

December 20, 2016, 6:00 pm –
Overview current curriculum/program offerings;
review state/program mandates; compare to
other districts; identify educational priorities.



Louisville Public Schools
"Home of the Lions"

Board of Education
Louisville Public Schools #32
December 20 , 2016
Louisville School District Board Room - 6:30 p.m.

Call to Order

1. Pledge of Allegiance
2. Roll Call – Excuse Board Members not in attendance.
3. Indicate how the board agenda was made available to the Board and the public and that the Open Meetings Act is posted as required.

Agenda:

1. Introduction of the process by Board President, Cindy Osterloh and Dr. Don Fritz
2. Presentation and group discussion regarding: Presentation provided by Mrs. Craven, Mr. Holl and Mr. Schwartz.
 - Overview of curriculum and offerings
 - Review state mandates and programming
 - Comparability to other districts
 - Identify Educational priorities
3. Conclusion and closing of the meeting

Future meetings:

- *December 12, 2016, 6:00 pm - Regular Board meeting.*
- *December 20, 2016, 6:00 pm- Overview current curriculum/program offerings; review state/program mandates; compare to other districts; identify educational priorities;*
- *January 5, 2017, 6:00 pm – Overview current facilities; identify current and future facility needs and priorities;*
- *January 12, 2017, 6:00pm – Overview current financial situation; identify current and future financial needs and resources;*
- *January 16, 2017, 6:00pm – Finalize school/community priorities and needs; finalize community recommendations.*
- We will identify a make up date if needed.

Louisville Public Schools
School/Community Partnership for Essential Planning
November 21, 2016 – Summary Notes (Taken directly from chart paper)

Activity 1.1: Participants in small groups were asked to review assigned topic (Mission or Vision); identify an important concept; identify examples that the Louisville Public Schools (LPS) is meeting the concept. Number in parentheses represents duplicate responses.

Mission – Technology (2)

- 1:1 program – MS/HS each student is issued a laptop (2)
- Elementary – good access to technology; chromebooks/ipads (2)
- Three computer labs
- Expanding variety of platforms
- Class offerings have expanded (e.g. coding class)
- Aligns with STEM
- Foundation has been established; need to continue to advance class offerings for better application understanding
- Don't forget communication skills; being reliable; being present; being accountable; being prideful

Mission – Problem Solving

- Skills USA
- Guidance curriculum
- 1:1 computers; opportunities for research
- Needed for being prepared for jobs that do not exist
- Government classes (argue all sides of events; required of seniors)
- Incorporating current events in classes room
- College credit courses

Mission – Meeting the needs of each student

- Paras throughout the school
- Mentoring across grades
- Interventions (elementary)
- Technology integration
- Class size reduction/teachers
- Multiple learning strategies
- K-12 building unique

Vision – Collaboration (2)

- SCPEP planning process with community (2)
- All-inclusive/different perspectives (2)
- Parent support groups (PTO; boosters – music and athletics)
- Leadership group – students
- Communication – conferences, emails, newsletters, social media
- Parent-teacher collaboration (parent involvement, volunteers, committees)
- Build – business community is supportive
- Variety of clubs/activities for each student
- Youth athletics – helped by HS students
- “Paper” calendar
- Old school to technology
- K-12 building allows for collaboration
- Older kids take leadership roles – directly/indirectly
- Diverse, strong curriculum

Vision – Engage both community and students in the learning process

- Both students and community work together in the learning process
- Community assists to improve schools
- The school and community have a great partnership

Vision – Productive members of society

- Internships in the community
- Dual credit courses
- Certifications for students

Vision

- 1:1 technology (now down to the elementary)
- Strategic planning activity
- Consistently introducing programs to better learning (IXL will be K-12; AP classes; Dual credit classes)
- Departmentalization – moving classes K-12
- School – always supports when possible
- Community – passing bond issue; volunteers; program

Vision – Progressive

- Friday (am) in-services
- Strategic planning session (proactive)
- Technology in the classroom

Vision – School Board/Administration

- Proactive planning for future
- Safety planning
- Academic excellence (dual credit classes; education tracks)
- Work excellence (preparing students for life)
- Job shadowing program

Activity 1.2: After listening to an overview of the district, participants in small groups were asked to identify strengths and weaknesses. Numbers in parentheses indicate the number of duplicate responses.

