support in reading and/or math; mandatory after school tutoring for students who fail to show growth on MAP tests and classroom tests & quizzes; true art classes - drawing, water color painting, paper mache with painted components, puppets with movement, clay work, origami, etc.

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Meet the Masters art program or a music program. Music increases mathematical knowledge and reading readiness. I had a 4th grader that didn't know how to use scissors in my class last week. We push the academics so hard at an early age that kids aren't developing other skills like fine/gross motor in the early grades. They are not robots, you can't just program them to get better test scores. We need to allow for child development.

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We need more choice for electives; we do need to offer after school tutoring and transportation with it.

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Teacher Leaders in the district are immersed in literacy training that has absolute value. I have learned that the Curriculum and Instruction department has no plans to DO anything with this training at the secondary level. Secondary Teacher Leaders are being trained and can teach our colleagues how to teach reading strategies in the content areas, but our district will not support us by giving us time for professional development on site. We must learn how to teach reading in secondary.

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More project based learning opportunities and hands on learning opportunities.

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more CTE programs at the high school, different extra duty contracts so we can involve more students

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after school tutoring to all grade levels

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Physical Education - kids need to learn how to play games and follow directions.  
The Zones of Regulation and Calm Down Corners should be implemented in every classroom.

Consistent Prek, After school tutoring, education on trade schools and opportunities.

Stem and Steam, Project based learning

After School Enrichment at the Elementary School level would be a great addition for our Dayton families, many of whom are of lower socioeconomic status . Offering opportunities in areas such as art, sports, STEM would be amazing. It would build confidence in learners and engage students in "Learning for Life" experiences.

Daily, teacher led, PE at the elementary schools would be a huge benefit, not only in helping to work out excess energy, but also to teach students the actual rules of games, sportsmanship, and playground rules.

Due to the way recesses are set up at some sites, there is no playground space available for daily PE for classroom teachers.

A "daily mile" system - could also work. <https://www.thedailymile.us/>

Music education, home ec. and full time reading interventions for bubble kids instead of the lowest kids.

Cooking, budgeting, life skills, tutoring and mentoring would be nice options that could really enhance all children and I would love to see that offered to my own kids.

Bring back after school tutoring. Keep Lexia available to all students.

Trades like auto mechanics, carpentry, plumbing, electrical etc.

Auto shop, culinary, dual credit world languages, breakfast club

Tutoring, social workers (Dont Cut), free breakfast and lunch, Art, less phone time and more time reading

After working in CLS for 10 years and seeing teasing, making fun of, and giggles from the gen-ed kids, I think all the students should have a short informational session about the Special needs students.. How a simple skateboard fall could cause them too to have a debilitating brain injury. A simple birth when the umbilical cord constricts oxygen for a moment, a car crash... Its heartbreaking to see them imitating a child stimming. (flapping hands or noises)

after school homework help, automotive,

We need more elective teachers.

I would like to see a Dyslexia program implemented, or at least a PD to give teachers ideas on how we can help students that we encounter that may have dyslexia. As I was told, dyslexia is not tested for until 3rd grade, which is way too late. Dyslexia in students begin much sooner than that, and if we know the signs, we, as educators, can begin to help them acquire strategies that will help them in the upper elementary grades.

Culinary class, life skills classes, mechanics class

Culinary, woodshop, weights, groups

After School Tutoring would be awesome for the elementary age. Teachers would get paid to work extra with our students who need the extra help.

I believe too that music needs to be brought back to our schools.

A "make up work" room would be very helpful for the students whose behaviors don't allow them to finish their essential work on time in the classroom.

Culinary at FHS, culinary and sewing in all middle schools, CAD,

Academic Summer School and Tutoring

Auto mechanics, keep culinary arts, building and construction

Auto Shop, Welding, Culinary Arts, Accounting

More than anything, our school needs lights for the football field. Not being able to host football games is not great for our school morale or community involvement. We also

We would also LOVE a culinary arts program, baking class, DECA, and more club opportunities like boys volleyball, gaming club, FAA, etc.

Culinary and welding for sure. I know that automotive would also be popular. I've also thought it would be worth while to try and create more partnerships with TMCC. We have nursing but why not dental assisting/dental hygiene. There is a huge need for hygienists in these rural areas. TMCC has a whole bunch of other CTE areas including some that are already offered at some high schools, why not help the students be able to graduate with a degree?

