

1/24/2020 - Weekly Board Notes

The Sup Is On/weekly podcast: New episodes will be released on Fridays:

<http://cdaschools.buzzsprout.com/>

Trina Caudle - Coeur d'Alene High School - Procedures 2620P 1st Semester Exemption:

Principal, **Libbi Barrett** formally requested permission to exempt Coeur d'Alene High School from the 15% End of Course Assessment grade weight requirement outlined in Board Procedure 2620P. Superintendent, **Steve Cook** and Assistant Superintendent, **Trina Caudle** met to discuss the investigation into the issue and the request for exemption. Through the investigation it was found that multiple communications from three previous principals communicated a weight of 10%. The request was approved for 1st semester only. Attached is a memorandum outlining the issue and request. **SEE Attached.**

Seth Deniston - Technology Disposals:

Policy 7408 for sale of surplus property allows for the disposal of items each valued under \$500, provided we notify the board first. [Linked here is a list of technology items for disposal](#), each valued under \$500 by our staff, and each 4-5 years or older. We will sell them in the most expedient manner possible.

Mike Nelson - PSAT Summary Of Communication From High Schools:

At the January meeting, trustees requested information regarding the distribution and interpretation of PSAT results at our high schools. Please find a table of responses below from building administrators and counseling teams: **SEE ATTACHED.**

Kate Orozco - Elementary Updates:

TEACHER LEADER ACADEMY

The discussions and learning in Teacher Leader Academy this week focused on several topics:

Assessments

- What are we noticing about the Reading Assessment data of our children--from September to January?
- How will we improve and revise our reading instruction based on the reading data we are collecting?
- How do we help our children become more test savvy in order to better show what they know in the spring assessments?

Self-Reflection

- Teachers spent time reflecting in depth on their instructional practices in reading. Self-Assessments led to planning for the next lab host experience in which colleagues, administrators, and coaches will make observations, video instruction, and give feedback.

LITERACY RESEARCH AND PROGRAMS

Part of our discussion in TLA the last two days has centered on recent literacy news among the literacy giants in research and curriculum. It appears that the old Phonics vs. Whole Language reading “war” from 35+ years ago has reared its unfortunate head again in the debates about reading curriculum. The Phonics side, now often termed “the Science of Reading,” focuses on foundational skills and has taken aim at programs that have moved away from traditional basal-based reading programs produced by large publishing companies. The other perspective (“called “Whole Language” in previous debates) is now often called “Constructivist,” or “Balanced Literacy.”

Recently, “Student Achievement Partners,” (researchers supported by Education Week) have recently released a statement claiming that the **Lucy Calkins Reading Units of Study** was “unlikely to lead to literacy success for all of America’s public schoolchildren.” The statement focuses specifically on the Reading Units of Study--not the Writing Units of Study. The release from the Student Achievement Partners highlights what it calls the Calkins Reading curriculum’s deficit in systematic, explicit instruction in foundational reading skills--especially for struggling readers (like English Language Learners). The statement claims that the Reading Units of Study does not offer opportunities for struggling readers to experience complex text and build background knowledge. The Readers and Writers College (Calkins) has responded to the release, offering data to support their claim that the Units of Study show significant improvement in reading for ELL students in the Core schools that have used the Reading Units of Study for 10 years.

Sorting through the conflicting research and carefully charting our own course for our students and teachers is an extremely high priority for our elementary team. We will continue to examine our reading instruction and the exploration of literacy curriculum with a scholarly approach, weighing the research and articles being published, examining the performance of our teachers and children, investigating for ourselves the validity of current research, and closely looking at data. It is not the intention of the current elementary literacy committee to pursue the adoption of reading curricular materials in the next school year. However, it is our intention, as we examine instruction and curriculum, to continue to explore programs that will help our teachers shore up support for students in phonics and foundational skills--particularly for emerging and struggling readers.

Kelly Ostrom - Summary Of Staff Student Transfers:

Master Articles of Agreement:

ARTICLE IV

SECTION 10. EMPLOYEES CHILDREN

A. School District 271 employees who would like their children to attend a school outside of the designated school district boundary will follow the Board's voluntary transfer/open enrollment policy. Children of school district employees will be given first priority during the transfer process.

2019-20 TRANSFERS FOR STAFF STUDENTS

	<u>In-District</u>	<u>Out-of-District</u>
Elementary:	21	10
Middle School:	10	4
High School:	18	7
TOTAL	49	21

21 of the out-of-district requests are coming from staff.

Jeff Voeller - Prairie Ave Median Curb Bid:

The bid opening for the median curb work required on Prairie Avenue was Wednesday, January 22nd. This project is for a pre-cast raised concrete curb that is pinned to the existing asphalt with reflective delineators to create controlled turn lanes, based on the specs required by Lakes Highway District. This is a left turn lane from Westbound Prairie onto Moselle. A left turn lane from Eastbound Prairie onto N. Vantage Drive. There will also be a left turn lane into the gated access for services at the school. Access from Northbound Moselle onto Prairie Ave will be Right turn only (east).

There were 6 bidders: The Apparent Low bid is NNAC with a bid of \$88,000.00

JUB Engineering is verifying all bid requirements are met and we will make a formal recommendation at the February 3rd Board meeting.