Strengths

- Great staff/teacher (6) (experience, education, commitment)
- Numbers increasing/growth (3)
- Administrative team (3) (experience, education, commitment)
- Teacher retention (3)
- Graduation rates (2)
- Activities/ Extra-curricular activities (2)
- Overall community support/great community (2)
- Great kids
- Meeting student needs
- School curriculum
- Flexibility
- Proactive with testing/results
- Student Assistance Teams (SAT)
- Identify/early screening
- Progressive
- Student-centered
- "Track" advisors
- Realistic improvements
- Attendance
- Sped program – performance
- Writing, reading, science
- Involvement in 9-12 mixed classes
- Low student mobility
- Class size

- Post-secondary attendance of students
- Alumni coming home
- Facility
- Free/reduced below state average
- Monitoring student growth
- Property valuations
- Parents/ Board

Challenges

- Rapid growth (6)
- Facility size and maintenance (4)
- Math skills – figuring out why (3)
- Resources (state aid, property taxes) (3)
- Class sizes (2)
- Landlocked (2)
- Keeping up with standards
- Balance “scores” with reality
- Continue to be above state with testing
- Para/staffing
- Average learners
- Intro to the real world (community resources)
- Identify opportunities after LPS
- Needs of special education
- Conversion to ACT testing
- Sped program – funds
- 1:1 technology – cost and staying up to date
- Regulations (state, federal)
- Identification of free and reduced lunch students

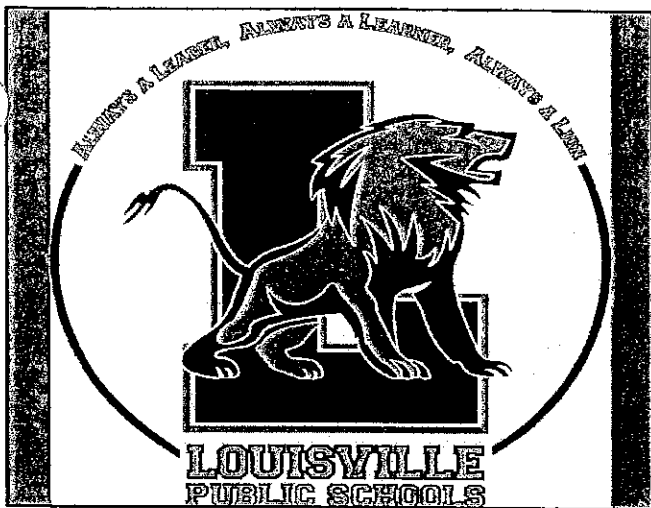
Community Engagement groups, Night 2

| Table 1 | Table 2 | Table 3 | Table 4 | Table 5 | Table 6 | Table 7 | Table 8 |
|-----------------------|---------------------|--------------------|-------------------|---------------------|------------------|---------------------|----------------------------|
| <u>Cindy Osterloh</u> | <u>Sue Laughlin</u> | <u>Bob Derby</u> | <u>Amy Kerans</u> | <u>Kara Habrock</u> | <u>Jon Simon</u> | <u>John Winkler</u> | <u>Ashley Christiansen</u> |
| Ellie Geise | Connor Voigtman | Nick Bausch | Danni Barkhurst | Noah Schumaker | Brock Milius | Braydan Hlavac | Lauren Kalkowski |
| Jesse Zweep | Cory Hohl | Nick Krause | Rob Geise | Linda Allen | Brett Schwartz | Kendra Craven | Andrew Farber |
| Dan Henry | Bev Becker | Molly Stefen | Keri Rasby | Juli Beck | Matt Moore | Tim Hagge | Mel Reeves |
| Bob Norris | Rob Bauers | Marilyn Kerans | Melanie Staben | Jim Group | Ramona Wittee | Sara Muntz | Nate VanMeter |
| Daniel Wittee | Melinda Kleven | Rev. Emily Johnson | Diane Heard | Jodi Josoff | Russ Gray | Brad Euans | Andy Mixan |
| Deb Mackling | Dawn Hiatt | Scott Wolcot | Dave Pankonin | Travis Klein | Kerry Ahl | Ryan Downs | Sheryl Gaston |
| | Don Tietjen | | | | Roger Behrns | | Nikki Besterfield |