Music is desperately needed

Music, Art, tutoring, PE, Computer science, Coding, STEM

Definitely after school tutoring that children should be able to advance out of. Cooking, learning about taxes and how to save money. Career choice classes. First Aid

\*\*Question for next time...How should we handle behavior children more effectively? What we are doing now, in giving the students their way only until the end of the school year and then passing the behavior on, is obviously highly ineffective.

Kindergarten Para's staying. Scores have proven that they are effective.

## Question #2

It is documented that test scores for reading and math are below desired levels both locally and nationally. What factors do you feel contribute to those low test scores and what strategies can be employed to improve those scores?

Parents are not paying attention.

We are putting subs in classrooms and they do not receive evaluations. These people should see administrators more than a few times throughout the year. Teachers of all skillset are not following curriculum. This creates gaps going to the next year's teacher. This is great to hear from admin that they do see teachers doing it. I would be too if they stood in my room. Teachers do not have common assessment practices outside of district tests.

Test should be abolished for the majority of students. Students know the game and know it doesn't matter, so therefore they don't try or care. Also most feel that college is a detriment to their future. Career focused pathways should be implemented. Also, a 4 day work week!

We don't have a math intervention. All we have is i-Ready. We need to have a district accepted math intervention.

We need to go back to putting kids that are the same level (not grade) together in a class so the teacher can dedicate his/her time to teaching the low, medium, or high kids rather than trying to address all levels. I currently have 5 levels of learners in my 5th grade class. There is not enough time to make sure each level has what they need to be successful and learn what they need to learn. If I had all low level learners I could address that with all of them and move them up faster.

Attendance is the largest factor in my opinion, I don't have a specific solution to get students to care about attendance. Maybe a hard line in the sand of 10 absences in a class is denial of credit or removed from class.

Students don't have buy in with testing and just don't really care. Some students have test anxiety and regardless how proficient they are, they may not be successful ON THE TEST. Test taking strategies are always reviewed with students, we can only teach and do so much. Students have to WANT to be successful on the test.

Behaviors is the number 1 cause of students who are low. This affects the behavior student and everyone else in the classroom. I had a student that meowed every day. The child did NOTHING academic. I had 22 other students who were trying to learn but obviously couldn't because of one student. Admin needs more options than what they have with the amount of students who have these issues. You can't keep 25 kids in the office. There is no one to watch them when admin has to go chasing another

First, I think we need to provide time for silent sustained reading; students need time to read for fun, not just classes. More importantly, I think we need to TEACH reading better. Sight words, Lucy Culkins, moving away from phonics was such a terrible idea as our test scores (and my own children's experiences) show. I know LCSD is making changes in this area, so keep it up! As for math, I think we need to bring back pre-algebra and remedial math at all levels in high school.

We need to be following the Science of Reading. With the LETRS trainings, this information is beginning to flow into our schools. However, we still have teachers using programs (such as LLI and leveled readers) to teach their students to read. Science shows that students do not learn to read by memorizing words nor from a leveled reader. Students need teachers that employ structured literacy, use decodable texts, and focus on explicit, systematic instruction to teach phonics.

Standards based grading at the elementary level has been horrible! Students do not care on any of their work nor do they attempt anything because they know they will just get a "1" and move on. Parents struggle to understand what the numbers mean and how that exactly correlates to how their child is doing. There is no consequence to getting only 1s and 2s nor refusing to do anything in class. Bring back A-F grades and retention to elementary.

Maybe in the lower grades allowing students to fully understand the math materials. From personal experience as a parent, just when the student grasps some understanding they move onto something new. How about we work on mastery not hurrying through curriculum that is above their heads that they are just going to relearn in middle school and high school. How about we think about what this is doing to their mental health.

Students are not reading and writing enough. They learn strategies of what to do while reading, but rarely get to put it into practice. Less strategies and more reading. Once students fall in love with reading, THEN we can introduce the strategies. I had the highest SBAC scores in the entire school during my first year of teaching. I achieved this by having students read within their zones of proximal development and ensuring they were able to read silently for 30 minutes each school day.

