

Study Session

Tuesday, May 14, 2019 Mountain Time

JATC South Campus (Board Conference Room), 12723 S. Park Avenue (2080 West),
Riverton, Utah 84065

1. OPEN MEETING - 3:00 p.m.

1.A. Motion to go into Closed Session

2. POTENTIAL CLOSED SESSION

2.A. Personnel

3. STUDY SESSION - OPEN MEETING - 4:00 p.m.

The Board may engage in discussion, provide administrative direction, or take other action on any of the study session agenda items listed below.

3.A. Preview of Semi-Annual Report/Mailer

Speaker (s): Ms. Sandra Riesgraf, Director, Communications

3.B. Presentation on Lease Revenue Bond Funding Mechanism

Speaker (s): Mr. John Larsen, Business Administrator

3.C. Review of Potential Revision to the Bond Plan of Finance

Speaker (s): Mr. Matt Young, Chair, District Finance & Audit Board Advisory Committee, and Mr. John Larsen, Business Administrator

3.D. Innovations Committee Presentations

1. Innovations in Education Board Advisory Sub-Committee
2. Innovations in Education Board Advisory Committee

Speaker (s): Mr. Darrell Robinson, Committee Chair

3.E. Board Policy Follow-up Discussion on BSC204 Monitoring Superintendent Performance

Speaker (s): Mr. Bryce Dunford, Board President

3.F. Superintendent Search

Speaker (s): Mrs. Tracy J. Miller, Board Vice President

3.G. Graduation Information

Speaker (s): Mr. Brad Sorenson, Administrator of Schools

3.H. Professional Development Board Book Study

Speaker (s): Mr. Bryce Dunford, Board President

3.I. Discussion on Potential Bid for Transportation Facility

Speaker (s): Mrs. Tracy Miller, Chair, Facilities Board Advisory Committee

3.J. Discussion on Items Presented to the Board

Speaker (s): Mr. Bryce

During Patron Comments	Dunford, Board President
3.K. Review of Board Decision Tree	Speaker (s): Mr. Bryce Dunford, Board President
3.L. Board and Superintendent Reports and Comments	
4. <u>SPECIAL BUSINESS SESSION</u>	
4.A. Bid: Administrator of Schools - Driver's Education Vehicles	
4.B. Recommendation for Final Approval on 2019-20 LAND Trust Plans	Speaker (s): Mr. Michael Anderson, Administrator of Schools
5. Motion to go into Closed Session	
6. <u>POTENTIAL CLOSED SESSION</u>	
6.A. Character and Competence of Individuals (Personnel)	
6.B. Property	
6.C. Potential Litigation	
6.D. Negotiations	
6.E. Security	

Number of Elementary Schools	Number of Secondary Schools and Special Schools	Total Number of Schools	Number of Coaches for ES 1:1	Number of Coaches needed for SS 1:1	Number of Coaches Needed for these Ratios	Coach Salary	Coach Benefits	Approximate cost of 1:1 at ES and SS
38	23	61	38	23	61.00	\$70,000.00	\$22,498.00	\$5,642,378.00
			Number of Coaches for ES 1:2	Number of coaches needed for SS 1:1				Approximate Cost of 1:2 at ES and 1:1 at SS
			19	23	42.00			\$3,884,916.00
			Number of Coaches for ES 1:2	Number of coaches needed for SS 1:2				Approximate Cost of 1:2 at ES and 1:2 at SS
			19	11.5	30.50			\$2,821,189.00
			Number of Coaches for ES 1:3	Number of Coaches needed for SS 1:3				Approximate Cost of 1:3 at ES and 1:3 at SS
			12.66666667	7.666666667	20.33			\$1,880,792.67
			Number of Coaches for ES 1:4	Number of Coaches needed for SS 1:3				Approximate Cost of 1:4 at ES and 1:3 at SS
			9.5	7.666666667	17.17			\$1,587,882.33
			Number of Coaches for ES 1:4	Number of Coaches needed for SS 1:4				Approximate Cost of 1:4 at ES and 1:4 at SS
			9.5	5.75	15.25			\$1,410,594.50
			Number of Coaches for ES 1:5	Number of Coaches needed for SS 1:3				Approximate Cost of 1:4 at ES and 1:3 at SS
			7.6	7.666666667	15.27			\$1,412,136.13
			Number of Coaches for ES 1:5	Number of coaches needed for SS 1:4				Approximate Cost of 1:5 at ES and 1:4 at SS
			7.6	5.75	13.35			\$1,234,848.30
			Number of Coaches for ES 1:5	Number of Coaches needed for SS 1:5				Approximate Cost of 1:5 at ES and 1:5 at SS
			7.6	4.6	12.20			\$1,128,475.60
			Number of Coaches for ES 1:6	Number of Coaches for SS 1:5				Approximate Cost of 1:6 at ES and 1:5 at SS
			6.333333333	3.833333333	10.17			\$940,396.33
			Number of Coaches for ES 1:8	Number of Coaches for SS 1:5				Approximate Cost of 1:8 at ES and 1:5 at SS
			4.75	4.6	9.35			\$864,856.30

