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COSSA

Instructional Procedures Manual

Effective: July 19, 2021

Canyon-Owyhee School Service Agency (COSSA) is a public school cooperative serving the special education, career-technical, and alternative education needs of students from Homedale, Marsing, Notus, Parma, and Wilder School Districts.

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Purpose of the Instructional Procedures Manual

The CRTEC Instructional Procedures Manual has one overriding purpose: standardization of common educational forms and processes so all CRTEC teachers are not wasting time developing the forms and processes already agreed upon by the staff. The manual is not meant to reduce academic freedom, rather to free teachers from having to develop their own forms and processes.

CRTEC's Guiding Educational Principles

1. Student learning and student safety is the focus of every CRTEC staff member.

2. Staff are aware and alert to adverse childhood experiences our students face, and remain trauma-sensitive in every student interaction.

3. Proper placement helps ensure student success. Students will be placed into grade-level classes based on their ability to succeed in that class, as determined by placement testing and record review. Testing and record review occur PRIOR to enrollment in class. Placement is based on performance on an exam, whether a standardized test or a specific placement test. COSSA Academy currently uses the Renaissance STAR test to determine grade-level equivalency. No student is placed into a class until the placement process is complete.

4. Escalating "help" is in place for students through the multi-tiered system of academic support (MTSS). Intervention and remediation efforts are part of the MTSS.

5. Teachers participate in a collaborative meeting once per week to talk about student performance and ways to ensure student academic success. Intervention and remediation efforts for struggling students are the main topics during this meeting.

6. Competency-based placement means students will be able to "challenge" face to face classes by taking the End of Course (EOC) exam. If they score 80% or higher, they will not have to take that class and will receive credit for that class.

7. Disciplinary actions take into account restorative justice principals and trauma-sensitive best practices.

Master Course Schedule

Every effort will be made to create a four-year master course schedule and then to adhere to that schedule of courses. This will ensure that teachers have adequate time to plan for courses that are coming up in their schedule.

1. In creating a master course schedule, some courses stand-alone, and some must occur sequentially. Examples:

Must have “A” before “B”	“B” not dependent on “A”
Math	English 9
Science	English 10
History	English 11
	English 12

2. The sequence of math courses in ascending order for scheduling is:

6-8 Algebra for Junior High
6-8 Geometry for Junior High
Algebra Essentials for high school students who are not ready for Algebra I
Algebra I
Geometry

Standards and Curriculum Alignment

Standards Alignment Vision:

1. COSSA will adopt standards-based grading and reporting.

2. All course-related documents will be aligned to the Idaho Core Standards:

- Curriculum, scope & sequence, syllabi
- Assessments
- Instruction
- RtI/Remediation
- Report Cards/Reports to Parents

Specifically:

1. All basic documents contains standards. Basic documents include: Idaho Core Standards, Idaho Science Standards, CTE Competencies (SkillStack), etc.

2. From the basic documents we create COSSA Standards, which funnel down (reduce) the total number of standards to a manageable level for alternative/CTE students.

3. COSSA Standards become curriculum ("a student will be able to …"), which becomes syllabi and scope & sequence, which become lesson plans, which leads to assessments. Unless you follow the "backwards by design" method, which jumps to assessments and works backward through lessons to scope & sequence to curriculum.

3. Report cards/discussions with parents.

First – begin by referencing standards in all progress discussion
Goal – basing progress on standards (standards-based report cards)

Curriculum Alignment:

1. Curriculum alignment between similar courses taught by different teachers occurs during standards alignment. Divide and conquer, and then share with each other.