I believe there are several factors: long term subs, low quality teachers due to a lack of incentives for new employees. Also standards based grading above grade 4 is not helping students be responsible for their learning. Parents can't check students grades throughout the quarter on each assignment, low attendance, our curriculum- I Ready only gives students 5 problems to do independently. It takes more repetition to get information into long term memory. Foss kits don't align with standards,

Ban all cellphones. Period. Buy the locking bags to keep cell phones secured during class time. Make the punishment for having a phone out during class substantial. Also, bring back merit to LCSD. Poor grades mean no sports, no CTE classes, no clubs, no field trips. The bar at LCSD schools cannot go any lower, it's quite pathetic actually. Reestablish order and discipline in LCSD and the scores/grades will improve drastically.

I believe we need to a math intervention class and reading intervention class to students who are falling below the standards. This would also give students who need extra support the opportunities to receive it. I feel this is most important in the area of reading, we have so many students at the high school that are still reading at a low elementary level.

We need to DECREASE the amount of tests that are given. Kids and teachers don't put value in them anymore because they are tested too much.

Almost all youth spend most of their time staring at a screen. They never read anything other that texts and social media posts. Few do homework. Many parents enable their children and or provide little if any expectations, accountability or structure at home. Apathy is the new pandemic.

Students missing the basics, lower level classes should be offered in those area's to fill in the missing skills of students would help those struggling

Filling in the gaps, working at their grade level until they grasp the concepts. Some of them don't understand some of the abstract concepts so they just keep falling further behind and they act out as to not feel embarrassed.
Doing math on computers, not having math everyday (middle and high school), no number sense
For Math, first, students need math every day. Get rid of block schedule so kids can have math everyday. Second, we need to stop passing kids on in math when they have not learned the material. Third, for lower performing students, offer a Math track that spends 2 years on Algebra 1 and 2 years on Geometry. This way you can slow down the material and give them more time to learn it and still meet the requirements to graduate. Lots more to say, not enough space to type it all....
Teaching is not a priority anymore, there are too many testing days and assemblies that take precedence. We are told what to teach, when to teach without the freedom that we need we are also teaching above the students instead of where they are at to get them to where they need to be.
Get rid of standardized tests and just focus on teaching them how to read efficiently and effectively to be college and career ready.
Honestly - get rid of the computers ! I sit in class watching most play games ( unblocked shooting games) or they are glued to YouTube.
Phones. Phones. Phones. Apathy. Get rid of the phones. Don't put it on teachers to police it. They need to be gone all day.
social media, AI,
Students have no real buy in and scores do not reflect actual ability. I do not know. Why do we need standardized testing other than for bragging rights and federal funding rewards?
No more standards based grades in elementary schools
I believe the overall factor contributing to this is that nearly every kid has a phone or type of technology device that they are not using to bolster their reading skills. It is proven they are addictive, and kids are addicted! As a district, we need to implement a reading program, like Accelerated Reader, that at the least requires kids to read the Cliff Notes version of a book. This could help with the at home reading situation, since they would be held accountable at school.
Parent-student buy in and more accountability with absenteeism.
Teachers need behavior supports in the classroom so we can actually teach the students who want to learn.
Lack of phonics instruction, lack of retention, undervaluing of the grading system.
Parents that are not supporting their students by making sure they are attending school. Parents that are also not in communication with teachers when teachers are trying to reach out and set up parent meetings to discuss behaviors and performance along with resources that are trying to be provided but students are not taking advantage of. Having resources & the funding to be able to offer afterschool tutoring options on a consistent basis would be beneficial.
Behaviors. Teachers spend so much of their time dealing with the same behaviors often times repeat offenders.

Students are continually distracted by their cell phones. Every teacher in every class wastes time battling this issue. Cell phones should not be allowed on campus; students are not responsible enough to manage them independently.

At this point in our society, we have parents who don't seem to care if their child is not doing well. They do not help with homework, or seem to care when teachers are letting them know when their child is struggling. Very few will help them at home, and none seem concerned that their child cannot read in middle school. The number of RAP students that we have, that do not help or sign their child up for tutoring or summer school... If the parent doesn't seem concerned, why should the child?

Class sizes are too big, third and 4th grades should not have 26-28 students. Student behavior has become a huge problem especially with little to no consequences. I personally feel we are giving too many tests with iReady math and reading diagnostics, then MAP reading plus SBAC 4 tests and iReady lesson assessment and HMH quizzes we are seeing test apathy!!! And now 3 MAP tests this spring???

