

District Advisory Council

2015-16

The Board authorizes the establishment of a Certificated Advisory Council for the purpose of communicating areas of concern by employee groups within the District.

Date: January 14, 2015

Attendance:

- | | | |
|---|---|---|
| <input type="checkbox"/> Jennifer Boehme - JEA | <input type="checkbox"/> Jessica Dunn - JEA | <input type="checkbox"/> Mike Kochevar – HS Admin |
| <input type="checkbox"/> Dawn Kelly | <input type="checkbox"/> June Le Master – Admin HR | <input checked="" type="checkbox"/> Brian Larson – MS Admin |
| <input checked="" type="checkbox"/> James Maughan | <input checked="" type="checkbox"/> Travis Hamblin – HR Admin | <input checked="" type="checkbox"/> Tami Bird - Elem Admin |
| <input checked="" type="checkbox"/> Joanne Myers | <input type="checkbox"/> Tiffany Hardinger | |

AGENDA

Issue/Concern	Comments/Discussion	Action
1. Welcome		
2. Follow-up	<ul style="list-style-type: none"> - Health and Nursing – Online Registration <ul style="list-style-type: none"> o Teachers would like to have more information about student health to better serve students. The box in skyward – when you click it – simply says there is a health issue. The management of this information in the classroom is getting too difficult and too time consuming. Information is coming in too late o Response by Nancy Ward (attached) o <u>Discussion of DAC</u> <ul style="list-style-type: none"> ▪ Regarding the Health information – is it possible to have something more in Skyward – discussed FERPA and HIPPA. This came up regarding doing what is best for students but realize there is a privacy issue. ▪ Same information in Skyward as was collected on the old blue cards. ▪ What is the expectation, the duty of the teacher with health alerts? Are teachers supposed to go to the office and find out about each health alert? ▪ Does the school nurse provide information to teachers? ▪ What protocols exist? Are those clear? Who is really supposed to communicate with teachers? o <i>Can a protocol be established that is clear regarding health issues and teacher notification? If one exists can that be shared with teachers?</i> - ALS tracking <ul style="list-style-type: none"> o ALS documentation has “exploded” in the last couple of years? Can ALS department offer suggestions for how this can be more efficiently completed?? o Response by Nancy Ward shared (attached) o <u>Discussion by DAC</u> <ul style="list-style-type: none"> ▪ Google Doc – possibly create a google form 	<p>Travis will forward health concerns question to cabinet and Nancy Ward.</p> <p>No further follow-up on ALS.</p>

that auto-fills a spreadsheet	
3. Posting data with student and teacher names in public locations <ul style="list-style-type: none"> - Privacy and anonymity create safety – especially in PLC’s - The issue was that the names and results of teacher data was in a public place accessible to anyone like PTA and parents etc. - Data should not be publicly accessible - Student names and scores should not be publicly posted - What clarification can be given as to what can be posted – can teacher names be posted next to student data, etc..??? what is considered public? 	Travis will forward to Cabinet for consideration.
4. Substitutes <ul style="list-style-type: none"> - 93-95% coverage when teachers put absences in before 12am - High unfilled rate when absences are put in the system after 4am. - Training provided to principals and secretaries <ul style="list-style-type: none"> o Substitute expectations and expectations of schools o Climate of the school – subs have choice – is your school the school of choice? o Hire new subs each week, but share with 3 other districts. o Our pay is among the highest o Preferred sub lists o Substitute evaluations o Substitute communication o Subs can be assigned all day on Fridays as long as they are working - Asked principals and Admin assistants to share with teachers - <i>The most important thing is to enter an absence as soon and early as possible.</i> 	None -
5. Adjourned <ul style="list-style-type: none"> - 	

Meeting Schedule (Second Thursday @ 4pm):

Sept. 10	Feb. 11
Oct. 8	March 10
Nov. 12	April 14
Jan. 14	May 12

Purpose of DAC – Provide a safe forum to communicate concerns. Developing relationships with others that facilitate accurate perspectives of all employees is essential.

