

12/20/19 - Weekly Board Notes

The Sup Is On/weekly podcast:

Coeur d'Alene Public Schools has launched a new podcast, called The Sup is On, featuring **Dr. Steven Cook**. Steve plans to cover a wide variety of topics related to education and visit with administrators, teachers, students, volunteers and others in our community.

Curriculum Director, Katie Graupman is Steve's guest for the second episode (released today) of The Sup is On podcast. They discuss changes coming to Board curriculum policy.

New episodes will be released each Friday, including over winter break at:

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

Scott Maben - CAPSS Update:

The Coeur d'Alene Education Association and District Administration met December 19 for the third meeting of CAPSS, (Collaboration and Problem Solving Sessions) of this school year and discussed the following:

- The committee working on **caseloads and meetings outside of the contract day** reported on its December 12 meeting, which covered workloads for those working with special needs students, variations between elementary and secondary levels, and ideas for how to better cover increased caseloads. The committee will gather better data on caseloads to be able to explore potential solutions, at its next meeting.
- The committee working on **class sizes** plans to meet in January and is looking for one more CEA representative.
- **Jeff Voeller** provided updates on the work of the **Boundary Review Committee** and FLO Analytics, and previewed what's coming up in January. He talked about the likely need for a second new elementary school and a new middle school in the next few years, and discussed potential options for land acquisition.
- The group also discussed **employee protection**, which previously was identified as the highest priority new issue to address in CAPSS this year. CEA representatives shared multiple accounts gathered from elementary, middle and high school staff detailing the types of violence and disruptive behavior they have experienced on the job at the hands of students. A common thread in these testimonials was that the incidence of violent behavior is on the increase. **Trina Caudle** shared data from this school year on incidents of restraint and seclusion, and the group discussed incidents that occur that are not represented in this reporting. Trina also provided copies of Board policy on corrective action for students; use of restraint, seclusion and aversive techniques; and discipline of students with disabilities. The group agreed to gather more information and resume the discussion at the next CAPSS meeting on January 23.

Kate Orozco - Elementary First Grade Video Assistant For Dalton Families:

Recently, Dalton first and fourth grade learning partners analyzed and identified sensory images in Twas the Night Before Christmas. **Nancy Nuttelman's** first graders then made a video to help families remember how to explore sensory images when reading at home.

<https://youtu.be/StvZmwo6lOw>

Mike Nelson - District Plans Accepted:

Good news here... District staff received notification from the State Board of Education that our continuous improvement plan, literacy plan, and college & career advising plans all met state compliance. Their [letter and notes](#) are linked showing each of their review standards.

Combined District Plan Review Checklist

DISTRICT / LEA #	DISTRICT / LEA NAME	DATE OF REVIEW
271	Coeur D'Alene School District	CIP & Advising 11-21-19; Literacy 12-18-19

REVIEW KEY (for the "Included" column)
 X = Fully Addressed
 / = Partially Addressed
 Blank = Not Addressed

COMBINED PLAN NARRATIVE

2019-2020 Narrative Update Exemptions

- Did the district / charter school provide an updated 2019-20 Combined Plan Narrative?** YES NO
- If Yes, proceed to Narrative Review Checklist
 - If No, review the following criteria to determine if the district / charter school meets the criteria exempting them from providing an updated narrative:
 - District / charter school has indicated that they are not providing a 2019-20 Combined Plan Narrative because they have not made any substantial changes to the programs (or info) described in their previous Combined District Plan Narrative YES NO
 - District / charter school had a fully compliant 2018-19 Combined District Plan Narrative YES NO
- Is district / charter school exempt from providing an updated 2019-20 Combined Plan Narrative?** YES NO