Chronic absenteeism—especially among staff—is a major factor in low test scores. At Fernley High, 21–22 teachers were absent last Thursday and Friday alone. Students can't learn effectively without consistent instruction. A four-day school week could reduce mid-week absences from sports and PD, keeping both teachers and students in class more consistently.

We need more sufficient early intervention programs for both math and reading at every grade level. Make parents and students more accountable for absences. Make parents accountable for their child's education. Hire staff that are educated, qualified and EXPERIENCED. Stick with one program and give ample intervention strategies for students who are below in scores and/or higher in scores. EDUCATE your staff, make PD's mandatory and necessary for ALL staff (Classified).

Test scores are low because the students simply do not care. They sit there and just click, click, click and take a nap. They know that they can sit there all year and not do anything and still be pushed through to the next grade. I had a student maybe turn in three assignments and sit there all year watching airplane videos and guess what he got pushed right on through to the next grade. Half the students cannot spell and their handwriting is just as bad.

Schools often bounce between different programs, the latest/greatest/newest teaching method, requiring learning curves for teachers and students. And many have home life stress and lack of support at home for learning. It is difficult to focus when your own personal world is chaos or when parents do not understand the latest/greatest/newest teaching method that is now being taught and is vastly different than how they learned. Communication and consistency of teaching methods might help.

We are making Kinder the new 2nd grade by demanding more from them too soon

Test less (MAPs, ACT, etc.)

Accountability at the TEACHER!!! level. Since Covid we have put teachers on some ridiculous pedestal like they are god's gift to earth and can do no wrong. It's nonsense! Several of my colleagues simply don't care and should be held accountable for their student's poor performance. I think we need to hold teachers accountable for the outcomes of their students and then make our way up the chain with Principals. This problem needs a ground up approach not top down.

Curriculum does not always lend itself to teaching test requirements.

Students at SSES have either just one 10-minute lunch recess or that lunch recess in addition to a 15-minute afternoon recess. Kids need 60 minutes a day of physical activity. Not all 60 minutes need to be at school and many teachers incorporate movement breaks into their daily routine, but because the students do not get enough time outside or to be up and active, behaviors are more severe and frequent. Less behaviors can lead to more learning, and therefore, better test scores.

Excellent question! Thank you for asking.

First, a lack of consistent discipline, attendance, tardiness are impacting education. Teachers are responsible for more behavior intervention than they should be. Students aren't being held accountable.

Next, ACT testing, and very few states test everyone like we do in Lyon County SD. This means we are comparing our whole student body to the college bound from other states.

Teens aren't reading out of classrooms anymore.

I need more space.

We need to hold kids (and parents) accountable and allow them to fail. We allow make-up assignments etc. and realize students do not learn at the same pace. Slowing the pace of the curriculum hinders our academic growth as we do not push the other students to their full capacity. When the bar is raised a few will not make it, lower the bar and it's the same problem. Raise the bar. Students WILL fail but many will step it up. Ignorant kids and high Grad rates or better test scores, pick one.

Lack of discipline. Teachers' hands are tied when it comes to holding students accountable. Students also spend an exorbitant amount of time on their phones and little to no time reading and doing homework. The lower grades students are passed along without having mastered basic math facts or having a solid foundation in reading. Because students are passed along, by the time they get to high school, the learning gaps are huge. We also test everyone on the ACT which is not the case in all states.

Students aren't working in class and teachers haven't leverage. Parents aren't demonstrating concern. Chronic absences, and family vacations. No follow through from admin. as no one wants to rock the boat. I think parents should be required to volunteer for 10-15 hours a year. This way they can see what actually happens in the classroom. Or maybe we should allow paths for kids and family's that care and act on it, and another path for families that use schools for daycare.

With regards to reading, I think an open book forum might help with kids each having to read out loud in front of the classroom. If not in front of the class then a recording of them reading their part of the book or chapters assigned by the instructor. Math...that's tough. I know in math you could always get the question from the answer. There is only one right answer.

Lack of fidelity with curriculum - not only implementation within schools and classrooms, but across time. We switch our path every 5-6 years, which keeps our teachers and students constantly starting over instead of building on a solid foundation.  
We also have a lack of highly-qualified teachers, and the teachers we do have do not all receive quality PD and follow up support to improve their teaching, especially in reading. PD is hit and miss, and there is little to no follow-up support.