Innovative Campus

Unified Framework for
Learning & Instruction





MTSS for Learning & Instruction

- ❑ Focus on Learning
 - ❑ Utah Core Standards (What to teach)
 - ❑ ISTE Framework (How to teach)
- ❑ Focus on Collaboration
 - ❑ Professional Learning Communities
 - ❑ Blended learning in an expanded community
- ❑ Focus on Results
 - ❑ Individual Paths for Students
 - ❑ Advocates for Student Learning

JORDAN SCHOOL DISTRICT MULTI-TIERED PLC SUPPORT SYSTEM





Campus Layout

- ❑ Pre-School classrooms
- ❑ K-8 School
- ❑ 9-12 School with magnet centers of learning
- ❑ Post High Life Design classrooms
- ❑ Interactive labs, project based learning
- ❑ Options for a variety of innovative classroom configurations, furniture and equipment
- ❑ 5,000 seat performance/training center

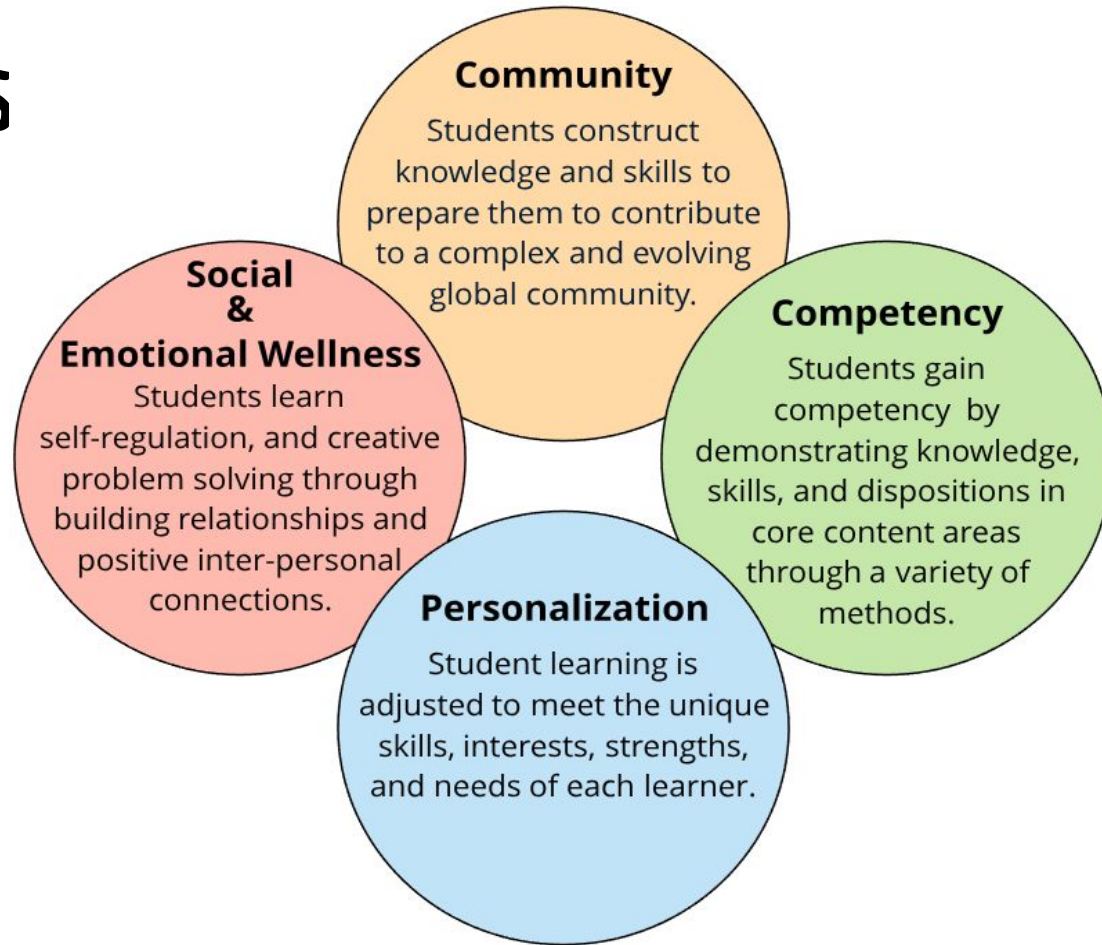


Essential Resources for Implementation

- ❑ Smaller class sizes
- ❑ Increased time daily for teacher preparation and planning - within and across grade and content area teams
- ❑ Increased teacher contract days for summer planning and development
- ❑ Level 3 full Digital Teaching & Learning Implementation
- ❑ Ongoing job-embedded professional development



Four Pillars





K-8 School Pillars

Competency

- ❑ Competency based thematic blended learning approach
- ❑ Competency measured in portfolios, projects, evaluations, presentations

Social & Emotional Wellness

- ❑ Cognitive growth and social/emotional development
- ❑ Community/school mentors and advocates

Community

- ❑ Multi-grade level collaboration on topics of interests and needs
- ❑ Projects, tasks, problem/solutions connected to real life experiences

Personalization

- ❑ Core instruction skills in morning, project-based application in afternoon
- ❑ Collaborative and explicit learning expectations and experiences

Pre-School Classrooms

Students learn knowledge, skills, and gain self-regulation dispositions to prepare them for inclusive learning opportunities.



Competency

- ❑ Competency based thematic developmental learning approach

Social & Emotional Wellness

- ❑ Cognitive growth and social/emotional development

Community

