

Lake City High School

*Please tell your story of the first semester of our 2020-21 school year at your school.
Design/format your story in a way that is meaningful to your team and ensure to incorporate the
following components:*

Author(s): Administrators, Counselors, College Career Advisor, School Psychologist

Planning, development and implementation:

- **We planned...**
 - Schoolwide re-entry plan
 - State re-entry plan
 - District athletics and activities guidelines
 - Collaboration Plan for rollout of Teaching Framework
 - Portrait of a Graduate Rollout
 - Schoology Training and support
 - Communication operations and time for building leader collaboration
 - Student/Staff Safety protocols
 - Enhanced classroom observation plan
 - MTSS Program development- evidence attached
 - COVID response protocols - evidence attached
- **We facilitated/participated in...**
 - L4L
 - Schoology Training and Support
 - Homeroom Evaluation trainings
 - MTSS Training
 - Department and Content area collaboration
 - SEL Trainings for whole staff
 - Technology check out for all students, schoology partnership with parents
 - Athletics
 - Adjusted vocal and instrumental music performances
- **We are doing...**
 - We are doing the best we can under pandemic circumstances
 - District directives and data compilation
 - In person and online teaching (even some students that are fully online)
 - Following all COVID guidelines for in-person learning
 - Educating our families on health and safety
 - Working, as always, in a state of flexibility and grace
 - Keeping safety of all our first priority
 - Hiring and evaluating high quality staff
 - Retaining high quality staff through leadership development and internship opportunities
 - Recruiting high quality staff through creating opportunities for pre-service teachers (one of our secretaries entered the teacher ranks as well)
 - Enjoying the people and students we are thankful to work with daily
 - COVID response plan with enhanced protocols

- Collaborating with all stakeholders on decisions and plans for multiple events and activities in the spring
- Fully supporting the eSchool with actions: We bought them furniture from our budget, gave them gently used furniture and a lot of supplies, we visit their building regularly to offer support and to collaborate. We also sacrificed one of our counselors and several teachers.
- We are keeping our students and families engaged in positive conversations and if there are any complaints we are able to deal with them at the building level due to our strong relationships.

Relationship:

- **Ways we built and nurture relationships with students**

Teachers meet students at the door to greet them as they enter the classroom. Time is taken at the beginning of class to visit with students about life outside the classroom. Daily lesson starters asking students to share things about themselves. Being available for students in need of support on Wednesday. Showing flexibility in our grading and due dates for assignments.

Hallway conversations, lunchtime conversations, Halloween Trivia in the lunchroom, rewarding students that have helped without being asked, rock paper scissors competitions, Three weeks of ugly sweaters and decorations prior to holiday break, music presentations in the mornings and in the hallways which always bring our students close, Class meetings, counselors checking in, schedule change opportunities

- **Ways we built and nurture relationships with families**

Weekly emails and information located in Schoology and Skyward. Principal's weekly email to parents. Principal commitment to answer all parent emails immediately, including most evenings and weekends. Accommodations for meeting with and taking calls/emails from parents to address concerns. Reaching out to parents during Parent/Teacher Conferences online and by phone.

Conversations with parents of quarantined students, Parent phone calls of students that have flagged in gaggle, phone calls returned promptly, parent/teachers conferences, parent access to schoology, all the college and career activities, booster meetings, Parent Advisory Council meetings, visit with parents attending activities and events

- **Ways we built and nurture relationships as colleagues**

We have developed a very strong family environment. Staff knows one another well and we all have the backs of our family members. We truly care about one another and feel extremely close. This relationship has been developed over time.

Through weekly Wednesday morning collaboration (department or whole group). In-building social activities like ... providing lunches for staff on Wednesdays and hosting in building holiday gift drawing. Provide dinner for staff prior to conferences. Using the pre and post conferences to dialog with staff.

Personal check-ins and gifts to staff during family events (pregnancy, births, family deaths, etc), collaborative meetings with B team and SERP team, calling staff members by name. Staff recognition monthly. Administrators walk through classrooms daily. The ugly sweater weeks prior to winter break allow an opportunity to visit between classes at lunch and before and after school and really feel like part of a strong, united team.

Partnership:

- **We partnered with the following people, organizations, departments, colleagues, to...**

Heritage Health to meet the emotional needs of our students

North Idaho College for Virtual FAFSA Completion Nights and a Virtual NIC Connect program that helps Seniors through the process and steps of becoming a NIC Student in the Fall 21 Semester. We also had 19 different Virtual College/Military visits set up for our Seniors with different universities/branches around the US.

