

Agenda of Special School Board Meeting

The Board of Trustees Lakeland Joint School District No. 272

A Special School Board Meeting of the Board of Trustees of Lakeland Joint School District No. 272 will be held Friday, September 9, 2016, beginning at 7:00 AM in the Administrative Offices, 15506 N. WASHINGTON ST., RATHDRUM, ID 83858.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

- A. **Call to Order 7:00 a.m.**
- B. **Welcome Visitors/ Pledge of Allegiance 7:00 a.m.**
- C. **Approve Agenda**
- D. **Action Items**
 - 1. Approve/deny an Emergency Levy for the 2016/17 School Year as presented by Administration 2
 - 2. Approve/deny Alternate Authorization for LJHS math teacher
- E. **Discussion Items**
 - 1. First Read- Policy #2700, #2700P High School Graduation Requirements and #2125 K-3 Reading Intervention 3

COMPUTATION OF EMERGENCY SCHOOL LEVY [33-805, 63-805 (3)]

2016–2017 School Year

Name of School District: Lakeland Joint School District # 272

Data needed for determining a school district's eligible emergency levy:

ADA through the Xth day of school, 2016 *	4,191 (a)
ADA through the Xth day of school, 2015 *	4,060 (b)
2015-2016 Full-Term ADA <small>(from July 15, 2016 support unit calculation worksheet)</small>	4,006 (c)
2015-2016 Total Foundation Program Allowance <small>(line 9 from July 15, 2016 foundation program calculation worksheet)</small>	\$ 19,969,208 (d)
Estimated September 2016 Market Value	\$ 2,328,072,887 (e)

Calculation Process:

<u>Step 1:</u>	Increase in ADA		131 (f)
			<small>(a) minus (b)</small>
			<small>If <= zero, not eligible</small>
<u>Step 2:</u>	2015-2016 State Support per ADA	\$ 4,985 (g)	
			<small>(d) divided by (c)</small>
<u>Step 3:</u>	Emergency Budget to be Certified	\$ 650,543 (h)	
			<small>(f) multiplied by (g)</small>
	Estimated Levy (not to exceed .0006)	0.000279434 (i)	
			<small>(h) divided by (e)</small>

* ADA comparisons from one year to the next should be consistent - i.e., calculate ADA through the same day of each school year.

INSTRUCTION

2700

High School Graduation Requirements

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the Board of Public Education (IDAPA 08.02.03.107). Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter ninth grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades nine through twelve (9-12). The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

Effective with the graduating class of 2006, all students will show proficiency on the Idaho Standards Achievement Test (ISAT) as defined by State Board rules in order to graduate. (IDAPA 08.02.03.105.02). An “eligible” student who does not attain at least a proficient score prior to graduation may appeal to this Board for relief from the ISAT proficiency requirement. At the discretion of the local school board, said student may be given an opportunity to demonstrate proficiency of the achievement standard through the “Secondary Route to Graduation”..

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the individualized education program (“IEP”). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Legal Reference: IDAPA 08.02.03.105	Graduation from High School
IDAPA 08.02.03.107	High School Graduation Standards (Effective July 1, 2000)
IDAPA 08.02.01.250.02	Required Attendance

Policy History:

Adopted on: August 13, 2007

Revised on:

Prior Policy: VI(T) – Graduation Requirements.

INSTRUCTION

2700

High School Graduation Requirements

The Board shall award a regular high school diploma to every student enrolled in the District who meets the requirements of graduation established by the District. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements which, as a minimum, satisfy those established by the State Board of Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have a negative effect on students already in grades 9 through 12. The Board shall consider and vote on whether to approve graduation requirements as recommended by the Superintendent.