NARRATIVE REVIEW

Continuous Improvement Plan - Narrative Requirements		
Included	Required Item	Notes
X	District/LEA mission and vision statements.	
X	Information indicating how the district/LEA engaged students, parents, educators, and the community in the development of the Continuous Improvement Plan (or Combined District Plan).	
College and Career Advising and Mentoring Plan - Narrative Requirements		
Included	Required Item	Notes
X	Information indicating how parents are notified that college and career advising and mentoring services and resources are available to their children.	
X	Clear indication of the college and career advising model used.	
X	Description of the Advising Program that provides details about the college and career advising and mentoring services being provided to students in grades 8-12.	Very detailed per grade level.
Literacy Intervention Plan - Narrative Requirements		
Included	Required Item	Notes
X	Clear information indicating how parent input was considered in creating the district/LEA Literacy Intervention Plan (or Combined District Plan).	
X	Clear information regarding how parents are offered the opportunity to participate in the development of their individual child's reading intervention plan.	
X	<p>Description of research-based substantial literacy interventions.</p> <p><u>Additional Guidance / Examples to Support Your Completion of this Item:</u></p> <ul style="list-style-type: none"> ➤ Description includes enough detail for readers to understand what the interventions are and how they will be facilitated. ➤ If the district/LEA intends to use different intervention strategies for different schools, grades, and/or groups of students; the differences in interventions are clearly described. ➤ If the district/LEA plans to use a highly individualized approach to interventions (providing interventions to individual students based on their specific needs based on RTI process, individual literacy plans, etc.), the plan indicates the process the district/LEA (or schools) are using to determine the appropriate interventions AND describes the types of interventions that are generally being used. 	

Literacy Intervention Plan - Narrative Requirements (continued)		
Included	Required Item	Notes
X	Clear information demonstrating how the intervention strategies address students' needs related to phonemic awareness, decoding, vocabulary, comprehension, and fluency.	
X	<p>Clear information regarding how the district/school(s) will ensure students receive the minimum hours of intervention required by law (60 hrs for students who score Below Basic on Fall IRI; 30 hrs for students who score Basic)</p> <p><u>Additional Guidance / Examples to Support Your Completion of this Item:</u></p> <ul style="list-style-type: none"> ➤ Clear information regarding the hours of intervention provided to groups of students, demonstrating that provided hours are adequate for students to receive the minimum required intervention hours; OR If plan uses highly individualized interventions (through RTI, etc.); information regarding how individual students' hours will be tracked to ensure they meet the minimum required intervention hours. ➤ If the district/school plans to use data to exit students prior to completing their minimum required hours, clear information regarding the process the district will use to determine that a student has demonstrated grade-level proficiency prior to exiting. 	
X	Clear demonstration (either integrated into the program description or in a stand-alone section) that the district/LEA Literacy Intervention Plan is aligned to the State Board of Education approved Idaho Comprehensive Literacy Plan.	

METRICS AND DEMOGRAPHICS REVIEW

Continuous Improvement Plan - Metrics Requirements		
Included	Required Item	Notes
X	Link to the district / charter school report card (as publicly released by the State Department of Education) is provided.	
X	Report of Progress (previous year data) is provided for all required "Statewide Continuous Improvement Measures" and required Advising Plan "effectiveness metrics" that are not specifically provided in the district / charter school Report Card. This includes all shaded metrics in Sections II and III of the 2019-20 Combined Plan Metrics and Demographics template. ➤ Where required, both the number and percentage of students who hit the established target; AND ➤ Where required, improvement in performance, as measured by year-over-year growth in the percentage of students scoring at grade level.	
X	Benchmarks (performance targets) for 2019-2020 are set for all required "Statewide Continuous Improvement Measures" and College and Career Advising and Mentoring Plan "effectiveness metrics." This includes all shaded metrics in Sections I, II, and III of the 2019-20 Combined Plan Metrics and Demographics template.	
X	Analysis of demographic data is provided.	
College and Career Advising and Mentoring Plan - Metrics Requirements		
Included	Required Item	Notes
X	At least one (1) metric chosen by the LEA to determine effectiveness of the college and career advising and mentoring program; AND LEA-chosen Benchmark(s) (performance target) that corresponds to each LEA-chosen metric; AND data on the performance on the chosen metric(s) for, at a minimum, the previous academic year.	
Literacy Intervention Plan - Metrics Requirements		
Included	Required Item	Notes
X	At least one (1) metric chosen by the LEA to determine effectiveness of the literacy intervention program; AND LEA-chosen Benchmark(s) (performance target) that corresponds to each LEA-chosen metric; AND data on the performance on the chosen metric(s) for, at a minimum, the previous academic year.	