- ❑ Community connections through mentors and teacher education/training programs and internships

Personalization

- ❑ Personalized developmental growth plans for students with and without disabilities to prepare them for inclusion into K-6 settings



9-12 School Pillars

Competency

- ❑ Competency through blended learning models of instruction
- ❑ Deeper learning in extensions, tasks, projects, applications learning

Social & Emotional Wellness

- ❑ Inter-personal connections with counselors, psychologists, teachers, parents, peers
- ❑ Positive Behavior Intervention and Supports

Community

- ❑ Mentoring and coaching to K-8 students
- ❑ Work-based learning, externships, job shadowing, university mentoring and projects

Personalization

- ❑ Teachers guide individualized student goals and instruction
- ❑ Half-day core instruction with Half-day magnet centered projects

Post High Life Design Classrooms

Students learn content knowledge, skills, and gain self-regulation and independent living skills to prepare them for inclusive work and post-high education environments.



Competency

- ❑ Personal safety, work and independent living skills
- ❑ Organization for financial and time management

Social & Emotional Wellness

- ❑ Cognitive growth and social/emotional development
- ❑ Focus on healthy personal relationships

Community

- ❑ Community support through job coaches
- ❑ Access to “Campus Life” in collaboration with Aggies Elevated

Personalization

- ❑ Completing high school graduation requirements based on IEP goals
- ❑ Focus on IEP transition goals

JSD Innovative Campus Overview

Four Pillars of K-8 Elementary School

Competency

- ❑ Competency based thematic blended learning approach
- ❑ Competency measured in portfolios, projects, evaluations, presentations
- ❑ Creative problem solving, critical analysis, communication, collaboration, citizenship, character

Personalization

- ❑ Core instruction skills in morning, project-based application in afternoon
- ❑ Personalized instruction individualized to needs, strengths, interests, skills
- ❑ Collaborative and explicit learning expectations and experiences