Idaho Association of Secondary School Principals for advice and input on COVID plans

Idaho High School Activities Association for guidance on sports during COVID

Region 1 Principals Association for collaboration on leadership

Region 1 Board of Control to communicate league decisions and hold schools accountable

CEA to support teachers

Coeur d'Alene High School Administrators, Counselors and Teachers... to collaborate as leadership decisions require attention, support one another in working with families and students and align as needed on communications and approaches to new reporting and accountability demands.

Thomas Grief, Fire Department for the Free Mask Program

Boosters: Steve Jeanselme, Booster Club President (Parent) to develop the COVID response plan and plan fundraisers **Firehouse subs**, BBQ place- staff appreciation

Student Council (ASB President: Luci Dixon and advisor Amy Alderman) to implement COVID response plan, announce information for students, post encouraging signs in the building and select monthly staff and students for recognition

Sources of Strength (Advisors Brittany Pfundheller and Heather Gillis) to partner with CHS in planning and implementing the November Food Drive

Building Leadership Team: Jamie Esler, Matt Werner, Karen Grossman, Amy Alderman, Shelly Blank, James Maurer, Troy Anderson; Counselor: Kristi Granier; Classified: Holly Morgan; Student: Luci Dixon; Parent: Constance Bond to work on our portrait of the graduate work moving forward, setting out building goals, preparing for our 5-year accreditation visit and assisting in planning collaboration.

School Safety Team: Nate Petersen – SRO Sunny Graham, Eric Williams; Pauline Currie; Lynette Ferguson; Tracy Turrell, Mike Criswell, Paul Sutton, Ron Jacobson, Jesse Affeldt, Cynthia Chapman, Brad Kerr, Chris Slife, Caleb Drechsel, Stacy Westberg. Working to maintain all drills run smoothly and are reported, advised on the COVID response plan and state safety assessment visit.

Boosters: Steve Jeanselme, Booster Club President (Parent) to assist with COVID response plan, raise funds, organize remote events and communicate with parents about activities and parent concerns, Online auction this spring.

PNACAC to hold a Virtual All things Senior Event. This was broken into 3 different sessions to cover: College, Military, and Workforce.

Parent Advisory Council: Constance Bond, PAC Rep. to hear about parent concerns and address questions and issues that are on parents' minds. We received feedback from parents and students they enjoyed the virtual CCR opportunities and they think it would be helpful to include the virtual option in the future.

Senior All-Night Party Planning Team: to work on what the possibilities are for graduation events and raising funds for those events.

Department Chairs: Tim Sandford, Pauline Currie, Diana Adams, Andrea Duchow, Bill Keylon, Troy Anderson, Karen Grossman, Tiege Arman, Kelly Reed, Mike Criswell. To complete the new semester assessment reporting to the district. While we engage in this work on a regular basis to guide our work with students and schedules, we have never been required to collect and report this as a whole school. Department chairs worked very hard to record all of this information for semester summaries by content and department.

Michelle Morgan, new nurse to LCHS. We work to keep track of quarantined students, identify and report positive staff and students, keep our students healthy on campus.

Nichole Piekarski, District Head nurse to work on the COVID response plan. Nichole collaborates and provides data and training on the data analysis so that we can make well-informed decisions.

Sunny Graham, Facilities manager to keep our facilities clean. Sunny attends our weekly admin team meeting for about 10 minutes and shares concerns and reports a facilities update.

Bob Harvey, District Head Custodian to discuss and advise on the facilities cleaning portion of the new protocols on the COVID response plan.

Scott Maben, Communications Director to assist us with our communications and social media concerns and trends.

Reflection:

- **We used to think, but now we know...**

Students would step up with the provided technology and do the provided work on off days. What we found out was that students struggled or did not engage. This has been a discovery for students and staff. We have adjusted how we approach engagement and accountability. We know that, through even the toughest of times, we can work as a team, we have one another's backs and we can get through things together. We also know that we have a very supportive community. Our families are so gracious and supportive. They have been patient and understanding through all of this and we are so very appreciative.

- **We are proud of...**

...our teachers for stepping up and assisting each other as we navigate through Schoology.
...our teachers for providing in class and online lessons... assisting struggling students on Wednesdays and afterschool. ...our students for weathering this storm and appreciating the time they have on campus. ...our parents for their phone calls, emails and in person words of support and encouragement...for continuing to understand that these are tough times and we are all in this together.

- **We appreciate...**

The comradery our staff has. The willingness to adapt and change during this challenging time. How staff reaches out to each other with tips and updates on Schoology.

- **We are prioritizing...**

How to assist students who struggled during semester 1 by providing more intervention opportunities during second semester. Keeping our environment safe for all staff and students. Continuing to show grace and flexibility to our students. Ensure that all students are learning.

