

Lyon CSD Board of Trustees Questions and Answers for the December 17, 2024 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 question as soon as possible. Trustees, please note that you have until 12:00 pm the day before the board meeting to submit questions. 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. **These questions and answers will be posted in the consent agenda meeting materials so the public can see the questions posed and the answers provided about each agenda item.**

Agenda Item #: 17

Trustee Question:

Goal # 1:

Are graduation rates or performance/test scores more important?

Both graduation rates and scores are important, but they are important in different ways. Ultimately, graduation from high school is an important end goal, assessment scores help us understand what the student needs (accelerates in, needs remediation in, or is performing at normal levels in). As presented last month, we believe that assessment **for** learning is essential to doing what is necessary for all students.

How is this measured to know that the goals have been achieved?

We report on graduation rates every year once the state has validated figures with the districts. This is when we report our graduation rates to the Board.

What data sources are used to determine if students are college, career, and life successful?

The Lyon CSD utilizes a number of assessments that provide indicators that students can be successful in college, we also have assessments that provide indicators that students should be successful in their careers. As far as life successful, it is the hope that we can provide the knowledge and skills that allow students to be successful regardless of what direction they choose in life.

Goal # 2:

What do each of these terms mean?

Not knowing which specific terms are being asked about, it is assumed this is in reference to CTE Work Experience, General Work Experience, Work Based Learning Activities, Job Shadows, Clinical Experiences, Supervised Agricultural Experiences, and Career Exploration.

CTE Work Experience: Students may take a course in CTE Work Experience. This is a paid position where the student is working in a job related to a CTE program of study. Technical and employability skills learned in the classroom are incorporated into the student's learning plan and applied on the job. A training plan and signed training agreement are required. CTE work experience should be a minimum of hours worked equal to the number of hours required for any other course of that same credit, usually 60 hours per half credit. CTE students must be enrolled in or have completed at least two years of a CTE program and be 16 years old (NAC 389.564-389.566). CTE Work Experience course descriptions and naming conventions are outlined in the *Nevada Career and Technical Education Course Catalog*.

General Work Experience is also known as Work and Study

Work and Study: A program of work and study is defined in regulation for a specific student population, and the job is not tied to courses of study or a student's career interest. NAC 389.644 to 389.650, inclusive, defines the hours needed for credit and the students who are eligible. Eligible students are those who: 1) are not on schedule to graduate; 2) potential dropouts; 3) qualify for free and reduced lunch; or 4) attend a school eligible for the Community Eligibility Provision program of the United States Department of Agriculture. A program of work and study is not considered work-based learning; therefore, work and study students are not to be included in work-based learning reported data.

Job Shadowing: This is a short-term experience, usually one to three days, where students go to a place of business related to their career interest. The student "shadows" one or more employees to learn what that person does on a daily basis as well as gain an overview of the business's operations. Job shadowing can be in small groups, but it is different from an industry tour in that one or two jobs are examined in detail. Job shadowing at a few different places may inform a student's decision to explore a career path or industry further in an internship or CTE Work Experience course.

Clinical Experiences: Health science programs often require clinical experience in a hospital or clinic to prepare for a state licensing exam. Clinical hours are dictated by the state governing board of that profession or by licensing requirements. Emergency Medical Technician and Nursing Assistant are examples of secondary programs of study that have required clinical hours. Clinical experiences are typically embedded into program courses; therefore, credit is earned through completion of the health science course. Students may elect to take an additional work-based learning course for credit related to their career interest.

Supervised Agricultural Experiences (SAE): The SAE is a required component of a total agricultural education program and intended for every student in an agriculture class. The [National Council for Agricultural Education](#) provides clear descriptions and foundational learning outcomes for each type of SAE at the Foundational and Immersion levels. For reporting purposes in Nevada, Immersion level experiences in the areas of Ownership/Entrepreneurship, Placement/Internship, and Research are included in the continuum and data collection. SAEs in school-based enterprises are included in the data with other school-based enterprise activities.

Career Exploration activities may begin as early as elementary school and continue through ninth grade. These activities include career fairs, guest speakers from business/industry, and industry tours to explore careers and the workplace environment.