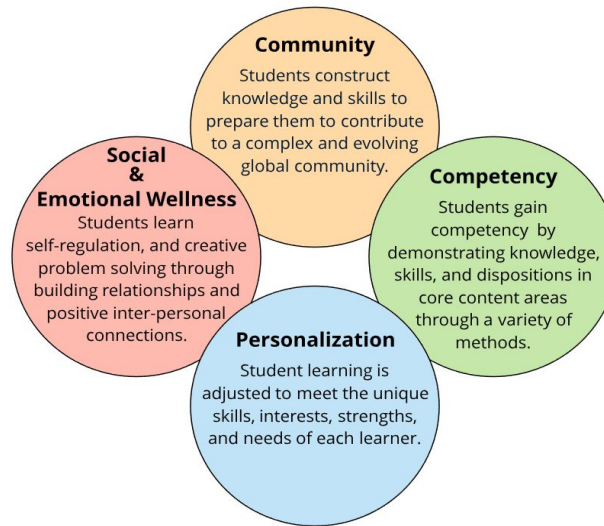
Community

- ❑ Multi-grade level collaboration on topics of interests and needs
- ❑ Projects, tasks, problem/solutions connected to real life experiences
- ❑ Participate in special interest clubs, summer camps, programs

Social & Emotional Wellness

- ❑ Cognitive growth and social/emotional development
- ❑ Academic and Behavioral Positive Behavior Intervention and Supports in community/school mentors and advocates
- ❑ Triangulated monthly team meetings of parent/teacher/student

Unified Framework for Learning & Instruction



Campus Layout

- ❑ K-8 stand alone open classroom school
- ❑ 9-12+ magnet centers of learning
- ❑ Interactive labs, project based learning
- ❑ 5,000 seat performance/training center

Instructional Framework

- ❑ Utah Core Standards - what to learn
- ❑ ISTE Standards - how to learn
- ❑ Individualized paths for each student
- ❑ Blended learning in an expanding connected global community

Staff Collaboration

- ❑ Professional Learning Communities
- ❑ Advocates of student learning

Four Pillars of 9-12 Secondary School

Competency

- ❑ Competency through blended learning models of instruction
- ❑ Deeper learning in extensions, tasks, projects, applications
- ❑ A focus to believe in, invest in, and understand importance of self-evaluation in progression of learning

Personalization

- ❑ Teachers guide individualized student instruction
- ❑ Set goals, create learning experiences, manage progress, evaluate work
- ❑ Half-day core instruction with Half-day magnet centered projects

Community

- ❑ Mentors and coaches to K-8 pillar of personalization and wellness
- ❑ Work-based learning, externships, job shadowing, university projects
- ❑ Participate and run clubs of interests to impact school community and culture

Social & Emotional Wellness

- ❑ Academic and Behavioral Positive Behavior Intervention and Supports in community/school mentors and advocates
- ❑ Critical component of mentoring and advocacy with and by community leaders
- ❑ Collaboration in wellness with counselors, psychologists, teachers, parents, students

**This unique campus will provide students with an innovative educational experience that truly is personalized to their individual needs and interests.

Jordan School District Personalized Learning Proposal

JSD Personalized Learning Levels and Progressions of Implementation

Descriptor	Technology, Pedagogy, & Coaching Progressions	Programs, PD
<p style="text-align: center;">Level 1 (minimum progression of implementation)</p>	<p>All School Progressions:</p> <ul style="list-style-type: none"> ● 1 to 3 device ratio ● A minority of teachers attend digital conferences or professional learning experiences ● A minority teachers earn Microcredentials and Google Certification ● Few Teachers are familiar with the ISTE Standards <p>Elementary Progressions:</p> <ul style="list-style-type: none"> ● Standards-Based Grading: Beginning implementation ● Minimal or individual teacher use of MasteryConnect ● Minimal or individual teacher use of Google tools <p>Secondary Progressions:</p> <ul style="list-style-type: none"> ● Standards-Based Grading: Beginning Implementation ● Minimal or individual teacher use of MasteryConnect ● Minimal or individual teacher use of Canvas ● Minimal or individual teacher use of Google tools <p>Coaching Progressions:</p> <ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ 1 Digital Learning coach per 3 schools ● Secondary <ul style="list-style-type: none"> ○ 1 Digital Learning coach per 2 schools 	<p>Programs & PD:</p> <ul style="list-style-type: none"> ● Teacher incentives to increase educational technology and personalized learning implementation ● Beginning explorations of Digital Teaching and Learning Grant programs ● District provided professional development on personalized learning practices
<p style="text-align: center;">Level 2 (basic progression of implementation)</p>	<p>All School Progressions:</p> <ul style="list-style-type: none"> ● 1 to 2 device ratio ● A majority of teachers attend digital conferences or professional learning experiences ● Teachers understand the ISTE Standards and connect learning activities to them ● School Administrators enter the LPDL Academy. <p>Elementary Progressions:</p> <ul style="list-style-type: none"> ● Standards-Based Grading ● Grade level use of MasteryConnect to drive instruction 	<p>Programs & PD:</p> <ul style="list-style-type: none"> ● District wide professional development on blended learning practices which may include, google tools, canvas, etc. ● Teacher incentives to increase educational technology and personalized learning implementation