2016-2017 Community Engagement Meeting Schedule

All meetings will be held in the High School Music Room

- **November 21, 2016, 6:00 pm** – Overview the planning process; revisit district mission and belief statements; review current educational environment/achievement;
- **December 20, 2016, 6:00 pm**– Overview current curriculum/program offerings; review state/program mandates; compare to other districts; identify educational priorities;
- **January 5, 2017, 6:00pm**– Overview current facilities; identify current and future facility needs and priorities;
- **January 16, 2017, 6:00pm**– Overview current financial situation; identify current and future financial needs and resources;
- **February 9, 2017, 6:00 pm**– Finalize school/community priorities and needs; finalize community recommendations.
- **We will identify a make up date if needed.**



SCPEP Session II Agenda

- Introductions
- Revisit Session I
- Overview Curricular & Co-Curricular Programs
- Strengths and Challenges
- Next Steps?

What is SCPEP?

- A district and community partnership that studies district issues and identifies priorities for the district.
- The process creates a set of priorities that proactively moves toward the preferred future rather than waiting until problems arise.
- The district and community partnership serves as an advisory group to the Board of Education.

Times, Dates, and Agendas

- Monday, November 14, 2016 - Overview of the planning process, review of district and state data, overview of district demographics and current educational environment, early strengths and challenges
 - Tuesday, December 14, 2016 - Overview of current curriculum programs, 9-12, overview of state mandates, 2017-2020 state priorities
 - Thursday, December 15, 2016 - High school graduation requirements, overview of high school curriculum, 9-12, state and local priorities
 - Monday, December 19, 2016 - District Curriculum Review Meeting, 9-12, overview of current curriculum
 - Monday, December 19, 2016 - High School Curriculum Review Meeting, 9-12, overview of current curriculum
 - Monday, December 19, 2016 - High School Curriculum Review Meeting, 9-12, overview of current curriculum
 - Monday, December 19, 2016 - High School Curriculum Review Meeting, 9-12, overview of current curriculum
- Workshop Dates: Monday, December 19, 2016

Ground Rules

- We will not take a formal break but take
break personal needs
- Limit use of electronic devices
- Rafters, Listen, Share, Report
- We will use General Agreement
- Keep the end to itself

Introductions

- Who are you?
- What is one thing you really
like about the Loudsville
Public Schools?

Processing Session I

Activity 2.1

In small groups, briefly review summary notes from Session I.

Identify one thing that has "become more clear" about the Louisville Public Schools, since we met in Session I.

Share in your small group, be prepared to share with large group.

Why Plan?

If an organization knows where it is going, it tends to get there;

If the people in the organization know where the organization is going, they tend to help!

District Mission

The mission of the Louisville Public Schools will meet the needs of each learner by providing instruction that results in problem solving, communication, and technology skills.

Vision

Louisville Public Schools will be a progressive district that engages a community of learners in a collaboration towards excellence in academic, work and social areas as productive members of our society.

Overview of Programs

Rule 52 Regulations and Standards for the Provision of Early Intervention Services

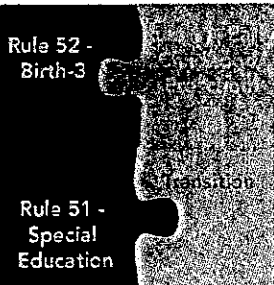
Rule 11 Early Childhood Education

Rule 51 Regulations and Standards for Special Education

Rule 10 Regulations and Standards for the Accreditation of Schools

Current Programs/Course Offerings

Special Education Overview



Rule 52 -
Birth-3

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Rule 52
(Louisville's Birth-3 Program)

What is it?