Work Based Learning Activities: These activities are inclusive of the activities that students participate in that are outlined in the Nevada Work-Based Learning Continuum. Additionally Student Based Enterprises (Turkey Farm, Honey Farm, Berry Farm, Cafe, etc.) and Simulated Work Experiences (coffee shop, building a tiny home, marketing class experiences, VITA, Tool Rodeo, etc.).

Career Exploration	Career Preparation	Career Training
Suggested for Grades 4-9	Suggested for Grades 9-11	Suggested for Grades 11-12
<ul style="list-style-type: none"> • Career Fairs • Guest Speakers from Industry • Industry Tours • Career Interest and Aptitude Surveys 	<ul style="list-style-type: none"> • Job Shadowing • School-based Enterprises • Supervised Agricultural Experiences (SAE): Research 	<ul style="list-style-type: none"> • Apprenticeship Ready Programs • Clinical Experiences • CTE Work Experience • Internships • SAE: Entrepreneurship/Ownership • SAE: Placement/Internship

How are each measured to know that the goal has been achieved?

CTE Work Experience requires an application process and is approved by the Work Based Learning (WBL) Coordinator. Students must present pay stubs to the facilitator at each site, who then reports to the WBL Coordinator for tracking purposes. Additionally, there is an evaluation process that the employer must participate in to ensure the student is gaining the necessary skills to fulfill their learning plan.

General Work Experience is tracked at the site by the facilitator (typically the school counselor) by collecting pay stubs and ensuring the student has worked the necessary number of hours. We also have students fill out an application process as it helps us track student interests and allows us to help set up job shadows in an area of interest.

Job Shadows are reported to the WBL Coordinator and tracked by them in collaboration with the school site facilitator. These typically are coordinated by the WBL Coordinator with the employer and there is follow up and a reflection regarding what was learned.

Clinical Experiences are linked to a student’s health science pathway. Lyon CSD currently has Emergency Medical Technician and Certified Nursing Assistant courses that require clinical hours in the field. These are dictated by the State Board of Nursing as well as the medical professional overseeing our partner for EMT (North Lyon Fire). Students must complete clinical hours to receive credit for their courses.

Supervised Agricultural Experiences (SAE) are done in tandem with the school’s agriculture programs of study. Students participate in an SAE as part of the continuum of their program of study. This is part of a grade and is reported by the instructor at the site.

Career Exploration Activities and Work-Based Learning Activities vary from school to school and are reported by the site (typically the counselor or administrator, but sometimes the teacher facilitating

those activities). These are recorded as part of our monthly collection and we collect the number of students participating as well as the type of activity engaged in.

What is the data source?

Employer reporting, site reporting, as well as data collection by the Work Based Learning Coordinator. Currently, data is collected through a variety of means and we are hoping that the School Links platform will allow for ease of entry and collection as well as reporting of data.

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Trustee Question:

Goal #1:

Improvement strategy one:

What is supposed to be the take away from these graphs?

Quantity is not important but quality and value is. What is the quality and value of the data that's supposed to be obtained from these graphs?

We are seeing usage of the program which will allow our teachers and providers to monitor in real time, student's progress towards Individualized Education Plan (IEP) goals. Ultimately, student's achieving IEP goals will lead to students with IEPs earning standard diplomas at a higher rate.

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Trustee Question:

Goal #1:

Improvement strategy one:

Current progress:

What data?

What is the data source?

As teachers and related staff members work with students who have Individualized Education Plans (IEPs), data is collected around the individualized goals within this plan. This data is then tracked to monitor progress on the goals for each specific student. Therefore the data will always be individualized and the data source will always be individualized based on IEP goals.

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Trustee Question:

Goal #1:

Improvement strategy one:

Current progress:

November lessons learned

How/where is training provided for staff?

When will the training be complete?

Why was the training you did insufficient?