	<ul style="list-style-type: none"> ● Individual teacher use of Google Classroom (K-3) or Canvas (4-6) ● Grade level use of Google tools to increase productivity <p>Secondary Progressions:</p> <ul style="list-style-type: none"> ● Standards-Based Grading: Basic Implementation ● Department use of MasteryConnect to drive instruction ● Department use of Canvas ● Department use of Google tools to increase productivity <p>Coaching Progressions:</p> <ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ 1 Digital Learning coach per 1 school ● Secondary <ul style="list-style-type: none"> ○ 1 Digital Learning coach per 1 school 	<ul style="list-style-type: none"> ● Implementation of Digital Teaching and Learning Grant programs ● District provided professional development on personalized learning practices
<p>Level 3 (full progression of implementation)</p>	<p>All School Progressions:</p> <ul style="list-style-type: none"> ● 1 to 1 device ratio ● Systematic process for all of teachers attend digital conferences or professional learning experiences ● Projection device or interactive devices in every classroom ● Teachers drive digital instruction and learning decisions based on student data. ● Administrator and teachers can show evidence of student growth and achievement tied to digital learning. ● Teachers earn Ed Tech Endorsement ● Teachers consistently use the ISTE Standards in planning student instruction ● School administrators continue in LPDL Academy <p>Elementary Progressions:</p> <ul style="list-style-type: none"> ● Standards-Based Grading ● Systemic use (within classrooms, teams, and PLCs) of MasteryConnect ● Systemic use of Canvas (4-6) or Google Classroom (K-3) ● Systemic use of Google tools to improve instruction and/or student achievement <p>Secondary Progressions:</p> <ul style="list-style-type: none"> ● Standards-Based Grading: Advanced Implementation ● Development of mastery pathways ● Systemic use (within classrooms, departments, and PLCs) of 	<p>Programs & PD:</p> <ul style="list-style-type: none"> ● Teacher incentives to increase educational technology and personalized learning implementation ● Full implementation of Digital Teaching and Learning Grant programs, goals, and outcomes ● District provided professional development on personalized learning practices ● Scheduling appropriate for blended learning practices (flexible scheduling, seat time requirements, etc.) ● Teachers presenting at digital learning conferences

	<p>MasteryConnect</p> <ul style="list-style-type: none"> ● Systemic use of Canvas ● Systemic use of Google tools to improve instruction and/or student achievement <p>Coaching Progression:</p> <ul style="list-style-type: none"> ● Elementary <ul style="list-style-type: none"> ○ 1 Digital Learning coach per 1 school ● Secondary <ul style="list-style-type: none"> ○ 1.5 Digital Learning coaches per 1 school 	
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Currently implemented District programs:

- Digital Teaching and Learning Grant
- Teacher Grant Program
- Educational Technology Endorsement Program
- Google Certification, Level 1 and Level 2
- Common Sense Media Educator Program
- STEM and Digital Learning Center
- Jordan Educators Leading Learning Framework
- Leadership for Personalized and Blended Learning Academy for Administrators

