

## **5/22/2020 - Weekly Board Notes**

**Katie Graupman - SORA (Online Library) Increase Usage During The Soft School Closure:**

**SEE ATTACHED DOCUMENT.**

**Mike Nelson - Update On Civics For Graduation:**

We're down to one student left to take the Civics Assessment needed for graduation. We've made contact with the student and have scheduled the test on the 28th.

**Kate Orozco - Elementary Updates:**

**Small Group Meetings:** This week, in small groups, the elementary principals discussed their impressions, feedback, and insights about the remote learning experiences their teachers are creating for students. Our conversations included the good, the bad, and the not-quite-ugly. The meaningful data collected from our discussions could enhance our District's effort to design remote learning experiences in the future. It will also go a long way in helping us establish clear expectations of teachers, and support for their improvement.

**Staffing Processes:** Our Elementary Staffing Committee met with **Kelly Ostrom** and **Lisa Loy** to discuss the successes and potential improvement areas in the protocols we have designed to address elementary 1) interschool transfer requests of teachers, 2) the job fair and interview processes, and 3) the placement of the District's newly hired teachers selected through the job fair. We intend to have more lengthy discussions at the end-of-year elementary admin retreat. Our elementary team has been extremely grateful for the way our HR colleagues have helped us to think through the processes and guidelines along the way.

**Smile Factor:** Speaking of teacher remote learning efforts, **Merritt Mitchell** (kindergarten teacher at Borah) sent me [this video clip](#), and shared how hard it is to sometimes make videos for the students. She gave me permission to share. If nothing else, you gotta at least love the effort...

**SEE ATTACHED VIDEO.**

## **Trina Caudle - Follow Up On Board Procedure 2600P And Math Graduation Credits:**

The School Board received a few emails from counselors at Lake City High School requesting to change Board Procedure 2600P as it relates to repeating Mathematics courses. The section in question states:

- **9th - 12th Grade Procedures**

1. *A student may repeat any class;*
2. *Any course taken at the high school level will remain on the student's transcript with the grade earned; and*
3. *Students who repeat a class in which they previously earned a passing grade will be granted elective credit for the repeated class. For example, a student passes the first semester of a full-year, two (2) semester course such as Algebra I or Spanish I receiving 1 (one) credit for that subject, however, the student fails the second semester. The following year the student wishes to recoup the second semester credit but most likely would need to repeat the first semester of the class in order to be successful. To encourage this effort, the student is awarded an additional elective credit for their efforts in the repeated first semester.*

Lake City High School counselors requested changing the procedure to allow students who repeat a math class to receive a math credit instead of an elective credit.

After a series of meetings between Assistant Superintendent, **Trina Caudle**, Director of Curriculum, **Katie Graupman**, Lake City High School Principa, **Deanne Clifford**, Assistant Principal, **Kirk Dunkel**, and Head Counselor, **Andrea Duchow** it was determined that repeated math classes could not count as additional math credit in accordance with I.D.A.P.A. Rule 08.02.03.107.04.b. This finding was confirmed by the State Department of Education's Math Coordinator, **Dr. Catherine Beals**.

I.D.A.P.A. Rule 08.02.03.107.04.b. states:

- *b. Mathematics (Effective for all students that enter the ninth grade in the fall of 2009 or later.) Six (6) credits required. Secondary Mathematics shall include instruction in the following areas:*
  - *i. Two (2) semesters of Algebra I or courses that meet Algebra I standards as approved by the State Department of Education;*
  - *ii. Two (2) semesters of Geometry or courses that meet Geometry standards as approved by the State Department of Education;*
  - *iii. Two (2) semesters of mathematics of the student's choice.*
  - *iv. Two (2) semesters of the required six (6) credits of mathematics must be taken in the last year of high school.*

Mathematics courses taken by a student can only satisfy one requirement. For example, when a student takes Math 1 the entire school year and passes, they receive two (2) math credits that meet the "Algebra I or courses that meet Algebra I standards" requirement. If they choose to repeat Math 1 to get a better grade or to feel more prepared to move on, they cannot count that same course in order to meet the two (2) semesters of "mathematics of student's choice" requirement. The course and content standards must be different for a student to receive additional math credit to meet the "mathematics of student's choice" requirement.