As with any new system, multiple exposures, plus hands-on, real-time use of the system, are required to truly learn that system. Training has not been “insufficient”, research states it can take 2-4 years for a new initiative to be fully implemented and operational. Including the stages of exploration, adoption, initial implementation, and full operation. This timeframe of 2-4 years allows for necessary teacher training, adaptation, and community support to build around the new system. Special education teachers and related service providers were introduced to Able Space and were given training on September 22, 2023 and October 13, 2023 of the 23-24 school year by Able Space. Teachers and related service providers were given the opportunity to explore this new system for the entire 23-24 school year. During this time, staff members provided input to Able Space and district staff on ideas to improve the system. Able Space took many of these ideas and created the functions in the system, thus not only improving the system, but essentially customizing it to LCSD needs. Additionally, Able Space provided the initial training and also provided every teacher the opportunity for additional individual training as requested.

For the 2024-2025 school year, special education teachers and related service providers were trained on August 28, 2024 by Able Space. Administrators were trained on September 11, 2024 by Able Space and then again on October 23, 2024 by district staff. Able Space continues to provide every teacher the opportunity for additional training as requested. Both the training and the system development are provided at no cost to the district.

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Trustee Question:

Goal #1:

Improvement strategy one:

Current progress:

November next steps/needs.

Define the timeframe to tailor Able Space data entry system to the specific needs of LCSD.

As our special education and related service staff work within Able Space, they have found that the system can be customized to meet our district’s specific needs. For example, our speech language therapists needed a more efficient way to input data for a group of students instead of finding them individually within the system. Able Space was able to customize and create this functionality for the district. Able Space continues to do this on an ongoing basis to help provide our teachers and related staff members with a more streamlined system.

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Trustee Question:

Goal # 1:

Improvement strategy three:

Current progress:

November lessons learned.

What wording an EEO resolution prohibit students from celebrating and sharing stories about their personal culture and community identities? Please state specific instances.

The PD and Data Manager facilitated walk-through visits at each school to observe student actions around the Portrait of a Learner, in particular, Learning for Life (first graph-header is above graph) and Connected Learners (second graph).

We have been consistent with visiting each school to observe student actions around Portrait of a Learner commitments. Each quarter the focus is on one of the four domains of Portrait of a Learner. Quarter one focused on Learning for Life, which is the first graph. Quarter two focused on Connected Learners, which is the second graph.

During these walk-through visits, some teachers have shared their uncertainty of how to maneuver between allowing students to share their personal culture and not traveling down a path of violating the EEO. As a result, some educators avoid those conversations to safely comply with the EEO.

Based on this feedback, we will need to provide specific professional development around the EEO to support teachers in the facilitation of these discussions while meeting the expectations of the EEO.

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Trustee Question:

Goal #2:

Improvement strategy number one:

Current progress:

Who is training staff and how are they trained? Our current Career and Technical Education Specialist and Work Based Learning Coordinator have trained staff through a couple of means. Workshop model was one way and then individual training with CTE teams at each site and administration. Additional training will be needed for Elementary staff that are not as familiar with WBL activities, as well as some others that are new to Lyon or require a refresher with all of the opportunities available for our students.

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Trustee Question:

Goal #2:

Annual performance objective one:

Improvement strategy one:

Current progress:

November lessons learned.

Whose responsibility is it to remind sites to update the Google form? Essentially, the Executive Director for Educational Services has reminded sites monthly as has the Work Based Learning Coordinator. Keep in mind, this is largely due to the fact that this is a new accountability piece for Acing Accountability from the Governor's Office and there are lots of responsibilities at the site level.

Which sites need frequent updates? As with any new system, multiple exposures, plus hands-on, real-time use of the system, are required to truly learn that system. This is the reason why we need a consistent platform to capture data that all are comfortable with. At this point, we are reminding all sites to ensure that we can receive and compile data each month. Different sites have different activities taking place at different times and reminders never hurt when so many different activities are taking place each month.

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Trustee Question:

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Goal #2:

Annual performance objective 1:

Improvement strategy one:

Current progress:

November next steps/needs.

What is the School Links platform?

School Links is a platform that can help students with college and career readiness. It is a platform where students can explore opportunities as well as track their progress toward any goal they have post graduation. Students can essentially create a portfolio of skills and experiences that can be used as they progress towards college and career.

The link is provided here for further exploration: <https://www.schoollinks.com/>