

4/24/2020 - Weekly Board Notes

Jeff Voeller - Students That We Have Been Unable To Contact:

In response to your questions at the Board meeting on Monday, I have provided a summary by school of the number of students that teachers, principals and counselors have been unable to contact.

District wide we have not had contact with 80 students. Staff have been working extremely hard at making contact with families.

I was moved by an Email I received from **Brianna Birdsall** - Counselor at Winton and wanted to share it with you. This email is an example of the hard work and dedication of our staff:

We've been in contact with all of our students and are keeping a communication log with our teachers of our most fragile students and their needs. I'm delivering backpack food to roughly 7 families. Our grab-and-go meal locations at falls creek, the Kroc, and at Riverstone have been helpful with reaching families at our school who are fragile and do not have transportation. At this time, I am confident we've reached every student within our school. I have completed home visits on about 5 families. I've also delivered Chromebooks and school supplies to several families. Please let me know if you have any questions!

SEE ATTACHED DOCUMENT.

Mike Nelson - Requested Data - Semester 1 Grade Distributions:

Last week, I shared NWEA MAP Growth results with you as the first set of requested "round 2" data. For this week, I'm providing a summary of semester 1 grades for the 2019-2020 school year. These data provide the:

- distribution of A, B, C, D, and F grades by building (although both comprehensive high school offers +/- versions of these grades;
- distribution of these same grades by department at Coeur d'Alene and Lake City High Schools;
 - "school services" are courses such as teacher's aide, content intern, study strategies, college prep., and 21st-century skills.
- percentage of students with D/F grades, mean averages of GPAs for general education students, students receiving special education, students receiving free-and-reduced lunch, and non-white students; and
- percentage of students who are "credit deficient," which we define as not having the commiserate number of credits by grade level if you divided total credits needed by the number of semesters enrolled (e.g. a current freshman at Coeur d'Alene/Venture High Schools should have 5.75 credits by the end of the first semester to accrue 46 after 8 semesters)
 - Thresholds used: CHS/VHS = 5.75 (9), 17.25 (10), 28.75 (11), and 40.25 (12); LCHS = 7.25 (9), 21.75 (10), 36.25 (11), and 50.75 (12).
 - Keep in mind that for transfer students, transfer credits may not be entered as of yet;

- Students enrolled in online coursework (IDLA/BYU/PLATO) do not receive credits until coursework is completed and a transcript is received.

Next week, I'll have data on both school's Advanced Placement (AP) programs.

SEE ATTACHED DOCUMENT.

Kate Keinert - 504 Updates:

I am happy to share an update with you about how we are navigating remote learning for students served under Section 504. Early on we shared communication with families regarding Section 504 protections, and this week we sent out a [Written Notice](#) to families of students who have 504s restating how we'd be handling 504 evaluations and accommodations during closure.

I have to tell you though, our counselors (who manage 504s at the building level among their many responsibilities) are going above and beyond in their efforts to connect with and support our families! I've been able to serve as a regular thinking partner to case managers, so I get to hear how many wonderful things are happening. *Across the board*, case managers are calling families, holding remote meetings, communicating with teachers (who are also communicating with families), making plans for students transitioning from elementary to middle or middle to high school, and keeping track of timelines. I've included some anecdotes from a few of them that further detail what's been happening:

- I am calling to check in with families re: how their students are doing and find out what they might need, make sure they are able to access the educational material and find out how I can help. One teacher shared she was dropping off writing paper with highlighted lines and theraband (she used both in class) to help the student access accommodations from the 504 Plan.
- We have been working with a family who has a student on a 504 plan who struggles with technology. The teacher has been doing individual meetings, calling and coaching the parent, as well as creating hard copies of work to simplify the instruction.
- (From middle school.) I recently had a student exit from an IEP and move to a 504 plan. This reduction in his need for support was a huge celebration - his parents were tearful and incredibly excited about his growth and progress. He will start at LCHS in the fall. **Heather Gillis** was eager and willing to set up a virtual meeting with the family and me next week for a transition meeting to answer questions and ease any worries they may have. Collaboration across levels and buildings is so important!
- One of my 504 students turned 13 a few weeks ago. Because of the relationship that has been created (504 meetings, emails...) over the past 2 years, I was asked to come by and toot my car horn, and sing happy birthday to the student. The student was thrilled that someone from his school came by and embarrassed him. :) It's about relationships!
- I borrowed a Google sheet from special ed and am using it to keep track of all my communication with families. I've reached out to all of my non medical 504 families with either a phone call or an email. I was able to connect a family with resources from our OT to help her support her son's handwriting. I've also held a remote eligibility for a student whose eligibility had expired. The parents were grateful we could still do this. Things seem to be going smoothly so far. Thanks!
- I drove by a few homes to drop sensory tools off, and I am meeting with several students (by grade) in a weekly small group.