Therefore, the discussion turned to how to better assist and provide interventions and supports to students who struggle in Math 1 and Math 2. Director of Curriculum, **Katie Graupman**, as part of the Math Curriculum cycle will work with her Math Curriculum Team to address these need, as well as mitigating the loss of instruction in all math courses due to the COVID-19 soft closure.

### **Seth Deniston - Chromebook Surplus And Sales To Students:**

Starting in March, we started checking Chromebooks out to students who requested one. Over the last 6 weeks, we have checked out roughly 3700 Chromebooks. The majority of the Chromebooks checked out were our oldest model Dell Chromebooks, which were due for replacement this summer. Indeed, we have already been receiving replacement devices approved by the Board in April.

Board policy 7408 for sale of surplus property allows for the disposal of items each valued under \$500 in the most expedient manner, provided the Board is notified prior. Our 3,701 Dell Chromebooks (model 3120) are each valued under \$500 by our staff, and are each 4 years older. We are planning to offer them for sale to students and staff that already have the devices checked out. We will be sending a link to purchase each Dell Chromebook for \$25 if desired. Otherwise we will collect the devices, sanitize them, and prepare them for next school year (we need about 700 or so back for next year). Last year's surplus sale of Chromebook netted about \$20 a device for older models. By selling directly to families in need of a device, we are assisting them in having access over the summer, as well as giving our staff more time to work on other projects for next year.

This will also be added to the next consent agenda for information, but we wanted to make sure you were aware, as we have already started to communicate with families.

### **Mike Nelson - Letter Grade Requests:**

The form below represents the number of letter grade requests received by principals as of Wednesday, May 20th. Another reminder was sent to parents and guardians in our all-district parent newsletter sent the same date.

<https://docs.google.com/spreadsheets/d/1gJ5dRGC5B-YDw4b3LGlmPfShqwGOn3gDPI3ARi6FnQ/edit?usp=sharing>

### **Trina Caudle - Interest Based Bargaining (IBB) Update:**

Three dates have been set for IBB to start in June after the Budget Committee meetings conclude and Director of Finance, **Katie Ebner**, gives the financial report at the June 1<sup>st</sup> Board Meeting. The dates are June 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> from 8:00 am to 11 am. If we are in Stage 3 as per the Governor's Open Up Idaho Plan, bargaining will be conducted at the Midtown Center. Otherwise, we will be limited to using an online platform such as Zoom.

Below is a copy of the Collaborative and Problem Solving Sessions (CAPSS) summary document for the 2019-2020 school year.

**SEE ATTACHED DOCUMENT.**

### **Mike Nelson - May Assessment Newsletter:**

Our monthly assessment newsletter was sent to all instructional staff last week and highlights our shift to project-based learning, reviewing the draft comprehensive assessment plan, and the creation of an assessment advisory panel. You'll also see this month's infographic highlighting the number of semesters enrolled by state since 2011.

**SEE ATTACHED DOCUMENT.**

### **Mike Nelson - Phase 2 Data - Transfers To Venture High School:**

We have only two more sections on the Board's requested "phase 2" data, which as a reminder is [available in its entirety using this link](#). This week, we focus on the number and demographics of students who transfer into Venture High School. Here are some takeaways in reviewing data since the 2010-2011 school year:

- 11% more transfers come to Venture High School from Lake City High School than Coeur d'Alene High School;
- 30 students who previously attended classes in Post Falls have transferred to Venture, the largest number of an external district/state;
- 14% more males than females have attended Venture High School since 2016 (compare at 52% male);
- 62% of all transfers to Venture High School qualify for free-and-reduced lunch, 31% higher than the current 30.77% high school rate;
- 15% of all transfers to Venture High School since 2016 qualify for special education services; almost double the current 8.1% high school rate.

**SEE ATTACHED DOCUMENT.**



**Enjoy The Long Weekend!**