Classes or tutoring for basic math, reading and writing skills.

<p>The best solution to failing students is highly educated teachers. Curriculum helps, but teacher knowledge is the key. How can we fix this? Offer SOR training to all- LETRS. Stop paying classified people to be our reading interventionists. These positions should be filled by highly qualified teachers. Create a tuition reimbursement program for teachers to continue to learn. We put money towards new teachers with the GYO scholarship (which is great), but what about the current teachers?</p>
<p>Excessive testing and a lack accountability from students and parents.</p>
<p>We have no discipline or accountability. We keep passing students from grade to grade who refuse to learn or do anything in class. WE also have unqualified teachers, with many position sin our Yerington area being filled with long term subs or emergency subs. Another contributing factor is the fact that we have administrators that do not have any expectations or clear vision that they execute withing PLC's. There is not a culture of academic excellence at our schools.</p>
<p>Unnecessary Assemblies/ Activities (FIS-Breast Cancer Assembly, Drama Performances, Cleaning the campus, etc) Allow teachers to develop their own curriculum-allows for more student/teacher buy in.</p>
<p>HMH and iReady are directly responsible for low test scores. They don't incorporate nearly enough review and wast time with writing that is completely over their heads in Kindergarten.</p>
<p>Students don't know how to sit for a test and build stamina for the ACTs. Which is why we have so many students give up during ACTS. I think all schools (maybe starting in middle school) should run MAPs testing in a similar fashion to ACTs. No phones, no backpacks, block schedule so it's a one-and-done kind of test. If we can build long-term testers young, we can hopefully keep them going when students eventually get to the ACTs.</p>
<p>Need to go back to traditional schedule where students see each teacher everyday. Lack of student interest in tests, students take several types of diagnostics and are exhausted with testing. Parent support and involvement in child's education has declined.</p>
<p>NV uses a college entrance exam as a proficiency exam. The ACT was intended as a gatekeeper for college entrance. This test was never intended for proficiency. We need to step away from this test being the measuring stick. Low test scores: 1. Kids absolutely dread and hate these tests which can cause test anxiety, rushing through, parents opting students out...; 2. Lack of parent support; 3. Gaps from Covid; 4. Student transiency; 5. Large class sizes</p>
<p>Make school fun again!</p>
<p>A need for stronger Tier 1 instruction, no sense of urgency, home values/morals lacking, students are tired of testing, student engagement.</p>
<p>There's a disconnect between school and home—reading isn't always a priority for families. Instead of assuming, we must talk with families through town halls to understand their needs. Family engagement should be a core strategy, not a checklist. We also need targeted reading classes for students above intervention levels but still below grade level—those who often slip through the cracks after 3rd grade.</p>
<p>The low scores is due to the fact that the two tests that students take, ACT and MAPS, are not valued by students, and most do not take them seriously. Since ACT is required for students to participate, and not have a cut score to graduate, there is no incentive for them to try unless they are college bound, and some colleges aren't requiring these scores anymore. I think that the old Proficiency exams were a better measurement of</p>