2. Alignment includes creating a common EOQ.

3. Alignment will occur for all "core classes", as defined below:

Core Classes: Junior High and High School specific classes required for graduation. These will include:

Junior High:

1. JH English
2. JH Math
3. JH Social Studies
4. JH Science

High School:

English Department

1. 9th grade English
2. 10th grade English
3. 11th grade English
4. 12th grade English
5. Speech

Math Department

1. Algebra 1
2. Geometry

Social Studies

1. U.S. History
2. Government
3. Economics

Health

Sciences

1. Earth Science
2. Biology

Student Performance Standards

1. Acceptable Levels of Student Performance for “Growth”:

a. Growth: measured by the difference in the score on pre- and post-tests in a quarter-long course.

b. Growth Measure: the change in the percentage of correctly answered questions or performed skills, expressed in “percentage gain”.

For example: A student scores 20% on the pre-test and 40% on the post-test. The “change” is 20%.

c. Acceptable growth: 30%.

2. Acceptable Level of Student Performance for “Proficiency” at a standard:

a. Proficiency: measured as the percentage of the assessments and/or questions related to a specific (individual) standard that must be correct for a student to be considered proficient at that standard.

b. Acceptable Proficiency: 60%.

For example: Standard E9.2.3 has 5 related questions on the EOQ. A student correctly answers 3 of the 5. 3/5 = 60%. Therefore, the student has “passed” (is proficient at) Standard E9.2.3.

3. Acceptable Level of Student Performance for “Proficiency” at an EOQ:

a. Proficiency: measured as the percentage of the standards that we consider “essential” (all “COSSA Standards” for this course) at which a student must be proficient, for a student to be considered eligible to move to the next level of this subject.

b. Acceptable Proficiency: 70%.

For example: The Biology “A” course has 20 essential standards, and each standard has 5 questions on the EOQ. A student achieves “proficient” [answering correctly a minimum of 3 out of 5 questions per standard] on 15 of the 20 essential standards. 15/20 = 75%. Therefore, the student’s performance allows him/her to advance to the Biology “B” course.

Student Data Analysis

1. There are three levels of continuous improvement team (CIT) planning:

Level I - COSSA-Wide CIT
Level II – CRTEC, specifically CTE, CIT
Level III – COSSA Academy CIT

Student data is analyzed in COSSA Academy and the CRTEC CITs. COSSA Academy CIT analyzes Academy student data:

a. Membership: all Academy teachers, data team, Admin.

b. Data to review: Student performance and growth (pre- & post-, EOQs, measures in the strategic plan).

c. Planning: Efforts to improve student performance and growth.

CRTEC CIT analyzes CTE student data:

a. Membership: all CRTEC CTE teachers, data team, Admin.

b. Data to review: student participation and student performance on Workplace Readiness Assessment (WRA) and Technical Skills Assessment (TSA) by program area.

c. Planning: Efforts to improve student participation percentage and student performance percentage.

2. Teachers are evaluated on both student growth and performance, so the CITs can help identify areas of improvement for teachers. In addition, COSSA believes in and supports the “reflective teacher” model, in which teachers review their individual student data and make decisions to change their teaching strategies in order to improve student growth and performance. Teachers review their individual data reports prepared by the data team, make decisions on changes they will make in their instructional practice, and then record those changes directly onto the data report before filing that data report.

3. COSSA Academy CIT Plan is to measure at the following frequency:

a. Strategic Plan items – annually

b. EOQ – quarterly

c. Pre- and post-tests – quarterly

4. CRTEC CIT Plan is to measure at the following frequency:

a. WRA – annually

b. TSA – annually

5. Unusual and infrequent data issues include students assigned Incomplete ("I") grades, and teachers missing due dates to provide student data. These issues will be handled as follows:

a. Students with Incomplete grades.

(1) Students have a maximum of one quarter (until the end of the next complete quarter) to finish incomplete work from a quarter. After that, the student will receive whatever grade he/she has earned to-date.

(2) When the student's final grade is determined (either when the student actually finishes or at the end of the next quarter), the teacher will report that data to the data team. The data team will make one "corrective report" on the previous quarter's data, adding in the previous incomplete (now final) grades, at the end of the following quarter. The updated report will be distributed and filed, but will not reanalyzed by the CIT unless there are significant changes to teacher growth and performance data.

b. Teachers with missing data at a due date.