The estimated budget, based on the engineers valuation was \$211,000, so this bid is well below. Why so low? Lakes Highway District required an atypical size specification and the Engineer overestimated the lineal foot price of this curb. All bidders were close and their lineal foot price of the curb are inline with each other, so it seems the Engineer just over estimated.

- NNAC: \$88,000.00
- CoyotePak Construction: \$99,806.00

- Ginno Construction: \$102,400.00
- Cameron Reilly Construction: \$108,781.75
- WM Winkler: \$112,997.48
- Germer Construction: \$133,155.00

SEE ATTACHED FILES: 2019.02.12_Elementary_Exhibit C and [3}C-100 Typical Sections

Mike Nelson - Monthly Talkin' Testing Newsletter Sent To Faculty:

This month's [Talkin' Testing](#) newsletter addresses the end of our interim testing window, civics exam results, and preparation for the ISAT in the spring. It currently has been viewed by 1306 staff members.

Scott Maben - Free Film Screenings:

Attached is a flyer and [linked here](#) is information regarding Screenagers film screening dates and locations.



Join us for a special screening of

SCREEN AGERS

3 FREE SCREENINGS

Tuesday, Jan. 28
(Screenagers)


Wednesday, Feb. 26
(Screenagers - Next Chapter)

Thursday, Mar. 19
(Like)

All showings 6:30-8 PM

@ HAYDEN CINEMAS

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Technology Department



01/23/2020 - Current Enrollment Numbers Reports:

ELEMENTARY ENROLLMENT NUMBERS - 2019-20 SY

AS of 1-23-2020

	Pre School	K	1	2	3	4	5	6	TOTAL
112 NW Expedition JL Redline ***Full Day K		24 24 Total 48	24 21 Total 45	25 25 Total 50	25 28 Total 53	26 24 Total 50	24 23 Total 47	NW Expedition	293
105 ATLAS Pre-School JL Redline	1 Total 1	23 21 22 22 Total 88	24 24 25 26 Total 99	26 24 25 25 Total 100	26 24 27 25 Total 102	29 30 30 30 Total 91	26 28 29 29 Total 112	Atlas	592
111 SKYWAY Extended Resource JL Redline		24 22 23 25 Total 94	22 20 20 22 22 Total 114	27 27 27 Total 95	28 29 28 29 7 17 Total 121	30 30 30 30 Total 107	32 31 31 30 Total 124	Skyway	656
108 RAMSEY Extended Resource JL Redline		24 22 22 22 23 Total 113	23 23 23 24 24 Total 117	26 26 26 26 25 Total 129	26 24 24 23 13 11 Total 110	29 29 27 29 Total 125	30 29 29 29 29 Total 148	Ramsey	740
109 HAYDEN MEADOWS JL Redline		23 23 20 Total 86	22 23 23 Total 68	26 26 26 Total 78	24 26 25 26 Total 101	30 30 30 30 Total 90	30 31 31 Total 82	HM	495
103 DALTON JL Redline		25 25 23 Total 50	23 23 23 Total 69	26 26 26 Total 78	23 24 24 Total 71	26 26 29 Total 85	30 30 30 Total 90	Dalton	443
101 BORAH Pre-School KINDER Plus JL Redline		26 25 26 Total 76	22 23 23 Total 68	26 26 26 Total 61	24 23 26 Total 47	26 27 26 Total 65	26 27 26 Total 63	Borah	359
102 BRYAN ***Full Day - K JL Redline		24 24 25 Total 73	23 23 24 Total 70	23 24 24 Total 71	25 26 10 17 Total 61	26 26 26 Total 72	29 30 29 Total 69	Bryan	406
104 FERNAN ***Full Day - K Life Skills JL Redline		24 24 24 Total 72	21 22 23 13 9 Total 79	23 26 26 Total 58	24 26 25 Total 78	26 26 15 11 Total 69	27 28 27 28 Total 66	Fernan	420
107 SORENSEN JL Redline		24 23 Total 47	23 23 Total 46	26 26 Total 52	26 26 Total 52	29 29 Total 68	30 30 Total 60	Sorensen	315
106 WINTON ***Full Day - K Pathways JL Redline		24 25 25 Total 74	25 25 25 Total 75	27 28 25 25 Total 106	24 25 25 Total 74	31 28 26 Total 87	30 30 30 Total 90	Winton	506
104 EARLY CHILDHOOD CENTER	112 112								
TOTAL	114	801	850	867	868	889	939		5214

Includes PE
5328

Classes over CAP

Full-Day Tuition Kindergarten

Full-Day Class from another school

2019-2020-- MS & HS -- ENTITY ENROLLMENT NUMBERS*As of 1-23-2020*

	6	7	8	9	10	11	12	TOTAL
CMS	263	300	296					859
LMMS	239	257	210					706
WMS	323	281	300					904
CHS				394	357	350	325	1426
LCHS				451	437	412	352	1652
VHS			0	22	53	44	43	162
JDC		1	3	8	6	5	0	23
TOTAL	825	839	809	875	853	811	720	5732