- **We are in need of...**

Since 2013 we have not had a process to determine staffing at the high schools. We simply request teachers we need and are told yes or no. We used to have a process where the principals met, in February, with the secondary director who brought our enrollment numbers to the meeting. We were told that based on a particular student to teacher ratio, CHS should be at ___# of FTEs and LCHS should be at ___# of FTEs. We would then look at current staffing and determine whether one school or another was overstaffed or understaffed and decided as a team what to do next. We are not married to this process but are asking that we have some kind of student to teacher ratio and staffing conversation...whether or not we receive the staff we want to know there is equity in staffing. We are open to ideas for process. Continuing down the path of no process continues to cause the hiring season to pass us by every year. - Thanks for considering.

Without a process in place so far, here are our staffing needs:

One Dean of Students (Admin certified on teacher contract (extended)

One counselor (replace one that moved to eSchool)

One Special Education Teacher (case loads are still inequitable)

3 classroom teachers (math, science, elective)

Our plates are becoming more and more full. With all the added reporting and accountability requirements we have been assigned this semester we are spending countless precious hours in the service of people/groups other than our students. We really need to know now what will be required at the end of second semester so that rather than looking backwards and trying to gather information that we are able to look forward and collect as we go.

We also need things to settle back to normal. (We all feel this way). Large initiatives are being taken on while we are in very challenging times. It would help to get our students back into the building and to have time to work on the massive challenges and changes to instruction we will be faced with upon their return without working on major changes to our individual school systems. We are excited about all the new initiatives and ideas and can't wait to have the time to actually fully engage in discussions around moving forward and to contribute, without distraction, to the decisions with our whole hearts and minds.

Artifacts:

- **Story of one: select one student for their semester experience. In their own words, including evidence of learning, and a rationale of why this student was chosen**

Kennedy Krajack was selected to write a reflection of her semester experience. She was chosen because she is funny, driven and cares deeply for her classmates. She has a way of understanding her peers' struggles, celebrations and challenges. She is wholesome and well-rounded. Kennedy knows very well what it means to be a Timberwolf.

Her parents wrote:

"Kennedy embodies the beautifully combined spirit of a driven soul, servant heart, comedian and situational leader. She thrives on the ability to make change, have a voice and encourage others, at the same time balancing her climb to the top against her desire to help others climb. She seeks to change the world all while preserving cherished tradition. Motivated with the intensity of human connection, she holds up church, community, children, friends and our family in the highest regard. Unstoppable in negotiation with a flair for an impish grin that persuades in spades, she often succeeds at convincing, yet exhibits an undeniable learning and enlightened being. Social to an endearing fault, but driven as the day is long, she aims to please in a dichotomously obstinate way. Kennedy is just simply Kennedy. Like no other, but so amazingly pure of spirit with gratitude as her primary gift and intent, that words are hard to find to articulate the amazing Kennedy she is."

The First Full Semester of a Pandemic; from a Student's Eyes

Kennedy Krajack, Lake City High School, Senior

March 13, 2020. Patiently waiting by our phones for the email sent by Admin. "2 weeks off of school," We screamed.

Calls made to our friends and family, plans being made for mid-week sleepovers, a dream that we never thought would come true! Students relaxed, got caught up on sleep, ate their lives away, and really embraced the idea that we were living our most dreamt life. School assignments came in, but they weren't required, so for the general student body, no one did them. Here and there a teacher would post an assignment and it looked like fun, so we did them, or at least tried. As a junior at the time, this seemed to be the greatest gift, a pass on what is said to be "the hardest year in high school." Unknowingly, and unfortunately not realizing, that soon the deadly virus of Co-Vid19, would steal my senior year right from under me.

School for me has always been one of my favorite things, I love learning, I love seeing my friends and my teachers, and I especially love getting things right, so school was always validating for me. Growing up in the "gifted" programs taught me that the more you know and the faster you learn it, the more competitive it is, my favorite. Competing in elementary school in Ms. Charlene Babb's math competitions against my fellow peers are some of my favorite memories at Sorensen Elementary School. I get the same level of excitement and exhilaration now, but have learned it's not all about getting the right answer and who is the fastest, but whether or not that is information that I now know. I value my teachers at Lake City from breaking the normalcy of school procedures, just to teach until the students get it because it is on the curriculum, yet this year, you see them work on which information is valuable, important, and useful for my students.