(1) Teachers who miss normal due dates for data have until the end of the next quarter to turn in that data to the data team.

(2) The data team will make one "corrective report" on the previous quarter's data, adding in the previously missing data, at the end of the following quarter. The updated report will be distributed and filed, but will not be reanalyzed by the CIT unless there are significant changes to teacher growth and performance data.

Proper Placement – STAR Renaissance Testing

STAR Testing

COSSA Academy uses the Renaissance STAR math and reading tests to determine grade-level-equivalence for all students who enter COSSA Academy. Testing occurs for all students three times per year – beginning of year, end of first semester, and end of second semester. Students new to COSSA Academy are tested shortly after admission. Some students who are very low in grade-level-equivalence may be tested more often to assess the effectiveness of intervention strategies.

STAR Incentives

Students will be positively incentivized to perform to their best on the STAR tests.

1. Incentivize student effort on STAR test.
2. Incentivize grade level equivalence OR scaled score positive movement.
3. Students assume ownership of their score.
4. Administration consistently schedules test, frequently.

Incentive Schedule

1. “Top Score” – awarded for fall, end of first semester, and spring tests.
2. “Top Growth” – awarded for end of first semester, and spring tests.

Advisory Periods

COSSA Academy has one advisory period in each school day:

10 minutes at the beginning of the day.

The primary purpose of the morning advisory period is to allow Advisors to quickly check-in with students on their physical and mental health. This “early warning” of a student having a difficult day may allow counselors or others in the school to lower the student’s anxiety or other issue that will prevent that student from learning.

In addition, short lessons on various topics such as anti-bullying, or topical discussions on current events or holiday themes, may be undertaken.

Vision of “best use” of Advisory time:

1. Relationship building. Get to the point where the Advisor understands not just what is happening, but why. Advisor is an advocate for the student. Example:

Monday teachers’ meeting:	focus on academics and behavior, but student’s advisor gives input/insight

2. Soft skills: work ethic, attitude, communication skills, problem solving – a lot like the “Success Class”. “Sharpen the saw” on skills developed in the Success Class.

3. Grade checks, wellness check-in, STAR grade equivalency discussion.

4. Goal setting: define goals, understand goals, set goals:
   - Academic
   - Personal/behavior

5. Students stay with same advisor long-term to develop relationship

6. New students are placed into Advisory with a teacher with whom they have at least one class.

Early Warning System (EWS), Response to Intervention (RtI), Remediation

RtI Basic Beliefs:

Core instruction continues, then supplement with remediation.

The most experienced teachers should work with the neediest students.

Revisit interventions after every quarter of instruction to determine the efficacy of the RtI intervention. Ask the question: “Did the intervention make a positive difference?” If the answer is no, change something. Do not keep trying the same thing over and over if it is not making a difference.

RtI Referral Form

Date: _____

Student Name: _____

GLE Reading: _____ GLE Math: _____

[Below 4th grade = remediation plan versus regular classes]

☐ Meeting between Principal, Counselor, Parents, Student

☐ Remediation Courses Assigned: _____
_____
_____

Advisor: _____

[What is going on behind the scenes?] _____
_____

Early Warning System:

☐ Attendance _____
☐ Behavior _____
☐ Grades:
- ☐ Assignments _____
- ☐ Formative _____
- ☐ Quizzes _____
- ☐ Tests _____

Remediation:

☐ Academic Success _____
☐ Academic Probation_____
☐ In-class Diversity:
- ☐ Different Assessment _____
- ☐ One-on-one _____
- ☐ Preferential Seating _____
- ☐ Questions Read _____

☐ Testing for Special Needs _____
☐ Full Academic Probation _____

Counseling:

☐ Substance _____
☐ Anger _____
☐ Mental Health _____
☐ Pregnancy/Parenting _____
☐ SWDH _____

COSSA Academy Multi– Tiered Systems of Support

Academic Systems (RTI)	Behavioral Systems (MBI)	Attendance Supports	Non-Academic	Counseling
Full Academic Probation Special Education Referral Remedial Instruction	Behavioral Intervention Plan (BIP) Schedule Change Special Education Referral	Truancy Petition S.R.O. Home Visit	Community School Clothing Deseret Industries Grant Weekend Food Baskets SWDH Pregnancy/Parenting Visits	
Partial Academic Probation Parent Meeting Academic Success	After School Program * Anger Management * WISE Guys Parent Meeting Behavior Contract	Attendance Contract Student/Parent/School Meeting Attendance Letter Home	SWDH Medical Care	Anger Management Substance Abuse Professional Mental Health
STAR Testing Awards Ceremony Student Handbook Signing Orientation	Orientation Teaching/Modeling Universals Current Discipline Process “Act of Kindness” Teaching of Behavior Expectations * Handbook Quiz * Active Supervision * Handbook Signature	Student Handbook Signature Attendance Warning Letters Mailed Home Automated System Calls Home @0900	Access to Clothing	

STUDENT:

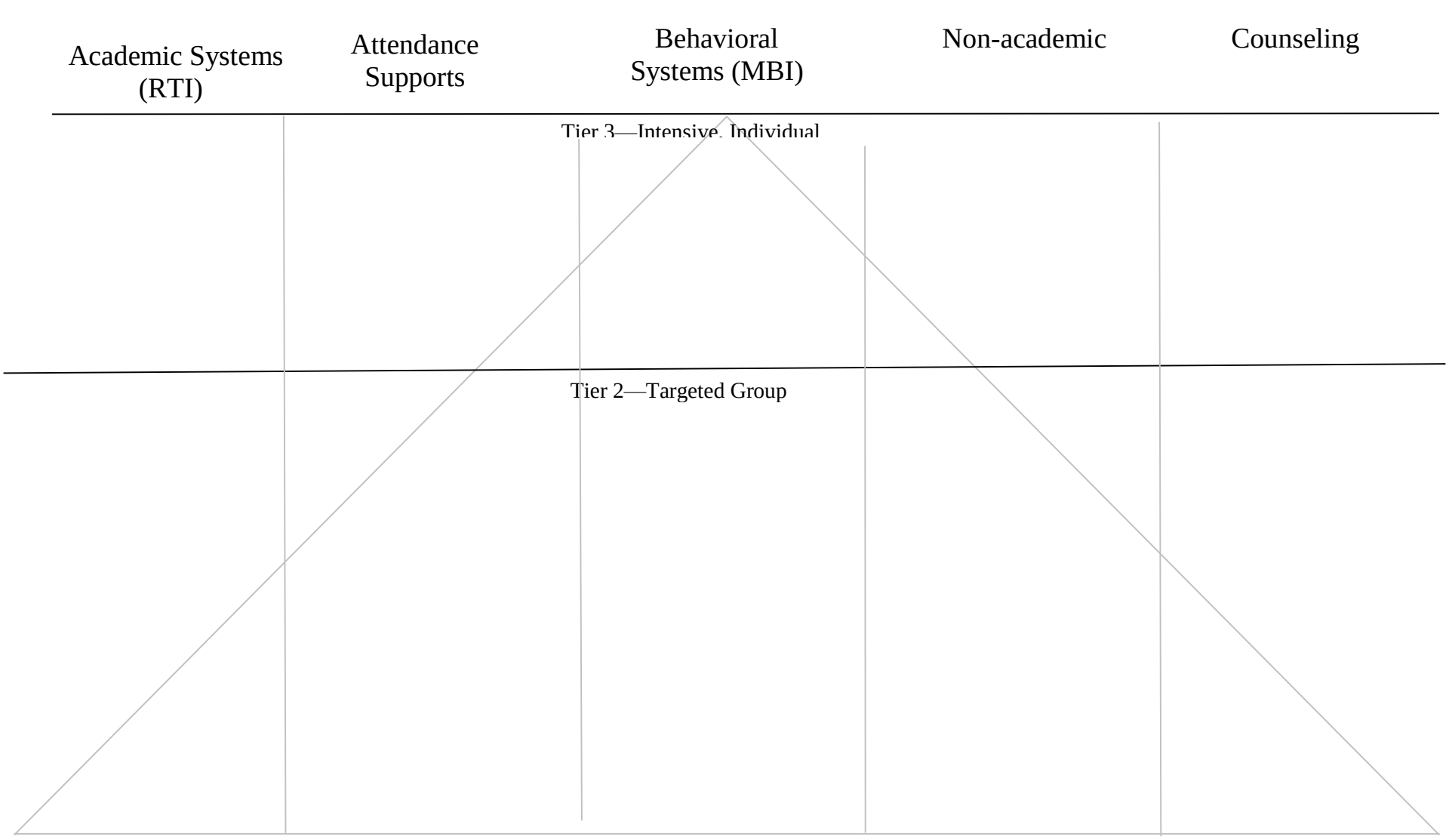
Date:_____

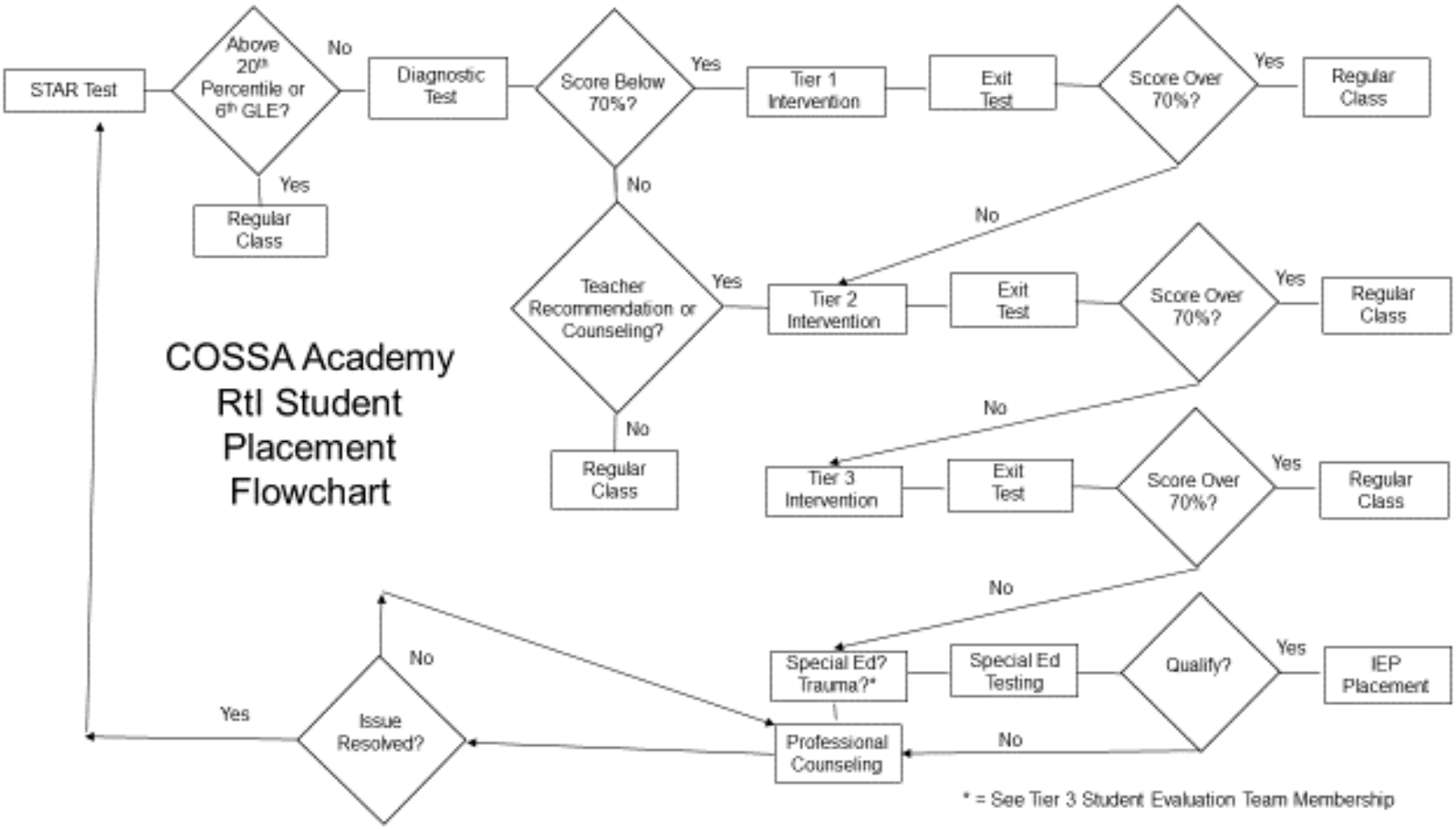
Concern:

_____

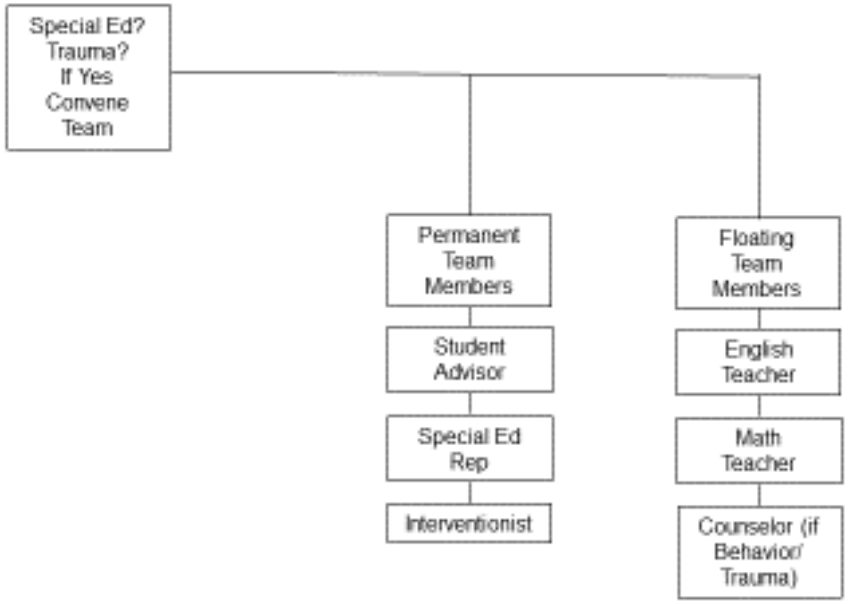
What We Know:

_____




COSSA Academy
RtI Student
Placement
Flowchart
STAR Test
Above 20th Percentile or 6th GLE?
No
Yes
Regular Class
Diagnostic Test
Score Below 70%?
Yes
No
Tier 1 Intervention
Exit Test
Score Over 70%?
Yes
Regular Class
No
Teacher Recommendation or Counseling?
Yes
No
Regular Class
Tier 2 Intervention
Exit Test
Score Over 70%?
Yes
Regular Class
No
Tier 3 Intervention
Exit Test
Score Over 70%?
Yes
Regular Class
No
Special Ed? Trauma?*
Special Ed Testing
Qualify?
Yes
IEP Placement
No
Professional Counseling
Issue Resolved?
No
Yes
* = See Tier 3 Student Evaluation Team Membership

Tier 3 Student Evaluation Team Membership



Special Education Student Supports

Special education students enrolled in COSSA Academy regular education courses will receive all the accommodations required by their Individualized Education Plan (IEP). However, COSSA Academy does not have any special education resource teachers, and care must be taken by regular education teachers to ensure that they understand student accommodations and provide them.