2017 Digital Teaching and Learning Grant goals:

- Long-term goal: Increase the achievement of students in the classes of participating teachers as measured by SGP in tested areas and by SLOs in non-tested areas.
- Intermediate Outcomes:
 - Increase the number of student-centered learning opportunities in participating teachers' classrooms.
 - Increase the number of higher order thinking student opportunities in participating teachers' classrooms.
 - Increase the level of student engagement through collaboration, real-world connections, and/or cross-curricular opportunities.
 - Advocate for and build a culture of personalized learning within schools, as defined by teachers' levels of technology innovation, blended learning opportunities, student-centered instruction, higher order thinking and/or collaboration.
- Direct Outcomes:
 - Increase capacity for digital learning through updated infrastructure and increased student access to personal devices.
 - Increase the number of teachers who are comfortable and knowledgeable regarding the effective use of digital tools.

Current numbers for technology (chromebooks, teacher laptops, smart devices, iPads, etc.):

- [School 1:1 Classroom Technology Status](#) -- This document reports 1:1 status by grade level in most of the elementary schools. It also identifies the number of teachers participating in current technology initiatives. (in process)
- [Student Devices by School](#) -- This document reports the number of student devices (including desktops, laptops, chromebooks, and tablets) by school.
- Based on the [Student Devices by School](#) document, it would cost approximately \$1,723,640 to reach a 1:1 ratio across the District.

Requested Actions in Coaching: (Increase ratio of Coaches to Schools)

- Currently ratio status is 1:12 in Elementary and 1:7 in Secondary
 - Proposed ratio depending on progression level 1-3
 - Develop a systemic structure for coaches
 - Professional qualifications
 - Schoolwide, Team and/or Department, and Classroom Goals
 - Evidence of impact (Implementation and Achievement)
 - Job requirements
 - Continuous Improvement Schedule
 - Training
 - Microcredentials
 - Length of job (3-5 years)
 - PLC Expectations (meetings with all district coaches)
 - [Approximate cost of coaches](#) by coach to school ratios
-
- *2017 Digital Teaching & Learning Grant*
 - *1 Coach per school in 2 Schools*
 - *Approximate cost - \$100,000 per coach*

Requested Actions in Technology: (Increase Number of Classroom with 1:1 Devices)

- Continue to progress towards 1:1 ratios in all district schools
 - Continual increase in capacity for digital learning through updated infrastructure.
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- *2017 Digital Teaching and Learning Grant*
 - *Typical device -- Chromebook, 40 device lab with cart*
 - *Approximate cost per classroom \$9,500.00*
 - *Approximate cost Nearpod \$3,500/school*
 - *Approximate cost LanSchool \$1,000/school*

Requested Actions in Professional Development: (Increase Learning Opportunities for Teachers)

- District priorities
 - School needs and priorities
 - Teacher needs and priorities
 - Provide ongoing financial support for a variety of professional learning opportunities for teachers such as conferences, micro-credentials, online courses, workshops, etc.
 - Create structures for coaches to continually learn and improve the knowledge, skills, and dispositions required for personalized learning.
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- 2017 Digital Teaching & Learning Grant
 - Provided professional development opportunities to all participants. Training included a 1-week boot camp, professional development trainings throughout the year, and time for planning
 - Approximate Cost per participant \$2,000

Requested Actions for New Schools: (Provide 1 Coach, 1:1 Devices in all applicable classrooms, and structured Professional Development)

- Open at a level 3 personalized learning level
- Infrastructure that supports 1 to 1 device capacity, while maintain speeds
- Provide the following:
 - One full-time coach for each school.
 - Approximate Cost \$100,000
 - 1:1 Devices for core content teachers and other teachers as requested
 - Approximate Cost \$10,000/teacher
 - Provide software and training -- Nearpod, Lanschool, Professional Development
 - Approximate Cost \$5,000/school (Software)
 - Approximate Cost \$2,000/teacher (Professional Development)

Projected Costs for 1:1 Implementation:

- Full Implementation
 - Chromebook purchase for 1:1 ratio district-wide: \$1,800,000
 - Coaches 1 per school \$5,800,000
 - Software -- Nearpod and Lanschool (Minimal selection) \$ 290,000
 - Professional Development Stipend \$2,000/teacher \$6,000,000
- TOTAL cost for Full Implementation \$13,890,000**

Board Agenda Decision Tree

DRAFT