In my eyes, March was a much needed break, but then April came, and May came, and June swung around the corner and I realized how much school meant to me, and that for very few,

including me, it was our safe space. I came to the conclusion that while we beg for long weekends and wish we had things like Valentine's Day break, we speak of hating school and longing to go home, all I found myself doing was wishing I was roaming the halls of Lake City High School. Walking up the stairs to find Mr. Esler saying hello or passing by Mrs. Currie and getting asked how my day was and accidentally responding that I am dancing instead of I am happy because Spanish makes me panic even though I know how to speak it.

When August came, information started getting shared with us. Green, Yellow, Orange, and Red Zones, eSchool, masks are required but social distancing only in certain colors. Mass information pummeled at students and even for some that love school, the question came quickly whether it was safe or not. Social media pounds our heads with stay inside, stay away from people, stay in your close knit groups and families, and then we are offered to go back where we see all of our people and get to have a normal senior year? It seemed too good to be true. And in all honesty, it slightly was. Quarantined kids left and right, getting behind in school almost right off the back because we can't fathom the idea of not being in school but still doing the school work, it threw us off a routine that we had been participating in for 13 years of our lives. The adjustment of what it's like to be thrown off a schedule that we were raised to do, came in a million different forms. While this has been difficult, I also have never learned more about myself, who I am as a person, and who I am as a student in my entire life.

Speaking for the student body, we know what the teacher's want from us, turn our work in, on time, and completed, and this year, that's all that's necessarily asked from us, yet the longing in our teacher's eyes to shatter the silence, speak up in class, engage in stories and fill in time with useful connections, enrobing us. We see the hard work. We see the late night gradebook alerts and email responses and we acknowledge that they are giving it their all. We want to learn and engage, but doing that seems more exhausting than we can handle. We are capable but just not willing. Motivation from the student body is at an all-time low and has been since March 13th.

School as a student, in a pandemic, is new to everyone, obviously, but it means we have no tools for success. We never know what approach will be successful. It is ever changing and ever growing with no conclusion to our story. What I know about the first semester of my senior year is that I learned unity and passion. I learned what it was like to stand with teachers that cared about teaching, but also care about their students. I learned that I am not able to do school at my home, there are too many distractions. I also learned that a lot of my peers feel that same way. I learned that we are *One*. We are *Strong*. We are *Innovators*. I learned about derivatives in Calculus, the Electoral College in Government, and the impact of poetry in Literature; all things that a normal senior will learn, but I also learned we are so much more than that. Our school is filled with everyday people that care about our student body, who want us to thrive and succeed, but also want to keep us safe. I know that all anyone is trying to do is get students in the classroom, in person, where we know we learn best, without putting us at risk or in harm's way. I learned that our administration is honest, forever learning, and open to ideas and thoughts about what to do next.

I learned that in a pandemic, having consistency is hard, but needed. Knowing that every day on my way into school I would see Stacy, our Campus Security, smiling, waving, and reminding students to wear their masks, and that she cared. I knew that Spanish class with Señor Anderson would make me laugh because that is what he knows he can do for his students. I know that Mrs. Grossman will give me grace on an assignment, no questions asked, even when I didn't deserve

it, and when I turned it in she will say that she's proud of me for doing the work, and that she knows this is a difficult class. I know that 100% of the time, Mr. Williamson would ask how my week is, and how I am doing, and never judge me for the answer that I give. What I know now, more than ever, is that our teachers teach for the students. While they want us to succeed and thrive in the classroom, they will do anything to help us. Lessons that include drawing out ancient cities, and how we would plan them if we were in charge, labs that turned fire neon blue, and having competitions to see how fast we can stock trail mix in the DECA store.

I learned that compassion, grace, and forgiveness can stretch to lengths far beyond assignments and quizzes.

I learned that We, as Lake City are much stronger than we think we are.

- **A day in the life a teacher: In their own words, including evidence of their teaching practice, and rationale of why this teacher was chosen**

A day in the life of a teacher: Kim Gray was selected to share the typical experience of a teacher at LCHS. She has experienced struggles with her own school-aged child. Her son attends an elementary school in our district and has had to maneuver the difficulties of working during this pandemic while caring for her anxiety ridden son. She has teamed with fellow educators in our district to care for her own child and students in her classroom. Kim is respected and admired by staff and students alike for her kindness and compassion.

A Day in the Life of a Teacher (during a global pandemic)

by, Kimberly Gray

The days start earlier this last semester, more tasks to take care of before school starts, more students to worry about, health concerns for yourself and your family swirl through your head. As you head to school, knowing that you must get there before the early drop off students, so that you have time to spray and wipe down the desks to help with the sanitization efforts in the building. All this rushing first thing in the morning while wondering how your own children at home, and in their own schools, are coping with so many changes. Masks, no talking to friends, stay apart as much as possible...it all takes a toll, and not just on the kids. Daily concerns with every itchy throat or odd sensation, as to whether this could be it. You could have Co-Vid19. Psychologically it's intense and all before the students even arrive to share their own personal experiences of this whole event. Sometimes they share their stories indirectly as you observe behavior changes in them, some of them more dramatic than others. The most obvious change to this school year...the silence. This permeating silence is now becoming the new

norm in many classrooms. For years, you hoped for a break in the chatter to complete your lesson, now you have that break but wonder at what cost.