<p>students' actual abilities because they had to pass to graduate.</p>
<p>These are our COVID babies. Some of them have been home only for several years and missed out on social emotional skills that pre-k's and group interactions would have helped. They saw masks and not mouth movements so they are delayed in speech which does effect all learning areas.</p>
<p>Students tell me that while they intrinsically want to do well on a test for the sake of competition and personal satisfaction, they are not confident that they will do well, and often "give up" early and say they don't care as a form of self emotional safety. Perhaps testing should also change to include quick "bursts" of testing activities/questions or another way to show mastery of a subject that relates to the real world.</p>
<p>Test scores fail to capture the true potential of our students. Every child is unique and should be measured as an individual, not reduced to a number on a standardized test. These tests often create unnecessary stress and anxiety, doing more harm than good in fostering meaningful learning.</p>
<p>Having Music teaches math also Culinary with measurements, having Home Ec and Foreign Language teaches more reading and a better understanding of English when you learn another language!</p>
<p>Incentives for reading and math work (ex: Happy meal voucher for kids that go up a reading level or read x amount of books. Fun activity for the first 10 kids to correctly complete a multiplication sheet.) Even a PBIS "point dump" incentive where the student with the most improvement has the chance to get a "dump" of a few hundred PBIS points would be helpful.</p>
<p>Educators are doing everything they can while they are at school. Grandparents in some classes also help out as much as they can. There has to be a point where the parents take responsibility for their Childs education. Parents NEED to get more involved with their children by helping them at home. Don't push the educators to doing more, they already are doing more than I remember, when I was in school or when my kids were in school. Keep pushing they will burn out and leave.</p>
<p>4 day school week with Fridays being used as a day for kids not passing to get that more extensive one on one.</p>
<p>Better screening and intervention at the elementary level.  Students often struggle to read during tests, so they want to get the test over with.  Students need to read entire books and enjoy the experience of reading.  More pen and pencil writing and reflecting on what they read.  Consistency with expectations and practice. If students enter high school without the basic skills, it's challenging to advance them to a higher level of thinking and performing.</p>
<p>Administrators and teachers need to make the connection to students about how test results connect to the student; the students have to want to do well. Sadly, parents are a component in this area that affects student outcomes. Many do not feel that testing helps their students learn. Both teachers and administrators need to inform parents at the beginning of the year, at parent conferences, and through newsletters that test scores inform teachers of what students need to learn.</p>
<p>My students have taken 15 standardized tests on a computer this year. They are 9-10 years old. Perhaps the issue is too much high stakes testing. The students are frustrated, anxious, and just clicking through these tests to get them done. We are not getting accurate measures of their ability because they are overwhelmed and are just trying to finish the test. Why don't we consider what other successful countries do? Give them less tests and I guarantee scores will increase.</p>

<p>Class sizes are large which makes it difficult to work individually and remediate in class (especially when we have to teach certain concepts so quickly). We need to have reading remediation and math remediation, pull out or classes. We used to have these, but it takes a teacher on special assignment.</p>
<p>We over test students. Testing scores are not the only measurement of ability &amp; growth. They only represent a snap shot in time. Spend more time teaching and less time testing.</p>
<p>My guess-there is too much testing so most kids just don't try. The students know that they just have to get the test done, that there isn't a consequence if they do poorly. At my son's school they gave out testing attendance prizes, which again, all they had to do was show up and test. The teachers also have to fit into this. Having long term subs in ELA/Math positions isn't going to help raise scores &amp; the Math/ELA teachers who have the majority of their students fail every semester.</p>
<p>Our students cannot read. The state and district have no firm literacy plan past grade 7. Our secondary teachers receive NO literacy training in their specific content area. If students cannot access the content, they cannot learn, and test scores will remain abysmal. We have students entering our high school with NO middle school credits, reading at the third grade level. Let the Teacher Leaders teach teachers how to teach reading at the secondary level. Stop training us and not using us.</p>
<p>This year we spent the entire month of May testing. It was a waste of time and burnt the kids out. They, and the teachers, were exhausted.</p>
<p>Curriculum as business. Lack of Science of Reading and Phonics instruction. Using tried and tested curriculums and going back to the basics and teaching reading using phonics and other methods that are backed by science.</p>
<p>We don't retain students at 3rd grade like the law states, so we pass on students who can't read. We also don't retain students in middle school who don't earn their credits. We pass them off to the high school and they fail miserably because they didn't master the standards at the middle schools. High Schools struggle to fill these gaps when these students shouldn't be passed to the ninth grade. These students should have to attend summer school to earn their credits before going to high school</p>
<p>Test less, teach more; put qualified teachers in classrooms, not long term subs</p>
<p>STOP expecting teachers to handle disruptive and dysregulated students in the classroom. Hire someone to staff a reset/calm down room.</p> <p>STOP pocketing sped kids. Kids with special needs should be spread out.</p> <p>STOP expecting inclusion during instructional time for kids who are far below grade level (CLS) and need support in the classroom.</p> <p>PLCs should be data teams based on standards being taught using exit tickets, common formative assessments, and quarterly on-demand writing assessments.</p>
<p>We've focused on "fixing" upper grades low test scores instead of building solid foundations in the lower grades with phonics, science of reading, etc. Our lack of any consistent program in the lower grades to teach these skills and continued treatment of ECE/Prek like a step child show that we don't care about these age groups enough. Prek and kinder made complaints about the previous curriculums (Big Day and Lucy Caulkins) failing and no changes were made.</p>

We give way too many tests. Our third graders had to take 7 different tests! Our second graders took 4 different assessments. Students are missing out of instruction because of this. If the district wants to pilot something, pilot it, don't make the kids take the old tests in addition. This is only hurting our kids. I personally do not think formal district assessments of K-2nd should be happening at all.