Procedures for Late Notification of New Arrival Students on an IEP

The parent/guardian of all students on an IEP must inform COSSA Academy administration BEFORE the student starts instruction at the Academy so that a determination may be made as to whether COSSA can provide appropriate accommodations for the student (as an example, COSSA Academy does not have normal resource room capability). This notification is normally given during the IEP team meeting determining placement of the student into COSSA Academy, as is any adjustment to the special education service provided to this student by COSSA Academy. If a student begins instruction at COSSA Academy and administration is not aware of the need for accommodation, the student's IEP may inadvertently be violated. Students who start in COSSA Academy without an appropriate IEP placement meeting, or who transfer from another district without notifying COSSA administration of their IEP, may need to be temporarily removed from classroom instruction until an IEP placement meeting can be held.

CRTEC Writing Standard/Common Vocabulary

All CRTEC instructors, Academy and CTE, will use a common writing standard for all written work. Common vocabulary centered on “trauma” will also be used throughout CRTEC.

The following writing standard will be posted in all CRTEC classrooms.

Standard English

- No text talk.
    - I don’t like what you are doing
    - I dnt like what ur doin
- Appropriate voice/tone
- Avoid jargon

Punctuation

- End of sentences
    - period . question mark ? exclamation point !
- Proper comma use
    - Complex sentence, compound sentence, list, dialogue

Paragraphs

- Indent
- 4 or more sentences
- 1 idea per

Complete Sentences

Capital letter to begin
Subject and predicate (main clause = complete thought)
Correct punctuation to end

Verb = expresses action, condition, or state of being
Predicate = what the <u>subject</u> is, does, or has

-- - -- -

Simple:
The dogs eat Cheerios.

My mom and dad hugged the baby.
The boy ran and swept the floor.
Bluebirds and owls really love to hunt and nest differently.

Complex Sentence:
While I walked to the store, I tripped over the sidewalk.

When brightly lit the lamp sheds a warm glow.

Compound Sentence:
He lost the green glove, but someone found it yesterday.

I learned that yellow cats love to scratch yarn and play with bells.

The office and computer labs were filled with the scent of the flowers in bloom and dust in the air.

Compound-Complex Sentence:
As I wrote the letter, the ink fell on the paper, and the stain covered the words.
As I wrote the letter, the ink fell on the paper and covered the words.

Complete Sentence +FANBOYS Complete Sentence
Subject blah blah predicate blah, FANBOYS subject blah predicate blah.

For / And / Nor / But / Or / Yet / So

Commas in lists:
Joey wants me to buy eggs, milk, and juice at the grocery store.
The dog ran, jumped, and landed in the swimming pool

COSSA Common Vocabulary

Common vocabulary words centered on “trauma” and “restorative justive” will be posted in all CRTEC classrooms. While these vocabulary words may change over time, some common trauma/restorative justice terms will include:

Trauma
Adverse Childhood Experiences (ACEs)
Empathy
Triggers
Restorative justice

Formative Assessment

CRTEC uses "exit tickets" as the CRTEC standard formative assessment. This includes CTE as well as COSSA Academy courses.

1. Definition of formative assessment:

Methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

2. "Purpose" of formative assessments:

Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved, so that adjustments can be made to lessons, instructional techniques, and academic support.

3. Definition of exit tickets:

Brief assignments, short quizzes, or simple tasks that quickly collect student responses to a teacher's questions at the end of a lesson or class period.

