

BOARD AGENDA ITEM

APRIL 22, 2025

SUBJECT:

Additional Local School Board Courses for 2025-2026

BACKGROUND INFORMATION:

The school board must approve locally designed courses annually.

ADMINISTRATIVE CONSIDERATION:

The Division of Instruction has evaluated the requests for local approved courses for 2025-2026. Recently, the state department announced it will no longer provide a state code for Learning Strategies courses for High School CP credit. Districts are being encouraged by OSES to develop LBA courses for Learning Strategies to ensure no negative impact to student GPAs due to this change at the state level. The Learning Strategies course is currently being taught under a state course code and these LBA courses will follow the same format for 25-26.

RECOMMENDATION:

Approve the additional Local School Board Courses for 2025-2026.

ATTACHMENT:

High School Local Board Approved Course Proposals for 2025-2026

PREPARED BY:

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High School
LBA Course Proposals
New

School	Course Name	Department	Credit	Status	Weight	Description if New
All	Learning Strategies ELA (1-8)	Special Ed	1	New	CP	Learning Strategies is an elective course available for students who are served with an IEP. This course is designed to develop, strengthen, and improve skills for positive academic and functional performance and achievement in the ELA curriculum. Students will receive direct instruction that targets deficit areas identified in their IEPs. Learning Strategies is not a study hall.
All	Learning Strategies Math (1-8)	Special Ed	1	New	CP	Learning Strategies is an elective course available for students who are served with an IEP. This course is designed to develop, strengthen, and improve skills for positive academic and functional performance and achievement in the Math curriculum. Students will receive direct instruction that targets deficit areas identified in their IEPs. Learning Strategies is not a study hall.
All	Learning Strategies ELA (1-8)	Special Ed	1	New	CP	Learning Strategies is an elective course available for students who are served with an IEP. This course is designed to develop, strengthen, and improve skills for positive academic and functional performance and achievement by teaching skills in areas such as executive functioning, career awareness, and independence. Students will receive direct instruction that targets deficit areas identified in their IEPs. Learning Strategies is not a study hall.

Learning Strategies - ELA

Course Description: Learning Strategies is an elective course available for students who are served with an IEP. This course is designed to develop, strengthen, and improve skills for positive academic and functional performance and achievement in the ELA curriculum. Students will receive direct instruction that targets deficit areas identified in their IEPs. Learning Strategies is not a study hall.

CLASSROOM INFORMATION

Classroom Rules

- Respect yourself, the teacher, and others.
- Put forth your best effort at all times.
- Be prepared for class each day.

Classroom Technology Policies

- Students are expected to bring a charged laptop to class every day. Laptops should be put away until requested by the teacher.
- Students with personal electronic communication devices (cell phones, Smart Watches, earbuds, headphones, etc.) at school must keep them turned off and placed out of sight. Personal electronic communication devices (cell phones, Smart Watches, earbuds, headphones, etc.) will not be allowed to be powered on and used at any time during the school day (this includes lunch and all other non-instructional times). Wearable technology which connects to a cell phone or other personal electronic device (such as a Smart Watch) will not be able to be worn during the school day.

Attendance

Regular attendance is necessary if students are to make the desired and expected academic and functional progress. This class will follow all regular attendance guidelines, including requiring work to be made up if you are absent.

ASSESSMENT AND GRADING

Grading is based on the belief that assessment of student learning is an essential component of the teaching and learning process and assessment has the potential to motivate students and improve learning.

The assessment and grading of student progress is based on the premise that students have diverse capabilities and individual patterns of progress and learning. Grades shall not reflect behavior but rather a student's mastery of content or competencies of the curriculum.

Weighting for each quarter will be common among all high school subjects based on the following:

Formative (Practice) Assignments (Practice, During Learning) = **30%** of the quarter grade
Formative assignments will consist of classwork, homework, quizzes, and other practice exercises, including progress monitoring probes.

To accurately measure a student's progress toward proficiency in a course, a teacher should have a minimum of 1 to 3 graded formative (practice) assignments per week.

Summative Assignments (Application & Assessment, After Learning) = **70%** of the quarter grade
Summative assignments will consist of tests, essays, projects, performances, and other major assessments or applications of learning that demonstrate content mastery.

In order to accurately measure learning and progress to proficiency, a teacher should have 5 or more summative assessments per 9-week grading period.

Grading System

Practice Assignments = 30% of final grade.

Summative Assessments = 70% of final grade

Learning Strategies - Math

Course Description: Learning Strategies is an elective course available for students who are served with an IEP. This course is designed to develop, strengthen, and improve skills for positive academic and functional performance and achievement in the Math curriculum. Students will receive direct instruction that targets deficit areas identified in their IEPs. Learning Strategies is not a study hall.

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Learning Strategies – Academic Success

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Classroom Technology Policies

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