At the heart of it all you're a teacher, a role model...people love you and hate you at the same time. You were a hero in the Spring for pulling these crazy lesson plan changes off to accommodate the new online learning environment, by Fall you were a villain for "refusing to go to work and do your job". So many times, on any given day, these thoughts come into and out of your mind. When planning your lessons...is there enough depth of information? Do the kids know what they REALLY need to know from this unit? How do I keep them engaged and working when they're not in front of me to poke and prod along? Parents want help, so do we.

And yet we muddle along. Lesson plans are modified and made as engaging as possible. A typical class period would include a lesson, on the material the students were supposed to have already copied down the notes for prior to entering class, many didn't, either because they didn't or because they simply couldn't with no access from home. Many have jobs and help to contribute to their families as they can, these days off from "in person" instruction afford them the opportunity to do that more than normal, but at the expense of their academics. So, you try to juggle your lesson around the fact that some of your students already know and are prepared for the topic you're discussing, and others are hearing and seeing this information for the first time. Labs and activities are planned to follow this lesson, to allow for some hands-on time and reinforcement of the material. These also have to be severely modified to minimize the time students spend working together, and the sizes of the groups formed. Most labs and activities have been cut down completely and are now independent labs, ones that are far less interactive and engaging, more mundane and tedious in the eyes of the students as much as you try to jazz things up for them. You find a great virtual lab, only to discover it runs on Flash and Chromebook do not support Flash. Lessons are a continual struggle to consistently get across with students coming and going due to quarantining. All of these occurrences are absolutely necessary and as a teacher I understand that, but it adds a dimension to the classroom that has never been tried before. We are essentially reinventing the wheel, in an attempt to ensure that those in front of us physically and those at home are obtaining the same content knowledge...at least as much as possible. One class leaves and you frantically wipe down the desks again as the next group file in. Fans are placed strategically to allow for continuous air flow in the classroom. It is a constant struggle. A constant concern...did I do enough? Are the students getting what they need? But they are resilient, and many work with you and together you make the best of a scary situation. Together you hope to get through it and be a better person on the other side. Together we navigate an uncharted landscape always hoping for the best outcome for "our kids".

- **Any other examples/evidence important to your story**

****From Section 1: Planning (2 pieces of evidence):**

Evidence item 1: MTSS Program Development

Evidence item 2: COVID Response Plan

****From Section 5: Artifacts (1 piece of evidence)**

Evidence item 3: K Gray teaching practice artifacts

Evidence item 1

MTSS Program Development (Evidence -Work Product google document

MTSS 4th Meeting Agenda: 1/20/2021

1. Review of last time- What could it look like with the 6 C's of Portrait of a graduate
2. Synthesis/Analysis of the data gathered- groups
3. Answering the question.... Student learning experiences at Lake City should be.....?

Thoughts on every student having a champion?????

MTSS 3rd Meeting Agenda: 1/6/2021

1. Review of last time- Equity based MTSS, LCHS equity
2. Establishing our why- slow process, this will be the crux in which our foundation of work will be laid.....
 - a. What is your view of what a LCHS student experience should look like in the following realms.....?
 - i. In alignment with the POG, let's break this experience down into the 6 C's
 1. Content Knowledge- what should a student experience be like with content knowledge?
 2. Communication- what should a student experience be like with communication?
 3. Creativity- What should a student experience be like with creativity?
 4. Critical Thinking- What should a student experience be like with critical thinking?

5. Collaboration-what should a student experience be like with collaboration?
6. Character-What should a student experience be like with character?
7. Social/emotional aspects- What should a student experience be like with social and emotional needs?