LITERACY BUDGET REVIEW

Literacy Intervention Plan - Other Requirements		
Included	Required Item	Notes
X	Projectec 2019-2020 Budget is included and clearly outlines how Literacy Funds will be spent. Additional Guidance / Examples to Support Your Completion of this Item: ➤ Proposed expenses used for using Literacy Funds are appropriately aligned to the district/LEA Literacy Intervention Plan (there is a clear connection between the information in the narrative and the costs in the budget).	

12/19/19 - Current Enrollment Numbers Reports:

ELEMENTARY ENROLLMENT NUMBERS - 2019-20 SY

AS of 12-19-19

	Pre School	K	1	2	3	4	5	6	TOTAL
113 NW Expedition 22 Enrollments Full Day K		23 24 24	23 24 24	26 24 25	26 26 26	30 26 25	30 24 23		297
102 ATLAS Pre-School 22 Enrollments		23 22 22	24 25 26	26 25 25	26 27 25	30 32 31	26 29 30		597
110 SKYWAY Extended Resources 24 Enrollments	1	24 23 24	21 20 22	26 27 27	28 29 29	29 29 29	32 31 30		648
106 RAMSEY Extended Resources 22 Enrollments		24 23 19	23 24 24	26 25 26	26 24 23	29 28 29	29 28 29		739
109 HAYDEN MEADOWS 22 Enrollments		23 20	22 23	26 26	26 25 25	30 30 30	30 31		495
103 DALTON 22 Enrollments		25 25	23 21	26 25	23 24	28 29 29	30 30 30		439
101 BORAH Full Day - K Pre-School Kindergarten Plus 14 Enrollments		25 25	23 25	26 26	24 23	28 27	28 27		363
105 BRYAN Full Day - K 22 Enrollments		24 24	23 24	23 25	26 25	27 18 18	28 29 31		408
104 FERNAN Full Day - K Lb-6th 22 Enrollments		24 24	21 25	24 13 10	26 26	27 15 12	28 27 28		423
107 SORENSEN 22 Enrollments		24 24	23 23	26 26	26 26	29 29 29	30 30 30		315
108 WINTON Full Day - K Pathways 22 Enrollments		24 25	25 25 25	27 25 24	24 25	31 28 28	30 30 30		504
100 EARLY CHILDHOOD CENTER	108								108
TOTAL	109	797	849	865	870	895	942		5218

Shuttle to
Atlas to D
Dalton to
Atlas to N
Skyway to

Possible
Meadows
NEA to N
Winton to
Bryan to B
Winton to
Dalton to

Includes PE
5327

Classroom CAP Full-Day Tuition Kindergarten Full-K Class from another school

2019-2020-- MS & HS -- ENTITY ENROLLMENT NUMBERS

As of 12-19-19

	6	7	8	9	10	11	12	TOTAL
CMS	266	300	296					862
LMMS	239	258	215					712
WMS	319	281	305					905
CHS				395	355	348	324	1422
LCHS				453	433	411	356	1653
VHS			0	22	53	44	51	170
JDC		2	3	8	9	2	1	25
TOTAL	824	841	819	878	850	805	732	5749

Pam Westberg - No Board Weekly Notes For The Next Two Weeks:

Due to the the Holiday Break there will be no publication of the Board Weekly Notes for the next two weeks.
Enjoy family and friends during the Holidays.

