

AGENDA FOR SCHOOL COMMUNITY COUNCIL MEETING

NOVEMBER 12, 2020

- **Introductions & review of roles and emails**

Submitted

The Council Membership Form has been successfully submitted by: **Scott Hughes**

Member Name	Email	Phone	Role	Signature
Val McQuiston	valmcquiston@gmail.com	801-822-4684	Chair (Parent)	
Karen Mendenhall	kjmendenhall4@gmail.com	801-390-4351	Vice Chair (School Employee)	
Scott Hughes	shughes@dsdmail.net	801-402-1750	Principal / Director	
Suzanne Dixon	sdixon@dsdmail.net		School Employee	
Cole Smith	cole.smith31@gmail.com		Parent	
Karina Landward	gklandward@msn.com		Parent	
Brook Holman	brookeholman2@gmail.com		Parent	
Sarah Fawcett	fawcett_sarahanne@hotmail.com		Parent	

- **Update on crossing guards recently approved by Centerville City**
- **Davis District online safety programs for students**

Davis School District

Safe Technology and Digital Citizenship

A Responsibility for School Community Councils

Purpose

HB 213 (Safe Technology Utilization and Digital Citizenship in Public Schools) involves school community councils in regular discussions (at least annually) about creating a safe technology environment for students. The State Board Rule R277-491 requires the district and school administrations to provide a report to councils on technology and training currently in place.

Davis School District Report to School Community Councils

Content Filtering

- **Davis School District (DSD) uses content filtering solutions from iBoss to filter district networks and devices. The UEN (Utah Education Network) has a key role in reviewing**

and awarding filtering solutions that most Utah K12 schools and other entities have chosen to implement to facilitate Federal and State content filtering requirements.

- **All district internet traffic is filtered by onsite appliances (servers). Students and staff who bring their own devices are filtered by the student baseline rule.** Teachers have the option to sign into iBoss on a blocked page. This sign on allows them to elevate their filtering to the staff baseline rule. All district owned devices are filtered when they are taken away from the district network. iPads, Chromebooks, and Cloud Books are filtered by iBoss's cloud filtering service with the same rules as when they are on premises. Windows and mac laptops use a client or a proxy that filters their internet traffic back through the district servers.
- **DSD uses one baseline content rule for all students across the district and one content rule for all district staff. Schools may request additional filtering.**
- Filtering rules block content based upon categories, key words (Adult and High Risk), specific words, and specific web sites.
- The district restricts YouTube for junior high and high school student and blocks elementary student use, but allows the site for staff. Junior High and High school students have limited YouTube access through YouTube restricted mode with comments disabled and an iBoss clean video search frontend. Image searches are done through Bing in the Classroom and Google Images with safe search turned on and Google enforce image usage rights enabled. Social media sites such as Instagram, Twitter, etc. are blocked based upon the category, Facebook is allowed for students because it is assigned to a different category. Schools have the option to block any social media sites. Social media sites are allowed for staff.
- Current limitations include
 - The iBoss filtering system cannot filter personal student or staff devices connected to a personal hotspot.
 - The iBoss filtering system does not filter some iOS apps (YouTube). Removing these iPad apps and restricting the App Store eliminates this limitation.District technology support personnel continue to look for methods to minimize limitations.
- E-rate funding is used to build up and maintain the network infrastructure to better deliver internet services throughout the district.

Device Management

- NetSupport School is used to manage student lab computers. This software allows lab managers or teachers to monitor student activity.
- DSD uses a mobile device management (MDM) system to manage all district iPads and Windows Cloud Books. This allows full control of apps placed on each device.
- DSD uses Google Admin Management Console to manage Chromebooks. This system manages Chromebooks similar to the MDM for iPads. Computer Technology Support staff currently manages the Google Admin.

Supervision

- Teachers monitor student online activity by walking around the room

- Students and parents must sign an acceptable use agreement prior to using any technology.
 - Teachers screen all online resources to ensure student safety.
 - If a student accesses inappropriate content, school administration is contacted to determine intent and severity. School administration enacts necessary consequences.
- **Update on School Improvement Plan Goals – specifically slight changes to Goal 1**

2021 NEW GOAL #1:

L.C. Reading Elementary students will deepen and increase understanding of mathematics in each of these three domains: Conceptual, Procedural and Representational.