Apathetic attitudes, nothing tied to the tests. To improve the scores give them more incentive to do better, why are they doing these? What can we give them past "test scores are linked to funding" kids dont understand what that does for them. We need more by in from studnets and parents.

Test scores offer only a limited view of a child's progress. Giving 2 long assessments in both reading and math overwhelms 8-year-olds. I had to choose which to give first: IReady or MAPS. Students did well on the first (I-Ready) but were too exhausted to do their best on the second (MAPS). This isn't effective. One test per subject is a more sensible, responsible way to assess. Please allow just one assessment per subject.

Our social promotion policy has been an abject failure - pushing kids into higher grade levels than they are prepared for, making it impossible for them to learn the grade level skills, causing frustration, and leading to massive behavior problems. It also sends the message that they do not have to pay attention, try, work, or learn. Additionally, it creates extra workload and stress for our teachers and ESPs.

I think classroom behavior and lack of parent involvement plays a huge part in this issue.

It would be nice to have collaboration with staff and parents on how best we could work together to help students reach higher levels of reading and math. It is just as important to be done at home as in school to really see an improvement and can provide motivation as well.

The current standards based grading system in grades 3-6 is ineffective in helping students and parents in understanding really how their child is doing. We also need updated text books instead of so much of our curriculum being computer driven.

parent involvement- invite all parents to volunteer in the schools after getting background checks. Maybe challenge parents to volunteer 2 hours per semester to earn entrance to a volunteer celebration banquet with the students

Projects based on reading and following written directions. More current text books and resource materials in classrooms.

Boredom and knowing they will have the use of a calculator or cell phone to help in math

lack of parental support for students - not within our power to change  
lack of attendance - not within our power to change  
lack of motivation for students - different age groups struggle with the importance of school (middle school for instance) - we can tell them it is important but they are not quite ready to grasp the importance themselves.  
general public feeling that it is the school responsibility to do far more than educate. Tests do not show other growth

Chronic Absenteeism. The system is not effecitve.

A major issue, that I believe, is that not all teachers, new or veterans, are teaching curriculum. Both, HMH and i-Ready, are made to spiral up as the student goes up in grades. If one teacher in a grade level does not teach the curriculum, then it tends to create holes, that the next year's teacher is unaware of.

I'd rather express my frustration with the "teacher leaders" program and how I think it is a waste of money. Our campus has many and I can't even name all of them. They give trainings that no one wants to go to, and no new insight is gained from. They are not the people on campus who are actually sought out when someone needs assistance, and they are not friendly. This money could be spend better in various other areas. Our teacher leaders are not leading us in anything.

One contributing factor is the lack of parenting at home. another contributing factor is Electronics are taking over. Take the computers out of the classroom (for a large portion of instruction) and teach them how to engage mentally with their peers and teachers.

Behavior is the main factor. Uncontrolled behaviors that we just need to "put up with" puts everyone behind. Even though "it's fair" for the student with the behavior, it is NOT FAIR for the rest of the class that wants to learn.

Low attendance. Unless parents are being held accountable, less and less kids are showing up to class. And yet, we have to test all these kids, even though not all of them have had the same amount of instruction.

Absenteeism, parents not requiring children to be in school, apathy of students and parents in regard to testing, they don't seem to see the value in it, they do not feel testing is relevant to students success.

The lack of academic encouragement. We should go back to "A" Honor Roll. Reward high scores, etc. Parents not understanding that a 1 is bad, 2 is "still below grade level" and 3 is grade level.

English and Math every day at the high schools. At all grade levels, stop all the testing. It takes away from instruction time. For math, get the students off computers and using manipulatives again. Lessen the amount of topics taught each year to the essentials. Memorize math facts again. Teach the algorithms (steps) again. For English, get them off the computers and reading real books they hold in their hands. Lessen the amount of topics also, so they can really learn.

I feel there are too many programs that are not given enough time to be successful before it is replaced with the next, newest thing. We need to find what works, and stick to it.

Low parent involvement in academics. Students are not reinforced at home. Parents are not teaching the basics like kindness, the importance of paying attention, showing up to school on time and prepared, completing assignments, etc. Everything is put on educators but this needs to be a team effort if we expect our students to succeed.