MTSS 2nd Meeting Agenda: 12/16/2020

1. Review of Last Time
2. Laying the foundation
 - a. Background and district thoughts
 - b. Digging into equity based MTSS
 - i. Read through MTSS definition and Equity based MTSS definition-feedback from the reading
 1. Looks at the talents we already have and build on our own positives. View what we are really good at. Also, tangible examples of things that work. (from SWIFT) Knowledge of teachers and what works in our school. It was a framework that everyone is involved with, not just select people. Really includes all students, not just based on the “who” we select.
3. Final Thoughts

Brainstorm Questions:

1. What is in our school environment for all students?

Thinking normal- not pandemic. Clubs, all can be involved. Access to counselor and college/career. Differentiated English classes. Variety of electives within 4 years, even with special services. Electives go into student interests. Annually updated 4 year plans. Attendance tracking. Common Assessments (fastbridge for English and Math, and SEL if we choose) with progress monitoring elements. Sources of strength to provide school wide support, frosh connection, mentoring, after school tutoring for all students, KTEC and NIC opportunities for all, YVA and work experience opportunities, Sports ?, SRO

2. What are the indications that all families, students, and staff are invited into, feel welcomed, and have a sense of belonging in our school? When might somebody not feel this way?
Welcome back open house, all things senior(welcome to families), Consistent communication (skyward blasts, billboard, etc), Frosh orientation, invitations to parent teacher conferences, teacher/parent communication, Welcome signs, Positive parent contacts, phone calls mean so much more than emails, staff orientation and mentoring for new people, feeling like a family (Christmas sweatshirts), school spirit activities, students see that staff is united, Peer to peer programs, the panel,

Not feel- inconsistent in skyward and schoology, impersonal contact, only hearing negative things, home life insecurities, negative student to student interactions (not often), Frosh

emphasis, not finding purpose in their education...just being pushed through, lack of empathy from staff for student situations at home

3. Do all students have access to the same opportunities?

Yes....for the most part.

Scheduling for remediation can remove from elective opportunities. Frustration from remediated students about not getting access to the electives they want to take.

Transportation can become an issue for some students and their access to opportunities.

4. Are all students known by several school staff-known in a way that their strengths and needs are understood so that we ensure their needs are addressed?

Not all... lower end is served well, but upper and middle level students are lost.

Not all even have that 1 person that they are well known by, this needs to be established.

Need to look at staff practices each day to connect with students. Look to integrate SEL practices into the classroom.

Look at TBRI training for this team....

Next meeting dates- Wednesday at 10:00, every other Wednesday

MTSS 1st Meeting Agenda:

1. Purpose/Need

a. What is the foundational purpose of MTSS- what is our purpose?

b. What do we already know about MTSS?

c. What do we still need to research about MTSS? What do you still need to know about MTSS?

2. Establish Consistent Meeting Times-

Themes:

Students Needs/School Needs

Identify what we already have in place, where are the holes

Needs are more than academic, social-emotional needs as well

Utilization of data- how we identify students, progress monitor, PBS

Implementation questions- what does it look like

Talked through what RTI is and how it typically works

Fastrbridge will be used a common assessment tool- universal screener

Student buy-in talks, teacher buy-in talks

Take this year to develop the plan, roll out with 9th grade next year

How do we tackle buy-in for this school wide? - this is required.build excitement, has to be seen as solving a problem, solution focused

Make sure teachers understand workshop model, best at differentiation, this model is challenging for some

Using the PD money for help in developing this?

Need to have a partner in helping with workshop model within the school

Possible to have all frosh in some sort of seminar class- entire semester curriculum would need to be developed- content area specific interventions
 Time to develop and implement interventions is a concern...
 Skill based instruction needs to be at the forefront of our decisions

Name	What do you know about MTSS or what has your experience been with MTSS?	What should be our purpose for a building wide MTSS plan?	What do we need to research, or what questions do you have?
Deanne	It stands for Multi-Tiered System of Supports. And then everything Chelsey told me about it.	To identify struggling students and create opportunities for interventions for those students while monitoring their progress and celebrating their successes.	What types of identification and or progress monitoring assessments do we have/need?
Tim	I know that parents of students with disabilities have multiple systems to navigate. MTSS can help parents navigate systems. It also exists to meet students where they are based on their specific tiers.	To assign degrees of urgency to students and address the needs of students.	What evidence-based and effective MTSS plans are already in place in other schools that we can steal?
Emma	I do not know very much about MTSS besides that its focus is on giving students support and meeting their needs	To give struggling students the resources they need to be successful as well as monitoring their progress and improvement	What types of resources are available? How to motivate? What do we do with the data that was have now Homeroom
Audrey	I do not know a lot about MTSS. I am more familiar with the PBIS side of intervention.	To evaluate where the needs truly are then make a plan collaboratively that will increase student success while giving them the confidence to (hopefully) require less intervention.	What are our needs as a school? Smaller cohort needs? Individual student needs? Where is the data? What schools who share our demographics have had success? Can