~~All students will show proficiency on the Idaho Standards Achievement Test (ISAT) as defined by State Board of Education rules in order to graduate. An “eligible” student who does not attain at least a proficient score prior to graduation may appeal to this Board for relief from the ISAT proficiency requirement. For a definition of student eligibility and appeal procedure, see 2700P. At the discretion of the Board, said student may be given an opportunity to demonstrate proficiency of the achievement standard through the “Alternative Measure to the ISAT” outlined in Policy 2710.~~

A student who possesses a disabling condition shall satisfy those competency requirements which are incorporated into the Individualized Education Program (“IEP”). Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

A student may be denied participation in graduation ceremonies. Such exclusion shall be regarded as a school suspension. In such instances, the diploma will be awarded after the official ceremony has been held.

Cross Reference: Policy 2700P High School Graduation Requirements
Policy 2710 ~~Alternative Measure to the ISAT~~

Legal Reference: I.C. § 33-1620~~4601~~, *et seq.* ~~Mastery Advancement Pilot Program~~
I.D.A.P.A. 08.02.01.250.02 ~~Advanced Opportunities~~
I.D.A.P.A. 08.02.01.350 Required Attendance
I.D.A.P.A. 08.02.03.105 Early Graduation
High School Graduation Requirements

Policy History:

Adopted on:

Revised on:

INSTRUCTION

2700P

High School Graduation Requirements

Publication of Graduation Requirements

Prior to registering for high school, each student will be provided with a copy of the current graduation requirements. Graduation requirements shall also be included in the student handbook.

Credits

Students shall be expected to earn a total of 46 semester credits (**Note: A minimum of 46 semester credits (1 semester equaling ½ year) is required**) in order to complete graduation requirements. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma.

The core of instruction is **29 semester credits**:

Secondary Language Arts and Communication		9 credits
English (language study, composition, literature)	8 credits	
Speech or Debate	1 credit	

Mathematics		6 credits*
Algebra I (or meets Algebra I standards)	2 credits	
Geometry (or meets Geometry standards)	2 credits	
Secondary Mathematics of the student's choice	2 credits	

*(Two credits must be taken in the last year of high school in which the student intends to graduate. For the purposes of this procedure, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math are not required to retake a math course as long as they have earned six credits of high school level mathematics.)

Science		
Secondary Science		6 credits*
*(4 credits shall be laboratory sciences)		

Social Studies		5 credits
Government	2 credits	
US History	2 credits	
Economics	1 credit	

Arts and Humanities 2 credits
Interdisciplinary humanities, visual and performing arts, or
Foreign language

Health/Wellness 1 credit*
*(For students who enter 9th grade in Fall 2015 or later, each student shall receive a minimum of 1 class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. Additionally, students participating in one season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the District, or 18 weeks of a sport recognized by the District may choose to substitute participation up to one credit of physical education.)

Middle School Credit

If a middle school student completes any required high school course with a grade of C or higher before entering the 9th grade, and if that course meets the same standards that are required in high school and the course is taught by a teacher certified to teach high school content then the student has met the high school content area requirement for such course. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript and the student's parent or guardian shall be notified in advance when credits are going to be transcribed. However, the student's parent or guardian may elect to not have the credits and grade transferred to the student's high school transcript. The student still must complete the required number of credits in all high school core subjects identified above in addition to the courses completed in middle school, unless the student is a participant in the 8 in 6 Program.

College Entrance Examination

A student must take one of the following college entrance or placement examinations before the end of the student's 11th grade year: COMPASS, ACT, or SAT.

A student may elect an exemption in their 11th grade year from the college entrance exam requirement if the student is:

1. Enrolled in a special education program and has an Individual Education Plan that specifies accommodations not allowed for a reportable score on the approved tests;
2. Enrolled in a Limited English Proficient program for three academic years or less;
3. Enrolled for the first time in grade 12 at an Idaho high school after the spring statewide administration of the college entrance exam; or
4. Eligible to take an alternative assessment. In this case the student may instead take the ACCUPLACER placement exam during their senior year.