SEE ATTACHED DOCUMENT.

Mike Nelson - Civics Assessment And Idaho Reading Indicator Updates:

The Idaho State Department of Education has announced that results from the Spring 2020 IRI assessment will NOT be used for statewide accountability purposes. Instead, if administered, the assessment would be intended to serve as a resource to support remote teaching and learning rather than an accountability measure.

- From their email, "the department understands that not all students can or will be assessed."

In regards to the civics assessment:

- We have 111 Seniors who will need to address this in some fashion. The assessment is statutorily-mandated, however, the State Board has also declared that seniors will be held harmless in regard to the Coronavirus, and therefore not risk losing their right to a diploma.
- The District exam uses the questions from the national Naturalization and Immigration exam.

Jeff Voeller - Emergency Plus Attendance For April 20-24:

Here are the numbers from Ramsey and Skyway!

DATE	RAMSEY	SKYWAY
4/20	22	22
4/21	30	24
4/22	28	22
4/23	29	22
4/24	28	21

Frank Maier - Special Education Update:

The special education staff have been diligently working to keep connected to their students with special needs. On April 16, the department held a virtual meeting with all District staff members to discuss some of the upcoming challenges and to celebrate the great work they have done thus far. We have staff members creating videos for gross and fine motor activities, speech activities, and academic lessons. Much of our staff have done amazing work utilizing Google Classroom and we continue to have staff take the initiative and delivering materials to students who cannot access online learning for a variety of reasons. IEPs have been going well virtually and we are continuing to get better the more we have. As we progress, we are continuing to survey our

staff to check-in as well as communicate frequently with each case manager in order to help navigate some difficult situations.

For our staff and administrators, the special education department created its own Google Classroom where we can share many of our resources and keep a lot of the communication in one spot. The special education department continues to participate in weekly webinars held by the Idaho SDE Special Education Department and through CASE (Council of Administrators of Special Education). These webinars, along with federal guidance, have provided much of the direction used to determine our course of action during the closure. There have also been weekly meetings of Region 1 special education directors where we continue to support each other during this time as well. From all of this, a [District special education/504 plan](#) was developed in order to help staff and administrators navigate specific situations they are going to encounter during the closure.

On April 20, a [communication](#) went out to all families who have a student eligible for special education services which describes what has transpired thus far and what they can expect from the student's case manager.

SEE ATTACHED ARE 2 DOCUMENTS.

Jeff Voeller - Grab And Go Meal (April 20-24) Updates:

Wow, we are 6 weeks into our facility closure. Please see the below Grab and Go Meals Served Summary.

We have served over 59,000 Grab and Go Meals

SEE ATTACHED DOCUMENT.

Jeff Voeller - Photos From Today:

Highlights this week - we had a special visit from Governor, **Brad Little** who joined us today at the KROC center to hand out meals.





Brett Depew - Sorensen Lottery Draw Numbers Update:

Below is hopefully a clear recap of our lottery results from last week.

Kindergarten ~

We are full. We got all of our in zone students in, plus 2 out of zone students.

25 out of zone currently on the waitlist

1st grade ~

We are full. We did not take any 1st graders.

2 siblings on the waitlist

6 in zone on the waitlist

8 out of zone on the waitlist

2nd grade ~

We are full. We took all of the in zone students, plus 1 out of zone student.

1 out of zone student on the waitlist

3rd grade ~

We are full. We did not take any 3rd graders.

1 employees student on the waitlist

1 in zone on the waitlist

3 out of zone on the waitlist

4th grade ~

We took all of the 4th grade applications.

2 seats remaining open. None on the waitlist.

5th grade ~

We are full. We did not take any 5th graders.

1 employees student on the waitlist

2 out of zone on the waitlist

Crystal Kubista - Ramsey Lottery Draw Numbers Update:

Typically, in the first window we get about 130-140 applicants. Last year we had 129, but this year we have only had 87.

Kindergarten 92 spots available (We could have 115 spots available. We had 5 kindergartens last year, but I am thinking we will only have 4 this year. We do have room for 5)

2 staff in zone

3 staff out of zone

18 sibling in zone

24 sibling out of zone

7 new in zone

9 new out of zone

We took all of these kids, and have no one on the waitlist. The only reason why we took the 9 out of the zone, is because we had so many spots left. That leaves us with 29 spots left for the second window if we only have 4 kindergartens.

1st Grade 8 spots available

2 siblings in zone

2 siblings out of zone

2 new in zone

7 new out of zone-We did not take any of these kids because of needing to save spots for in zone kids who apply in the 2nd window according to the lottery process. They are on the waitlist. That means we have two spots left for the second window.