			we see their plans?
Shelly	Was trained as part of the Borah RBM, RTI teams and trained in PBIS. I was on both teams for several years at Borah and while I was a coach in several different building teams in the district. Helped build a few different models in a few different bldgs. So it can look specific for the bldg needs.	To look at data a little more systematically in order to meet the needs of High Risk students, but also to determine the needs of kids who need support in PBIS (Behavioral/Emotional Health.) This might hopefully include getting kids into programs that meet their interest and intervention needs.	<p>What was the old model???</p> <p>Chelsey--another acronym...</p> <p>How will our schedule work-how difficult will this be for counselors?</p> <p>School w/in a School Cohorting?</p>
Heather	MTSS is looking at our system as a whole and what interventions we have in place to meet the needs of students at varying levels. This can be academic or behavioral. I have been in 2 districts that are fully implementing MTSS. One had been at the start and then other had been in full swing for 8 years. I helped build out MTSS model at the elementary level in collaboration with my School Psych	To know what interventions we have for academics and behavior, where we are lacking in support. To identify students in need. To make sure that our instruction and interventions are data driven and are actually working.	The state of Florida has been implementing MTSS for a long time and has several MTSS resources. We need to look at high schools that are successfully implementing MTSS. What types of funds are available to implement this plan? Identify what we already have in place. How are we documenting/tracking this?
Katalina	Multi-tiered system that is meant to support academic and social/emotional needs. To meet them at their level each step of the way.	Identifying students' individual needs and how it impacts our school as a whole. Providing resources and knowledge to staff. To support our students and families in all aspects of school.	What are school needs? levels of intervention for our school? Identify ways to creatively go about this and get "buy-in" from students and teachers. Gather data pre/post.

Chelsey	Been MTSS core team member/developer at elementary level for many years.	To find students who are struggling, identify the why of the struggle, identify the supports they need, get them the supports they need, help them progress and be successful, find ways to align with a building towards graduation requirements and portrait of a graduate.	Identify the Tiered levels of intervention 1-3 at LCHS specifically; what they are and where the holes are and where/how we plan to identify interventions to align with needs at each level. What data would we be using to identify students of concern and how would that integrate into the system. How would we demonstrate progress, lack of progress, etc.
Brandi	Intermittent work on MTSS teams. Been involved in a district wide/school wide RTI plan as a teacher. A few trainings here and there. Led academic tracking for a few years.	Foundational- help students fill the gaps in their learning. Our purpose as LCHS, help fulfill portrait of a graduate, help fill in the needs of struggling learners, help teachers find personal classroom interventions and differentiate their teaching/learning strategies. Have a system that uses multiple data sources to identify students that need supports, and narrow down what the gaps truly are. Make sure the data shows that it is working.	Approaches that work at the high school level. Empowering teachers with their own intervention strategies. Other high schools that are doing it right. Want to make sure it is not just flow charts and fancy goods...that it actually is showing data that is not efficiency, it show effectiveness.

Response to COVID Data Mid-year plan and protocols at LCHS (google document)

LCHS COVID January 2021 Response Plan

On December 11, 2020 we received a notification that since November 15th LCHS sustained a sharp rise in positive COVID cases. We were further informed that we have the highest number of positive COVID cases in all Idaho schools and that we account for 25% of all district positive cases while only accounting for 14% of the district population of students and staff combined. It is highly likely that internal spread has occurred and that this spread will continue. We have developed and are beginning to implement a plan to increase mitigation efforts and ensure that non-pharmaceutical interventions are being appropriately implemented and monitored. Below is an outline of the plan that we will implement this week:

Communications Plan

Communications with staff, students and parents (initiated prior to holiday break)

- **Staff Communications**

We have, generally speaking, Friday email updates. These have been sent typically weekly or bi-weekly. Information shared in district communications, gathered in meetings and discussions throughout the week is shared with staff. We plan to add a friendly tip/information blurb from our school nurse to the update. Staff express that they believe that weekly updates are important as we move forward to keep everyone on the same page.

- o Initial warning email prior to holiday break - attached
- o Building Leadership Team engaging staff to participate in creation and implementation of the plan
- o Department Chairs input and communicate with departments
- o Staff Meeting outlining situation and plan
- o Friday Email Updates
- o Remind Alerts

- **Student/Family Communications**

We send Friday (sometimes Saturday) email updates. These have been sent typically weekly or bi-weekly. Information shared in district communications, gathered in meetings and discussions throughout the week is shared with staff. Parents agree that right now we should plan to send an initial, fact-based, informational email that expresses the urgency of the situation. We plan to add a friendly tip/information blurb from our school nurse to the update. Staff express that they believe that weekly updates are important as we move forward to keep everyone on the same page.