- program for children 0-3 years old, in addition to free preschools for 3-5 year olds, during summer
- Department of Education

What are the goals of the program?

- provide a safe and healthy environment for children

How do families join?

- through the Department of Education

Current program

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Rule 52 -
Birth-3

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Rule 11 (Early Childhood/Preschool)

Things to Know About Louisville School Preschool

- Rule 11 requires 450 hours; we currently have 464 hours
- 2 sessions (morning & afternoon)
- 3 ¼ hours (Monday-Thursday)
- Current enrollment: 34 students
- Fee \$125 a month non-verified students
- 1 certified teacher/3 paraprofessionals
- SPED needs - two students wheelchair bound
- 20 will be kindergarten eligible for next year
- Child Find Developmental Screening 1-2 times a year (fall and spring)
- Home visits
- Continuing Education - 12 hours each year for paraprofessionals
- Summer school preschool
- Playground updates due to Rule 11
- Sped - OT/PT come

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Rule 52 - Birth-3

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Rule 51 - Rules and Regulations

- Special Education is considered specially designed instruction, at no cost to parents, provided to meet the unique needs of students with verified disabilities...
- FEDERAL LEVEL: Individuals with Disabilities Education Act (IDEA)
 - FAPE
 - LRE (Least Restrictive Environment)
 - Part C= Birth to Age 3 Years (IFSPs)
 - Part B= School Age through 21 Years (IEPs)

Rule 51 - SPED Eligibility

How do students receive Special Education Services?

SAT, SST, RtI = General Education
Problem Solving Process



Multi-disciplinary Team Evaluation (MDT)

AREAS OF ELIBILITY IN NEBRASKA

Child with a disability means a child who has been verified pursuant to Section 006 as a child with:

- SLD Specific Learning Disability
- ED Emotional Disturbance
- OHI Other Health Impairment
- ID Intellectual Disability
- MULTI Multiple Impairments
- VI Visual Impairment
- HI Hearing Impairment
- DD Developmental Delay
- SLI Speech Language Impairment
- AU Autism Spectrum Disorder
- OI Orthopedically Impaired
- TBI Traumatic Brain Injury
- DB Deaf-blindness

THE MDT PROCESS

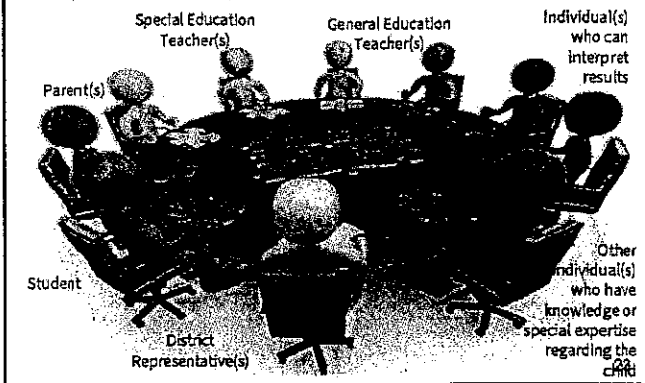
- The Multidisciplinary Team (MDT):
 - Consists of a group of qualified professionals and the parent
 - Collaboratively determines the need for an evaluation, based on pre-referral evidence and/or parent request
 - Gathers information from the parent(s) and ensures that parental notice and consent is provided/received prior to evaluation and/or eligibility determination
 - Ensures that a variety of assessment tools and strategies are used to gather relevant functional, developmental and academic information about the student
 - Documents the Adverse Effect on developmental/educational performance, including the need for specialized instruction
 - Determines the verification category/categories
 - Provides parents with a copy of the evaluation/re-evaluation report and the documentation of eligibility determination at no cost

THE IEP

- An Individualized Education Program (IEP) shall be developed, reviewed, implemented for each student who receives special education and related services by a team of qualified professionals, including the parents.
- The IEP must occur (at minimum) on an annual basis.
- Team member participation in the development and implementation of the IEP is KEY!