4. "Purpose" of exit tickets:

Based on what the exit ticket responses indicate, the teacher can modify the next lesson to address concepts that students have failed to comprehend or skills they have not yet mastered.

5. Applicability:

"Exit tickets" can be used in almost every class or program taught within COSSA Academy and the Career & Technical School. Exit tickets will not look the same for every area, but the need to establish whether or not you need to re-teach a subject is universal. Exit tickets need not be used every day. They may more properly be used at the end of a unit. Again - how their use looks depends on your class, the structure of your learning environment, etc.

Credit Appeal Decision Matrix

Number of Absences	4 – 8	9 – 12	13 or more
Normal Decision – Teacher Influence	Approved unless teacher strenuously objects	Teacher has a great deal of influence	Will not be approved unless teacher lobbies very hard

Online Education

Online Courses in COSSA Academy

1. COSSA Academy students will normally receive instruction face-to-face with their teachers. If a parent/student requests the student be enrolled in online classes within COSSA Academy, the student's ability to succeed with online classes must be determined. Factors such as entering grade as determined by earned/transcript credits, and the student's STAR Grade Level Equivalent (GLE) score, are taken into account.

a. Online math classes:

Grade 7 – 10, at-grade-level credits, Math GLE 5 or above – allow.
Grade 7 – 10, below-grade level credits, or Math GLE <5 – do not allow.
Grade 11 – 12, >25 credits, Math GLE 8 or above – allow.
Grade 11 – 12, <25 credits, Math GLE <8 – do not allow.

b. Online English classes:

Grade 7 – 10, at-grade-level credits, English GLE at the grade level of the last grade completed – allow.
Grade 7 – 10, below-grade level credits, or English GLE below the grade level of the last grade completed – do not allow.
Grade 11 – 12, >25 credits, English GLE at the grade level of the last grade completed – allow.
Grade 11 – 12, <25 credits, or English GLE below the grade level of the last grade completed – do not allow.

c. Exceptions can be made on an individual basis with the approval of the subject-matter teacher and Principal.

Option for Remote Delivery due to Illness/Homebound Student

1. If a parent/student requests the student be enrolled in online classes, and also requests that the student NOT attend COSSA Academy in-person, the student's ability to succeed with online classes without a facilitator must be determined. Factors such as entering grade as determined by earned/transcript credits, and the student's STAR Grade Level Equivalent (GLE) score, are taken into account. In addition, the amount of educational support at home is a significant factor.

a. Remote and Online math classes:

Grade 7 – 10, at-grade-level credits, Math GLE 8 or above – allow.
Grade 7 – 10, below-grade level credits, or Math GLE <8 – do not allow.
Grade 11 – 12, >25 credits, Math GLE 9 or above – allow.
Grade 11 – 12, <25 credits, Math GLE <9 – do not allow.

b. Online English classes:

Grade 7 – 10, at-grade-level credits, English GLE at the grade level of the last grade completed – allow.

Grade 7 – 10, below-grade level credits, or English GLE below the grade level of the last grade completed – do not allow.

Grade 11 – 12, >25 credits, English GLE at the grade level of the last grade completed – allow.

Grade 11 – 12, <25 credits, or English GLE below the grade level of the last grade completed – do not allow.

c. Exceptions can be made on an individual basis with the approval of the subject-matter teacher and Principal.

Students who arrive late in the Quarter

The COSSA Academy Student Handbook restricts students who enroll more than 5 days after the start of a new quarter to online classes. Students who arrive after the 5-day grace period will be informed of the credit/GLE requirements for online learning discussed above. A student who does not meet the requirements for placement onto online learning will be counseled to wait until the start of the next quarter to enroll. Parents/students who insist on the student enrolling will be advised that the student will be placed into only one online class, until the student can prove that they can succeed at online learning. If the student successfully passes one online course, they will be enrolled in two online courses, and more courses will be added if the student continues to succeed. The student will be placed into face-to-face classes once a new quarter begins.