A student who misses the statewide administration of the college exam during the student's 11th grade year may instead take the examination during his or her 12th grade year if the student:

1. Transferred to an Idaho school district during his or her 11th grade year;
2. Was homeschooled during his or her 11th grade year; or
3. Missed the spring statewide administration of the college entrance exam for a documented medical reason.

Senior Project

A student shall complete a senior project that includes a written report and oral presentation by the end of grade 12.

Idaho Standards Achievement Tests (ISAT)

In addition to obtaining the necessary credits as outlined above, a student will ~~show proficiency on~~ ~~take~~ the Idaho Student Achievement Test (ISAT) as defined by State Board of Education rules. ~~Students who receive a proficient or advanced score on the grade 10 ISAT while in grade 9 may bank the score for purposes of meeting their graduation requirements. Students who do not attain at least a proficient score on the Idaho Student Achievement Test will have the option of appealing to the Board for relief from the ISAT proficiency requirement. Students who choose to appeal must meet the following eligibility requirements:~~

- ~~1. Must be enrolled in a special education program and have a current Individual Education Plan; or~~
- ~~2. Must be enrolled in a Limited English Proficiency Program; or~~
- ~~3. Must be enrolled in the fall semester of the senior year.~~

~~The District requires that all students who appeal from relief of the ISAT proficiency requirements must successfully complete an alternative program equivalent to the ISAT requirement approved by the Board in order to graduate.~~

~~The District program that students must use to demonstrate that they possess the skills and knowledge necessary to graduate from _____ High School is as follows:~~

- ~~1. Successfully complete performance measures that are equivalent to the sub skills areas measured in the ISAT; and/or~~
- ~~2. Successfully complete multiple factors that evaluate academic proficiency and performance of an individual child. These factors should include:~~
 - ~~A. Grade point average;~~
 - ~~B. Assessment scores including ISAT reading, ISAT math, ISAT language arts, Directing Writing Assessment and/or literacy assessment;~~
 - ~~C. Performance assessment measures, as appropriate, or other performance entries included in a student's portfolio;~~

~~D. Other professional or institutional evaluations, including end-of-course assessments, senior projects, community service, work experience, attendance, and work ethic documented at school site.~~

~~The District alternative programs are aligned to State content standards and are based on academic proficiency and performance.~~

Civics Test

Beginning with the class of 2017, all secondary students must successfully the civics test or alternate path. "Civics test" as used herein means the 100 questions used by officers of the United States citizenship and immigration services as a basis for selecting the questions posed to applicants for naturalization.

The District will determine the method and manner in which to administer the civics test. A student may take the civics test, in whole or in part, at any time after enrolling in grade 7 and may repeat the test as often as necessary to pass the test. The District will document on the student's transcript that the student has passed the civics test.

The applicability of this requirement for students who receive special education services will be governed by the student's Individualized Education Plan.

Waiver of Requirement

Graduation requirements generally will not be waived under any circumstances. However, in rare and unique hardship circumstances, the principal may recommend, and the Superintendent may approve, minor deviation from the graduation requirements.

Alternative Programs

Credit toward graduation requirements may be granted for planned learning experiences from accredited programs, such as summer school, college and university courses, correspondence courses, and online/virtual courses.

Credit for work experience may be offered when the work program is a part of and supervised by the school.

All classes attempted at _____ High School and all acceptable transfer credits shall be recorded on the transcript. All grades earned, including failures and retakes, shall be recorded as such and utilized in the calculation of Grade Point Average (GPA) and class rank. Credit shall be awarded only once regardless of repetition of the course.

~~Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade 9 will be required to complete an alternative plan for graduation, as~~

K-3 Reading Intervention

The District strives to ensure that all students read at or above grade level by the end of third grade. In order to achieve this goal the District shall establish a reading intervention program, in addition to core reading instruction, that is aligned with Idaho State Board of Education's Comprehensive Literacy Plan. The District's reading intervention program will include research-based literacy instructional practices, student engagement, and effective interventions.