Honestly, I think the biggest issue is the fact that most of our "teachers" are long term subs that have no formal training in education. Why are we continuing to promise this individuals jobs and passing up licensed teachers in order to keep a friend employed?

Second- it would help if the district would quit changing curriculums all the time. We get trained on one program or curriculum just to have something new instituted. My kids have been through 3 different math programs in 5 years.

Shouldn't school district leaders know the answer to this question? Are teachers the only people paying attention to the research on the detrimental effects of technology exposure and the social/emotional consequences resulting from the decline of the family unit? Do you understand why people are fleeing the public school system? Why are you asking teachers when you are the top of the "food chain"? Does anyone at the district level research anything?

Ineffective instruction contributes greatly to low test scores. We have too many long term subs in teaching positions with little to no background in the content area. They are not being monitored regularly or evaluated

ever.

The instructional programs and systems in place now are good. Keeping with them in place and taught with fidelity through the implementation gap will be valuable. Keeping class sizes smaller and manageable is key to small group and individual support. Keeping our schools free from interruptions in instruction ( disruptive behavior) is essential to learning. Quality teachers matter- but good teachers aren't born and take time to develop. Finally, time testing is time taken from instruction.

The stress that teachers put on students is seen throughout the classes. We should address that issue in and of itself. Repetition, repetition, repetition until it sticks. Just like adults, we only truly understand something when we go over and over and over again.

We need to stay the course with curriculum and teaching. Many changes are affecting how and when we teach. There are also too many assessments given. Mandated testing is acceptable, but directors keep adding more assessments to the schedule.

Too much is expected of the kids starting in Kindergarten. They are burned out and don't care about school more and more the older they get.

# Suggestion Box #2

## Top 6 themes for each question

### Produced by ChatGPT

Top 6 Themes – Question #1: What programs or opportunities would enhance students' educational experiences?

1. **After-School Tutoring & Enrichment**

A large number of responses highlighted the need for structured, in-person tutoring across all grade levels. Many also suggested expanding after-school enrichment clubs in areas like STEM, arts, music, and hands-on learning.

2. **Expanded CTE and Trade Programs**

There is strong demand for more Career and Technical Education offerings, such as culinary arts, welding, auto mechanics, construction, personal finance, and woodshop—particularly at middle and high schools.

3. **Life Skills & Home Economics**

Many respondents expressed the need to bring back life-skills-focused programs that teach cooking, budgeting, sewing, cleaning, and childcare to better prepare students for adulthood.

4. **Arts, Music, and Drama**

There were many calls for the return and expansion of music, art, and performing arts programs, especially at the elementary level, to support student creativity and engagement.

5. **Physical Education and Health**

Several suggestions stressed the need for licensed PE teachers and daily physical education, as well as all-weather tracks and athletic facilities to promote health and host community events.

6. **Mental Health & SEL Support**

Respondents emphasized the need for improved access to mental health services, better SEL programs (with some criticism of current ones), and support for students with behavioral needs.

Top 6 Themes – Question #2: What contributes to low reading and math scores, and how can we improve them?

1. **Behavioral Challenges & Disruptions**

One of the most frequently mentioned issues was student behavior disrupting learning for others. Many urged for better support systems and alternatives for chronically disruptive students.

2. **Inconsistent Curriculum & Instructional Fidelity**

Many cited frequent curriculum changes, lack of adherence to structured literacy or math programs, and inconsistent instructional practices across teachers and sites as major barriers to progress.

3. **Lack of Student Accountability & Motivation**

Respondents expressed concern over student apathy toward testing, a lack of buy-in, and policies that pass students along regardless of effort or achievement.

4. **Chronic Absenteeism & Low Parent Involvement**

Poor attendance among students—and sometimes staff—was seen as a core issue, often tied to a lack of home support and inconsistent reinforcement of educational expectations.

5. **Overtesting & Test Fatigue**

Teachers and parents expressed deep frustration with excessive assessments, noting that frequent testing leads to disengagement and does not reflect students' true abilities or progress.

6. **Need for Foundational Skills & Early Intervention**

Many noted that students are missing core foundational skills in reading and math, calling for a return to phonics-based instruction, structured remediation programs, and earlier, more targeted intervention.