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AN IEP TEAM MUST INCLUDE THE FOLLOWING INDIVIDUALS:



Transition Services

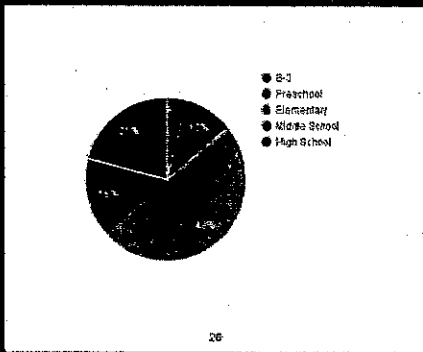
Transition services means a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

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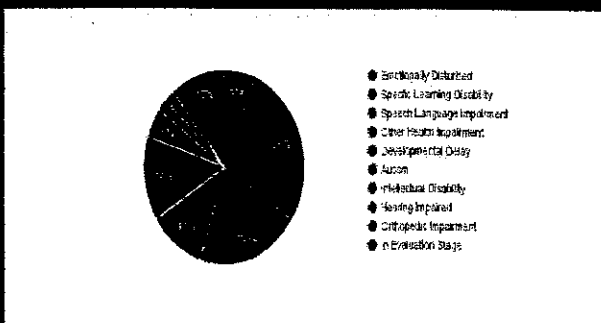
Special Education

Rule 52 -
Birth-3

Programs Breakdown



Verification Breakdown



RULE 10

Regulations and Procedures for the Accreditation of Schools

Description of Rule 10

Rules and Regulations of Rule 10

Description of Rule 10

1. authorized and required by state law
2. established and regularly updated by the State Board of Education
3. it is required for all public schools in the state

School Year Requirements under RULE 10

- > Each school system shall provide at least the following instruction annually between July 1 and June 30 for the grades: > For grades up through grade eight, the time equivalent to 1,082 hours
- > For grades nine through twelve, the time equivalent to 1,080 hours
- > For Kindergarten, the time equivalent to 460 hours

Curriculum and Standards Requirements under RULE 10

- > The instructional program is based on the state or other purpose or standards that provide the foundation for the instructional program.
- > Schools are required to have a curriculum that includes the subjects of reading, writing, speaking, and mathematics for the elementary grades and science, social studies, and mathematics for the secondary grades.
- > The state board of education shall develop and adopt a set of standards for reading, writing, speaking, and mathematics for the elementary grades and science, social studies, and mathematics for the secondary grades.

Curriculum and Standards Requirements under RULE 10

- > Making experiences meaningful in all curriculum areas.
- > Educational computer technologies incorporated in the instructional program at the elementary, middle, and secondary levels.
- > The instructional program incorporates multicultural education in all curriculum areas at all grade levels.

Elementary Curriculum Requirements under RULE 10

- <> The elementary school has a representative weekly schedule for each classroom teacher encompassing experience in the following subject areas:
- <> Reading & Language Arts, Mathematics, Social Studies, Science, Health, Physical Education, Visual Arts and Music

Middle Grades Curriculum Requirements Under RULE 10

- <> The program in the middle grades includes instruction for each grade each year in the following subject areas:
- <> Reading, Language Arts, Mathematics, Social Studies, Science, Health, Art, Music, Physical Education, and Career Education.

Secondary Curriculum Requirements under Rule 10

- <> The program in the high school includes instruction in the following subject areas:
- <> Instruction in Arkansas history is required in grades 11 and 12. Instruction in the history of the state is required in grade 12. Instruction in the history of the United States is required in grade 11. Instruction in the history of the world is required in grade 10. Instruction in the history of the world is required in grade 9.