2nd Grade 19 spots available

3 new out of zone

We took these kids since we have so many spots open. So that means we have 16 spots still open for the 2nd window.

3rd Grade 9 spots available

1 sibling in zone

2 new out of zone- We did not take any of these kids because of needing to save spots for in zone kids who apply in the 2nd window according to the lottery process. They are on the waitlist. That means we have 8 spots left for the second window.

4th Grade We have 48 spots theoretically if we have 5 sections. However, we are prepared to only have 4 sections if needed. We had a multiage classroom which is messing with our 3rd to 4th rollup numbers.

4 new out of zone-we took these kids, because even if we have 4 sections, we have plenty of room to take kids who apply in the 2nd window. No one on the waitlist.

5th Grade-30 spots available

1 new out of zone-we took this student because of having so many spots. No one on the waitlist.

Christine Ballard - 04/19/2020 - Current Enrollment Numbers Reports:

It's been a while since enrollment numbers were run. I was curious to see if we had much movement due to our current circumstances. We did not! A few in, a few out, as usual.

ELEMENTARY ENROLLMENT NUMBERS - 2019-20 SY

AS of 4-18-2020

	Pre School	K	1	2	3	4	5	6	TOTAL
113 NW Expedition JL Jackson ***Full Day K		23 24 Total 47	24 23 Total 47	25 25 Total 50	25 26 Total 51	26 24 Total 50	24 23 Total 47	NW Expedition	282
105 ATLAS Pre School JL Jackson		23 21 22 20 Total 86	24 24 25 25 Total 88	25 23 25 25 Total 98	26 25 27 25 Total 103	29 30 31 Total 90	28 28 29 29 Total 114	Atlas	689
111 SKYWAY Extended Resource JL Jackson	1 Total 1	24 22 23 25 Total 84	22 20 20 22 23 Total 115	26 27 27 8 13 Total 83	28 29 29 29 7 18 Total 122	29 31 31 Total 109	31 31 29 30 Total 121	Skyway	654
108 RAMSEY Extended Resource JL Jackson	3 Total 3	24 22 23 23 23 Total 115	23 23 23 24 24 Total 117	26 26 26 25 24 Total 127	28 23 24 23 13 11 Total 108	29 29 26 28 Total 123	30 29 29 29 29 Total 148	Ramsey	736
104 HAYDEN MEADOWS JL Jackson		23 23 21 Total 87	23 23 23 Total 69	26 26 26 Total 78	23 26 25 26 Total 100	30 30 30 Total 90	28 31 31 Total 90	HM	484
103 DALTON JL Jackson		25 25 Total 50	21 23 23 Total 67	25 26 26 Total 77	23 24 24 Total 71	28 29 29 Total 86	29 30 29 Total 88	Dalton	438
101 BORAH ***Full Day - K Pre School Wilder Plus JL Jackson		22 25 26 Total 73	22 23 23 Total 68	24 26 Total 50	25 22 Total 47	27 27 Total 54	27 27 Total 54	Borah	346
102 BRYAN ***Full Day - K JL Jackson		25 25 25 Total 75	22 23 23 Total 68	23 23 24 Total 70	25 25 27 17 Total 60	26 26 Total 72	30 30 Total 60	Bryan	406
104 FERMAN ***Full Day - K Life Skills JL Jackson		26 25 25 Total 76	30 19 22 12 9 Total 73	21 25 Total 55	25 25 26 Total 76	28 29 15 11 Total 72	26 27 Total 64	Ferman	416
107 SORENSEN JL Jackson		24 23 Total 47	23 23 Total 46	26 26 Total 52	26 26 Total 52	29 29 Total 58	30 30 Total 60	Sorensen	316
109 WINTON ***Full Day - K Full Day JL Jackson		25 25 26 Total 76	24 25 25 Total 74	26 27 24 26 Total 103	23 23 25 Total 71	30 29 29 Total 88	29 30 31 Total 80	Winton	602
004 EARLY CHILDHOOD CENTER	112 Total 112								
TOTAL	116	806	842	853	861	892	934		5188

Includes PE

5304

Shoreland CAP

Full Day Full Day Kindergarten

Full-K (less from another school)

2019-2020-- MS & HS -- ENTITY ENROLLMENT NUMBERS*As of 4-19-2020*

	6	7	8	9	10	11	12	TOTAL
CMS	261	297	295					853
LMMS	234	262	216					712
WMS	321	277	302					900
CHS				387	344	339	313	1383
LCHS				445	418	396	343	1602
VHS			0	26	53	46	43	168
JDC		4	1	4	4	6	2	21
TOTAL	816	840	814	862	819	787	701	5639