Trustees' Questions and Answers for the
<u>November 18, 2025</u>
School Board Meeting Agenda

This document serves as a means to allow LCSD Trustees an opportunity to ask questions about the upcoming board meeting agenda items. Questions posed by board members will be answered as soon as possible by District staff, so please post your questions as soon as possible. Trustees, please note that you have until <u>12:00 pm the day before the board meeting to submit questions</u>. This will allow time for District staff to answer. District staff will answer questions in this document by 12:00 pm the day of the board meeting. **Questions and answers will be posted in the consent agenda meeting materials so the public can see the questions and the answers provided.**

Agenda Item #: 17
Trustee Question: The proposed amendment to Policy EDBB would require that students who violate the amended policy be penalized by being assigned in - school suspension on the third, fourth and fifth offense. What impact does that have on school staff? That is, are there normally some students assigned to in-school suspension on any given day and would cell phone violators just join that group. Or, would additional staff time be required to accommodate those who violate policy EDBB on multiple occasions?
District Staff Answer:
All four of our larger high schools have an APEP instructor assigned to support students placed in in-school suspension. Access for middle school students varies based on each school's proximity to those high-school APEP programs, with the exception of SMS, which has its own dedicated APEP classroom. Elementary schools do not have access to an APEP instructor.

With that context, it's important to note that increasing student ratios in an APEP classroom can at times be challenging. There are occasions when the number of students assigned to APEP exceeds what one staff member can reasonably supervise. In those situations, alternative measures—such as assigning Out-of-School Suspension—may be

necessary. This, of course, negatively impacts chronic absenteeism and removes students from access to instruction and resources.

For elementary schools and most middle schools, students assigned in-school suspension are typically housed in the front office, where adult support is limited. Secretaries, who are also responsible for managing phone calls, assisting visitors, and handling their regular duties, often oversee these students. Additionally, front office spaces generally have very limited capacity and cannot safely or effectively accommodate more than one or two students without significant logistical challenges.

No additional staff would be hired but it would put a higher demand on already existing staff and could result in some students being sent home if higher demands require it on a particular day.

Agenda Item #:   10 D
Trustee Question: The 58 page report included with this agenda item is a bit overwhelming to absorb given everything else to consider with this agenda. Given that it's included in the consent agenda, I guess the feeling from administration is that this is "everyday" type business - yet the amount of information in the report seems substantial. If I ask to pull this agenda item, is it possible for a staff person to give a brief summary of this report as it relates to the business of the Board? Thanks!
District Staff Answer:
This report is the North West Regional Professional Development Program (NWRPDP) annual report that they are required to share each year with the Districts they serve. We are not required to share it with the Board, but we have shared these reports over the years to make the board aware of the training and number of district employees that have taken advantage of these training.
In particular, I would highlight the tables on pages 7-11, showing the numbers of Lyon County employees that have taken advantage of the program during the last year. These numbers fluctuate from year to year as the needs of our staff change, or the requirements of the state change.
I am more than happy to discuss as needed, this report is not generated by the Lyon CSD, it comes from the NWRPDP.

Agenda Item #: 17
Trustee Question: My question is loosely related to Agenda item 17. Do any District curricula contain any advisories regarding the negative effects of a student spending too much time on a cell phone or other device? While an electronic device may not be clinically classified as an addictive agent, there is very strong evidence demonstrating how detrimental a device can be to young and older people alike. If our curricula don't contain a section on the perils of the overuse

District Staff Answer:

There are actually standards in Health that deal with this topic:

1.PS.3.6 Identify the advantages and disadvantages of communicating using technology and social media.	1.PS.4.6 Categorize the advantages and disadvantages of communicating using technology and social media.	1.PS.5.6 Explain the advantages and disadvantages of communicating using technology and social media.	1.PS.MS.6 Compare the advantages and disadvantages of communicating using technology and social media.	1.PS.HS.6 Evaluate the potentially positive and negative roles of technology and social media in relationships.

Content Standard 2: Analyze Influences

Students will analyze the influences of family, peers, culture, media, technology, and other factors have on health behaviors. [1]

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
2.AF.K.1 Identify various sources that influence health behaviors.	2.AF.1.1 Recognize various sources that influence health behaviors.	2.AF.2.1 Discuss sources of family, peers, culture, media technology and other factors that influence health behaviors.	2.AF.3.1 Explain healthy and unhealthy ways family, peers, culture, media technology and other factors influence health behaviors.	2.AF.4.1 Compare how various sources of family, peers, culture, media technology and any other factors influence health behaviors.	2.AF.5.1 Describe how other factors such as school, community, and extracurricular activities influence health behaviors.	2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.	2.AF.HS.1 Analyze how the perceptions of current social expectations influence healthy and unhealthy behaviors.

However, there are other areas in Health education where connections can be made as well. For a full view of the state standards, please use the link here to access them:

https://webapp-strapi-paas-prod-nde-001.azurewebsites.net/uploads/2020_NVACS_Health_5dc34a3de8.pdf

While specifics on the overuse of a device may not be specifically outlined in the Health Standards, the use and interaction, dangers of misuse, etc… are a topic of discussion and focus. One must also consider that students are cautioned about use when taught Employability Skills in every one of their CTE courses, the Lyon CSD is now starting the implementation of Skill Trees K-12 (where this can be addressed) and the Computer Science Standards include Digital Citizenship skills that should include cautions around misuse of technology.