- o Initial warning email prior to holiday break - attached
- o Email communication outlining situation and plan

- o Friday Email Updates

Positives, Close Contact, and Vaccine Information; Best practices Information; Activities information. A school nurse update will be included in the weekly email update

- o Student-created PSA: Students are creating public service announcements about facts, tips, tricks, etc. and read them during daily announcements

- o Students are creating PSA's for information to go out on social media as well

- o Student groups are creating positive posters and hanging them in hallways and the commons areas

- o In-Person Learning

Administration will add another level of accountability of classroom teachers for in-person learning guidelines. Administrators will rotate duty to conduct walk-throughs on a daily basis

- All 4 administrators are taking a hallway each day to increase visibility.
- Masks, Hand Hygiene (upon entry and exit), and Social distancing
- In-class Activities and Group Study Strategies
- Nurse created bright green signs that say: "Keep Calm and Gel-In/Gel-Out" as a reminder to all students entering and exiting classrooms to sanitize hands.

Administration and staff, in collaboration with CSO, lunch duty personnel, hall monitors and ISS monitor will ensure student safety and COVID guideline adherence on campus

- On Campus Plan – Current guidelines tightened and enhanced by Safety Team

- o Before School:

A rotating schedule of administration and the media specialist, Paul Sutton, will ensure that students are being directed to class and not gathering in the mornings. Classrooms are available at 7:25 for student use, and students will be monitored for mask use prior to being asked to enter the classrooms. In addition, first period prep teachers will help in patrolling the hallways to help colleagues and enforce distancing.

- o After School:

Teachers and administration will sweep the building and ask students to leave immediately after school is over.

- o Lunch:

Students that stay in the cafeteria will sit distanced at lunch tables that have four way plexi glass in the center. A maximum of four students will be allowed at each table. Signs will be posted on the lunch table plexiglass reminding students that they need to have a seat between them and the next person and that masks must be worn when not eating. Lunch duty staff will roam amongst students and monitor adherence to the lunch guidelines.

- o Hallway Plans:

No less than 3 teachers per hallway will stand outside their doors during passing periods and monitor students for appropriate mask use.

- o In classrooms:

Administration will assign on Mondays at admin meetings what administrators will be responsible for quick walk through observations of all classrooms. Notes will be taken on any issues that do not adhere to COVID policy and feedback will be addressed with individual teachers.

- Collaboration and Meetings

- o Remote meetings required (exceptions authorized by principal only). This includes collaboration meetings, department meetings, content team meetings and parent conferences.

- o Special Education Individual Education Plan Meetings: The special education teachers will meet in person with the parent and student on campus, wearing masks and maintaining 6 foot social distancing. Administrator, counselor, teachers, classified staff and outside agencies, along with any other team members will attend these meetings remotely.
- o 504 Plan Meetings: The case manager (counselor) will meet in person, on campus with the parent and student. All other members of the team will attend remotely.
- o We recognize that, while this format is not optimal, we believe this will create a safer, healthier environment for participants. Administration will set standards for staff attendance at remote meetings.

Thomas Grief with the Coeur d'Alene Fire Department has provided free masks upon our request. We provide any person, upon entry to our building or any activity, a complimentary mask if they do not have their own.

Custodial staff will elevate the cleaning in the building. We will be using a machine that is called an electrostatic sprayer that has a COVID claim. We will be using this machine to spray the high contact areas in the building on a nightly basis. Tesh, along with our custodial staff, will be elevating our disinfecting for the whole building.

Remote Learning

Teachers will work with students and ensure remote learning opportunities include reference to adherence to all COVID mitigation guidelines and will educate and warn students about the likelihood of transmission while participating in some remote learning activities and off-campus events and activities.

- Teachers will remind students and families about hand-washing, social distancing and masks within their communications and assignment posts.
- When an assignment requires any type of interaction with people outside of their families we will rethink the assignment.
- When teachers are aware of students venturing out (work study, volunteer work, etc.) teachers will remind students of the guidelines that are required to be followed.

Collaboration: Our School and Community Partners (responsible for this plan)

- Brandi Johnson, Head of School Safety Team
- Steve Jeanselme, Booster Club President
- Constance Bond, PAC Rep.
- Josh Beebe, parent
- Student Council (ASB President: Luci Dixon and advisor Amy Alderman)
- Building Leadership
- Administration Team
- Department Chairs
- Michelle Morgan, LCHS Nurse
- Nichole Piekarski, District Head nurse
- Thomas Grief, Fire Department – Free Mask Program
- Sunny Graham, Facilities manager
- Bob Harvey, District Head Custodian
- Scott Maben, Communications Director

- Kelly Niccolls, Assistant Superintendent/Secondary Programs

Extra-Curricular/Spectator Procedures from IHSAA

Evidence item 3
(document attached to email)