Secondary Curriculum Requirements under Rule 10

- Instructional program needs to include a minimum of the following types of classes and the number of instructional requirements shown below:
- Language Arts - 30 credit hours - Quantitative - 3 credit hours
- Social Science - 3 credit hours - Electives - 16 credit hours
- Mathematics - 3 credit hours - Humanities - 16 credit hours
- Science - 3 credit hours - Electives - 30 credit hours
- World Language - 3 credit hours - Electives - 16 credit hours

Secondary Curriculum Requirements under Rule 10

- Core Curriculum - Art Classes, Business Classes, Computer Classes, PE Classes, Study Classes or Skill and Applied Services - Quantitative - 30 credit hours
- Electives - 16 credit hours - Quantitative - 3 credit hours
- Social Science - 3 credit hours - Humanities - 16 credit hours - Science - 3 credit hours - Electives - 16 credit hours

Graduation Requirements under RULE 10

- Each high school senior must have completed through grade twelve at least 200 credit hours for graduation. The total of at least 200 credits must be from the core curriculum. The number of credit hours given on a course may be less than the number of instructional hours and may be increased up to a maximum above the minimum credit hours.

Graduation Requirements under RULE 10

- ↳ School Districts shall adopt and implement graduation requirements that meet the highest level of rigor of the standards specified in the state standards including but not limited to the following:
 - ↳ Language Arts - 40 Credit Hours
 - ↳ Mathematics - 30 Credit Hours
 - ↳ Science - 30 Credit Hours
 - ↳ Social Studies/History - 30 Credit Hours

Graduation Requirement Comparison to RULE 10

| Subject Area | Rule 10 Requirement | IS Requirement |
|-------------------------|---------------------|----------------|
| Language Arts | 40 | 40 |
| Mathematics | 30 | 35 |
| Science | 30 | 30 |
| Social Studies | 30 | 30 |
| Foreign Language | Not Specified | 4 |
| Physical Education | 12 Specified | 10 |
| Health/Personal Finance | Required 10 | Not Specified |
| Art | Not Specified | 10 Specified |
| Music | Not Specified | 30 |
| Total Requirement | 200 | 210 |

New Classes

- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...
- 6. ...
- 7. ...
- 8. ...
- 9. ...
- 10. ...
- 11. ...
- 12. ...
- 13. ...
- 14. ...
- 15. ...
- 16. ...
- 17. ...
- 18. ...
- 19. ...
- 20. ...

College Credit Classes

- Dual Credit College Composition (S100)
- Dual Credit College Literature (S200)
- Dual Credit American History (S300)
- Dual Credit Biology (Q100)
- Students may also enroll in classes through private colleges and universities for college-only credit.

Elementary Staff

Requirements under RULE 10

- Instructional staff must have approved the range of preparation to address elementary school children. The range includes a minimum of 120 hours of college credit and development of the scope of an elementary school curriculum. Addressing discipline, instructional strategies, the teacher's position in a classroom, and other professional responsibilities.
- A minimum of 95% of the teachers in the elementary grades are assigned to teach the full range of the elementary school appropriate content.

Middle Grades Staff

Requirements under RULE 10

- Staffing levels in the middle grades must be approved by the governing body of the school district. The district must ensure that staff are prepared to teach a range of content and skills appropriate for the middle grades. This includes developing a curriculum, addressing discipline, instructional strategies, the teacher's position in a classroom, and other professional responsibilities.
- A minimum of 90% of the staff in the middle grades are assigned to teach the full range of the middle grades appropriate content.

High School Staff Requirements under RULE 10

- > Instructional staff in all levels of secondary grades have specific training and/or experience in the field of instructional technology. Staff members who are not currently trained in instructional technology should be given the opportunity to receive such training through a variety of means including but not limited to: conferences, workshops, seminars, etc.
- > A minimum of 20% of the instructional staff in secondary grades should be trained in instructional technology. This training should be provided through a variety of means including but not limited to: conferences, workshops, seminars, etc.