DAC Issues Response

1/11/15

From: Nancy Ward

ALS

These questions are regarding the ALS Compliance and Assurances Report:

Question/concern: "It is required to track level 5 ELs? What is the definition of tracking? What does it mean?"

Answer: *The law requires schools to track the academic progress of students who are level 5 ELs for two years. Track their academic progress the way you track all students' academic progress. Sage scores? SRI? Benchmark tests? Common formative assessments? You are already tracking student progress. Simply report the data that you are already tracking for all students.*

Question/concern: "It has become a logistical nightmare. Form filled out where teachers rate proficiency - someone has to fill out the form, and that means teachers have to talk with student's teachers to fill out the form. Is there a better way? –This is another major time consuming thing teachers are being asked to do."

Answer: *Some schools complete the tracking information in PLC's. Some schools have a short meeting after a faculty meeting where the data is gathered. One school said it took a 10-minute meeting to gather all the info. Rather than have one teacher (or counselor or administrator) travel to every teacher's room to gather the data, maybe consider such a meeting. In some schools, this has minimized the time it takes to complete this report.*

Question/concern: "Administration has to fill out a huge amount in regard to this."

Answer: *This report is basically the same as it has always been. The additions (level 5 tracking and a few questions) were added as a result of a USOE site visit in which Jordan School District was cited for not doing these things. The information in this report is required to be kept and reported, by law. This information should also inform teachers and administrators regarding their EL student progress, and will help to guide instruction.*

This year, in an effort to make the report easier to do, ALS put the report on a Google doc (instead of a form that principals had to lock and unlock), and it was populated with student information before principals received it. Specialists held principal forums, made site visits, and provided phone and email support to assist administrators in completing the form. ALS will consider additional ideas that may simplify the process for administrators.

Question: "Is this just filled out "just in case" we are asked for it?"

Answer: *"It is filled out to ensure that level 5 students are not falling through the cracks, and to provide information to improve services to students who are language learners. This is a report that administrators and teachers should use to discuss school improvement, especially in regard to closing the achievement gaps between ELs and native English speakers. Our AMAOs show that our English Language Learners are progressing through the language levels, but are not progressing in their academic end-of-year test scores.*

It is also filled out to comply with the law.

Question: "Is it actually used? It just goes into cum folders and never used again?"

Answer: *Like any academic report, its value is IN its use. If schools don't use the information, then it is useless. If schools use the information to improve student learning, then it is useful. It is that simple. Either way, it must be completed, according to the law and state guidelines.*

Question/concern: “Teachers are already overwhelmed-this is a major report that takes a ton of time. Is there a more efficient manner?”

Answer: *There is no question that teachers’ plates are full. However, teachers are already tracking student progress. If a school coordinates the gathering of the information, it will ease the burden. As mentioned, teachers can gather the tracking information in PLCs or in a short meeting when teachers are all together.*

Question/concern: “ALS documentation has exploded in the last couple of years?”

Answer: *The additions to the report are a reflection of findings during the USOE site visit, two years ago. Tracking the level 5 students, and a few questions have been added to the report. ALS appreciates the hard work that goes into this report. Hopefully the information provided in the report will inform instruction for our students who are language learners.*

Question/concern: Regarding Skyward reporting: “Language spoken at home...can we do a mandatory question....???”

Answer: *The home language survey is already part of the registration process. Language spoken at home is one of the required questions in the survey. If you look at the family information, you should be able to see what language is spoken at home. You can also click on “testing” to find student language proficiency levels.*

Health/Nursing

The next question is regarding teacher access to student health information:

Question/concern: Teachers would like to have more information about student health to better serve students. The box in Skyward -when you click it- simply says there is a health issue. The management of this information in the classroom is getting too difficult and too time consuming. Information is coming too late.

Answer: *Families, students, and nurses appreciate teachers who are careful to learn of the student health issues in order to provide better services and to keep students safe. Thank you so much! The Skyward report does not outline the details of the students’ health issues. A teacher may note which students have that health alert, and then can check the notebook provided in every school office to see the details of the health care plans for all students. Nurses create and update those reports each year.*