District Strategic Plan Area:

Student Growth & Achievement, Empowered Employees

Academic area(s) addressed by the goal:

Mathematics

Measures to determine progress/successful completion of the goal:

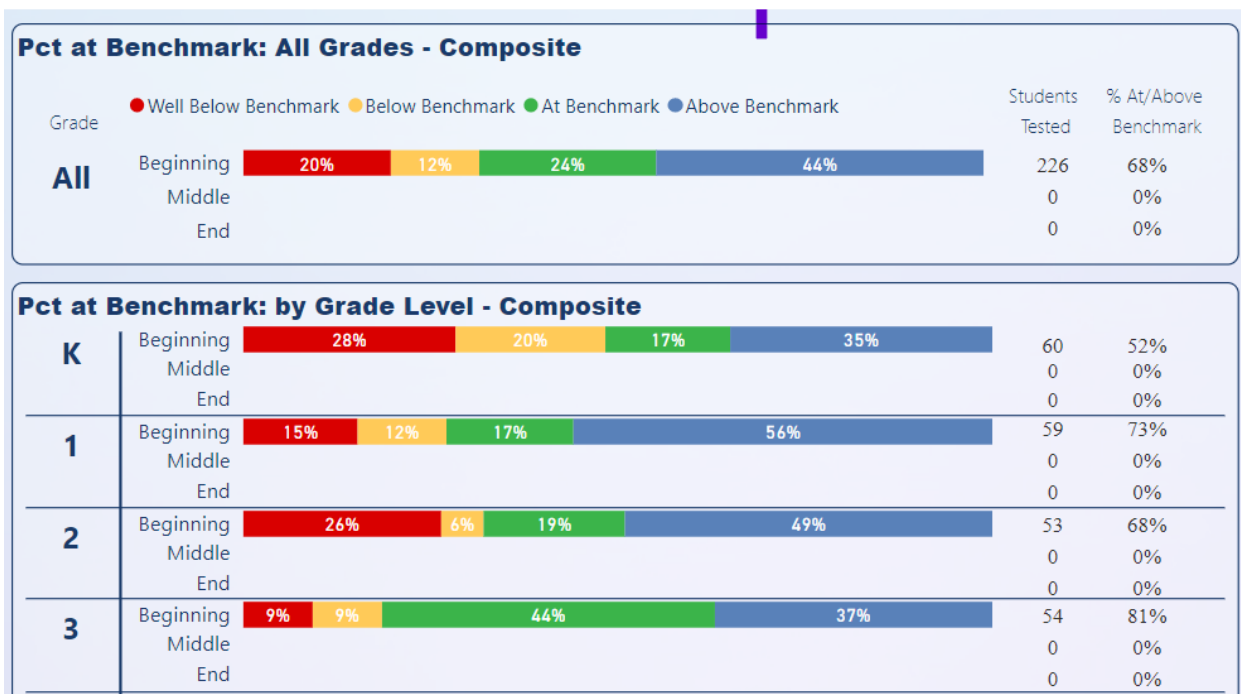
A minimum of 80% of students will complete grade-level syllabi as assigned in the ST Math online learning program by the end of the 2020-21 school year. Additionally, data from formal teacher observations will show Evaluate Davis indicator T5 is evident 90% of the time, representing an average increase of 20% as compared to previous school years. Observation indicator T5 reads: “Learners have opportunities to engage in higher level thinking through questioning, solving real-world problems, critically analyzing information, etc.”

Action Plan:

- Teachers will use grade-level DESK standards to guide lesson development and instruction. Kindergarten and 1st grade teachers will use Investigations Math as their primary curriculum, while those in grades 3-6 will use Advantage Math as their primary curriculum.
- Comprehensive Math Instruction (CMI) Practices will continue to be incorporated into daily mathematics instruction. The overall purpose of CMI Practices is to help students prepare for the 21st-century workforce. We know genuine understanding of mathematics requires students to do more than simply compute or carry out procedures. “Children need conceptual understanding as well as procedural fluency, and they need to know how, why, and when to apply this knowledge to answer questions and solve problems. They need to be able to reason mathematically and communicate their reasoning effectively to others, demonstrating understanding through models and other appropriate representations.” (Diane Briars, NCTM)

- Teachers will participate in training on best practices with the ST Math online learning platform. Children will be assigned appropriate learning paths and a personalized syllabus of content to work through. Teachers will use reporting tools available in ST Math to monitor student progress and intervene when students are stuck on specific concepts.
- Common formative assessments will be developed during DCT meetings. Mathematical interventions will be provided to struggling students by tutors who will be hired to support each upper grade class. These tutors will be trained to provide one-on-one or small group instruction when a need is determined through formative data and ST Math reports.

- **Trustlands Budget Update**
- **Beginning of Year Acadience overview**



- **Schedule of meetings – maybe a pattern of 2nd Thursday, every other month**
 - **January 14th**
 - **March 11th**
 - **May 13th**
- **Additional information or wrap-up**