Library/Media Technology Requirements under RULE 10

- > Each school district shall have a library/media center which is staffed by a qualified professional librarian.
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School Counselor Requirements under RULE 10

- > Each public secondary school system assigns a full-time or half-time equivalent person to coordinate guidance and counseling program. The level of assignment is determined by the local educational system and the person assigned holds a graduate-level certificate or degree in counseling or is otherwise qualified by the local assignment.

Administrative Staff Requirements under RULE 10

- > Each public secondary school system assigns a full-time or half-time equivalent person to coordinate administrative staff. The level of assignment is determined by the local educational system and the person assigned holds a graduate-level certificate or degree in counseling or is otherwise qualified by the local assignment.

Staff Development Requirements under RULE 10

- > The local system annually provides staff development opportunities for all staff members, including at least 10 hours of staff development activities each year.

School Improvement Requirements under RULE 10

- A systematic on-going process guides planning, implementation, and evaluation and renewal of continuous improvement activities to meet local and state-wide goals and priorities. The school improvement process focuses on improving student learning. The process includes appropriate state- or by-standards teams who provide consultation to the local school/community in continued accomplishment of plans and goals.
- A year process - One or more of the tasks below and we have been Accredited once again through AccredID

School Environment Requirements under RULE 10

- The school facilities and the general environment are safe, orderly, and supportive of quality learning for all students. A positive atmosphere for learning, supports and reflects the voice of students.
- Safety Committee Safety Plans Safety Policies
- Dating/Violence - Policy and Training
- Bullying - Policy and Training

Class Enrollments

- | | |
|--------------------------|-------------------------|
| Art - 15 | International - 10 |
| Band - 8 | Language Arts - 10 |
| Broadcasting - 0 | Math - 15 |
| Business - 20 | Math Lab - 10 |
| Classics - 0 | Physical Ed - 10 |
| Civics - 10 | Resource - 0 |
| Coding - 10 | Science - 10 |
| Computer Apps - 10 | Social Studies - 10 |
| Dual Credit Biology - 10 | Spanish - 10 |
| Dual Credit English - 10 | Student Activities - 10 |
| Dual Credit History - 0 | Student Government - 10 |
| English - 10 | |
| ESL - 10 | |
| Health - 10 | |

Activities

High School Girls:

Cross Country Softball Volleyball Basketball Track

High School Boys:

Cross Country Football Wrestling Basketball Track

Other MS:

SkillsUSA Vocal Music Instrumental Music Speech
Play Production Choir Dance

Middle School:

Volleyball Football Cross Country Basketball
Wrestling Track

Other MS:

Instrumental Music Vocal Music SkillsUSA

Activities

Participation Numbers - High School:

Football 35

Volleyball 9

Cross Country 13

Softball 15

Girls Basketball 25

Boys Basketball 23

Wrestling 10

Track 35-50 (unreported)

Activities

Participation Numbers - High School (continued):

Play Production 15

Speech 10

SkillsUSA 20

Dance 12

Choir 11

Vocal 15

Instrumental 15

Activities

Participation Numbers 7th-8th

Football 7
Volleyball 30
Cross Country 20
Boys Basketball 22
Girls Basketball 8
Wrestling 10
Track 30
Skiing 10
Volley 2
Instructional 40

Activities

Additional PE Participation

85% of PE Participation
Multiple PE Participation
Multiple PE Participation
Multiple PE Participation
Multiple PE Participation
Multiple PE Participation
Multiple PE Participation
Multiple PE Participation
Multiple PE Participation
Multiple PE Participation

85% of PE Participation
Multiple PE Participation

Processing Current Programs

Activity 2.2 - In Small Groups

- 1) Identify each of the mission and vision
- 2) Identify each of the program standards and PS (in terms of meeting the mission and vision)
- 3) Identify each of the program challenges and PS (in terms of meeting the mission and vision)
- 4) Share and discuss the results with

Large Group

Next Session

- Revisit PK-12 curriculum and program data
- Identify program priorities (What do we want to be known for?)
- Overview/tour current facilities
- Identify current and future facility needs and priorities