Definition

Idaho has adopted the International Literacy Association definition of literacy. Literacy is defined as the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines in any context.

Intervention Program

The District will provide an **evidence** based reading intervention programs to all kindergarten through third grade students identified with a reading deficiency as determined by the statewide reading assessments.

The program will provide intensive development in phonemic awareness, phonics, fluency, vocabulary **and** text comprehension, as applicable to the grade level.

The District will monitor the reading progress of each student's reading skills throughout the school year and adjust instruction according to student needs.

The program will provide a minimum of 60 hours of supplemental instruction for students in kindergarten through grade 3 who score below basic on the reading screening assessment and a minimum of 30 hours of supplemental instruction for students in kindergarten through grade 3 who score basic on the reading screening assessment.

Reading Improvement Plan

Any student in kindergarten through third grade who exhibits a deficiency in reading based upon the statewide assessment shall receive an individual reading improvement plan. Any student who has been identified as not proficient through a local literacy assessment may also be put on a reading improvement plan. The District shall notify parent(s) or guardian(s) as outlined below once the deficiency has been identified and request their participation in developing the plan.

The reading improvement plan shall be created by the teacher, principal, parent(s) or guardian(s), and other pertinent school personnel, including staff assigned library duties, if

applicable, no later than 30 days after the identification of the reading deficiency. The plan will describe the reading intervention services the student will receive to remedy the reading deficit.

If, after a good faith effort, the District is unable to engage the parent(s)/guardian(s) in the development of the student's reading improvement plan within 15 days of notification, school personnel may move forward with the creation of the student's reading improvement plan without parental participation.

Students who are on a reading improvement plan and have been identified through the statewide assessment to be at grade level may be transitioned off of the reading improvement plan. The District shall notify the parents or guardians in advance of transitioning students off of their reading improvement plan.

Parental Notification

The parent(s) or guardian(s) of any student in kindergarten through third grade who exhibits a deficiency in reading at any time during the school year shall be notified in writing of the student's reading deficiency.

The Board hereby directs the Superintendent or designee to assist schools with providing written notification to the parent(s) or guardian(s) of any student who has not met grade-level proficiency.

The initial notification must include the following:

1. A statement that his or her student has been identified as having a deficiency in reading and a reading improvement plan will be established by the teacher, principal, other applicable school personnel and the parent(s)/guardian(s);
2. A description of the current services that are provided to the student; and
3. A description of the available reading intervention and supplemental instructional services and supports that could be provided to the student that are designed to address the identified areas of reading deficiency.

Following development of the plan, the parent(s)/guardian(s) will be provided with:

1. A description of the reading intervention and supplemental instructional services and support that will be provided to the student that are designed to address the identified areas of reading deficiency; and
2. Strategies for parent(s)/guardian(s) to use at home in helping their student to succeed in reading.

At the conclusion of each school year, or earlier if it has been determined that the student is proficient and is no longer in need of intervention, the parent or guardian will be updated on the student's progress, including any recommendation for placement.

Student Records

The assessment scores and interventions recommended and implemented shall be maintained in the permanent record of each student.

Reporting

Annually by October 1, the District shall report to the Idaho State Department of Education the following information on the prior school year:

1. By grade, the number and percentage of all students in grades kindergarten through third performing at the basic or below basic level on local and statewide assessments in reading; and
2. By grade, the number and percentage of all students in grades kindergarten through third performing at the proficient or higher level on local and statewide assessments in reading.

Legal Reference:	I.C. § 33-1614	Reading Instruction and Intervention
	I.C. § 33-1615	Reading Assessment
	I.C. § 33-1616	Literacy Intervention

Other Reference: Idaho Comprehensive Literacy Plan

https://boardofed.idaho.gov/k_12/documents/2015%20Comprehensive%20Literacy%20Plan_COMPLETE%20FINAL%201-29-16.pdf

Policy History:

Adopted on:

Revised on: