

## Study Session

Tuesday, September 12, 2017 Mountain Time  
JATC South Campus (Board Conference Room), 12723 S. Park Avenue (2080 West),  
Riverton, Utah 84065

1. **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.*

1.A. **Ends Policy 404 Safety and Security**

**Speaker(s):** Mr. Scott Thomas, Administrator of Auxiliary Services; and Mr. Lance Everill, Staff Assistant, Auxiliary Services

1.B. **New Administrative Policy DP378 Student Data Governance and Security**

**Speaker(s):** Mr. John Larsen, Business Administrator; Mrs. Laura Finlinson, Administrator of Curriculum & Staff Development; Mr. Steven Harwood, System/Program Manager, Information Systems ; and Mr. Ben Jameson, Director, Evaluation, Research & Accountability

1.C. **Review of Administrative Policies**

**Speaker(s):** Mrs. Laura Finlinson, Administrator of Curriculum & Staff Development

1.D. **Report on Discussion with Affected Patrons Regarding Murray School District Boundary Adjustments**

**Speaker(s):** Mr. John Larsen, Business Administrator; and Ms. Teri Timpson, Administrator of Schools

1.E. **Process for Projecting Student Enrollment**

**Speaker(s):** Dr. Anthony Godfrey, Associate Superintendent

1.F. **AS97 Management of Concussions and Traumatic Head Injuries**

**Speaker(s):** Mr. Matt Young, Board Vice President

1.G. **Update on Eastlake Elementary School Community Council Meeting with Regard to Student Housing**

**Speaker(s):** Mrs. Tracy Miller, Board Member; and Mr. Brad Sorensen, Adm. of Schools

1.H. **Board Calendaring Items**

**Speaker(s):** Mrs.

Janice Voorhies,  
Board President

1.I. Board and Superintendent Reports and Comments

1.J. Staff Follow-up to Prior Board Discussions

1.K. Discussion on Board Neutrality Statement

**Speaker(s):** Mrs.  
Janice Voorhies,  
Board President

1.L. Professional Development Reading "Coming to Order"

**Speaker(s):** Mrs.  
Janice Voorhies,  
Board President

1.M. School Board Book Study Focusing on Student Achievement

**Speaker(s):** Mr. Matt  
Young, Board Vice  
President

1.N. Board Committee Reports

1.O. Future Agenda Items

2. Motion to go into Closed Session

3. CLOSED SESSION

3.A. Property

4. SPECIAL SESSION - Special Business Items

4.A. Recommendation and Possible Action to Approve and Authorize Amendment to and the Purchase and Sale Agreement between the Board of Education Jordan School District and DA 1 Investment Which Was Approved by the Board on June 13, 2017, to Extend the Closing Date Pertaining to Property in Bluffdale

**Speaker(s):** Mr. Scott  
Thomas, Administrator  
of Auxiliary Services

4.B. Recommendation and Possible Action to Approve the Second Amendment to Real Property Purchase, Sale and Exchange Agreement, Between the Board of Education of Jordan School District and Corporation of the Presiding Bishop of The Church of Jesus Christ of Latter-Day Saints (CPB) and Acknowledged by Suburban Land Reserve, Inc. (SLR) Dated March 22, 2017, As Amended May 22, 2017, Involving the Exchange of Approximately 37.55 Acres Land Owned by Jordan School District in Riverton for Approximately 37.55 Acres of Land Owned by CPB in Herriman for Two Anticipated Future Elementary School Sites and One Anticipated Future Middle School Site to Extend the Inspection Review Period

**Speaker(s):** Mr. Scott  
Thomas, Administrator  
of Auxiliary Services

4.C. Motion to go into Closed Session

5. POTENTIAL CLOSED SESSION

5.A. Character and Competence of Individuals  
(Personnel)

5.B. Property

5.C. Potential Litigation

5.D. Negotiations

5.E. Security

**Inspection Template:** Jordan Safety and Security Assessment (JSSA) Revision 4

**Group:** \_\_\_\_\_

**Resource:** \_\_\_\_\_

**Inspected By:** \_\_\_\_\_

**Date Inspected:** \_\_\_\_\_

**General Campus Safety and Security**

**General Campus Safety and Security**

**Card Access on Exterior and Portable Doors**

**Card Access on Exterior and Portable Doors**

Only the front entrance is scheduled to remain unlocked during business/school hours.

Yes  1-5  6-10

Card access doors are scheduled to manage points of entry, corresponding with business/school hours, class changes, events, etc.

Yes  1-5  6-10

All exterior and portable doors are not: zip tied, card access disabled, blocked, propped, or wedged open.

Yes  1-5  6-10

(Not weighted) Card readers have been tested and work orders have been submitted for non-working readers and/or exterior and portable doors that are not operating correctly.

Yes.  No.

**Student Check-in / Check-out Process**

**Student Check-in / Check-out Process**

Parents are required to check-in at the main/attendance office, and show some form of identification in order to check their student out of school. ID not needed for known parents that school verifies.

Yes  No

**Employee ID Badges**

**Employee ID Badges**

All employees are required to wear District-issued ID badges. Badges must be visible and unaltered.

Yes  1-5  6-10

All employee ID access badges are current and active. (Schools can request a current list at any time from Card Access).

Yes  1-5  6-10

**Patron Check-in / Check-out Process**

**Patron Check-in / Check-out Process**

All substitutes, visitors and volunteers check-in at the main office to sign in and receive appropriate identification as required by State Code, and check out before leaving.

Yes  No

All employees are required to stop and direct individuals who are not wearing a school- or District-issued identification to the office.

Yes  No

(Not weighted) Visitor sign is posted on front door indicating State Code requiring check-in at the main office.

Yes.  No.

**Main Office Lockout Card**

**Main Office Lockout Card**

The school's lockout card is within immediate reach of the lockout sensor and at least 3 office staff know how to initiate a lockout.

Yes  No

Secondary: Attendance office personnel know the location of the lockout sensor, the lockout card and how to initiate a lockout if the main office personnel are unavailable.

Yes  No  N/A

(Not weighted) Lockout sensor has been tested and is in working order.

Yes.  No.

**Staff Presence & Supervision**

**Staff Presence & Supervision**

Staff observed participating in bus, pick up/drop off, lunch and playground duty.

Yes  No  N/A

Staff are wearing a school-issued safety vest while conducting bus, pick up/drop off or playground duty.

Yes  No  N/A

Appropriate adult supervision is observed in halls during passing/other times, lunch, etc., to include monitoring exterior doors.

Yes  No  N/A

**Interior Classroom Doors**

**Interior Classroom Doors**

Interior classroom door handles remain locked in preparation of a lockdown.

Yes  1-5  6-10

Teachers keep classroom doors free from obstructions and can swiftly shut/secure the door in case of a lockdown.

Yes  1-5  6-10

**Surveillance Camera Systems**

**Surveillance Camera Systems**

All cameras are in working order and are tested by the school on a regular basis. Work orders are submitted for non-working equipment.

Yes  No

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**Communication Devices**

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**Communication Devices**

All school communication devices including handheld radios, call buttons and intercom systems are in working order and tested by the school on a regular basis. Work orders have been submitted for non-working equipment.

Yes  No

School maintains current emergency cards and phone tree assignments.

Yes  No

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**Inspection Responsibilities**

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**Inspection Responsibilities**

Designated staff are given specific safety/security assignments and conduct routine inspections, such as: checking the facility, grounds, doors, equipment and emergency egress.

Yes  No

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**Security Audit**

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**Security Audit**

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**School Exterior and Play Area**

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**School Exterior and Play Area**

(Not weighted) Jordan School District rules are posted on the exterior of building.

Yes.  No.

(Not weighted) Governmental Immunity, Use at Your Own Risk sign is posted on the exterior of building.

Yes.  No.

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**Incident Command Process**

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**Incident Command Process**

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**Faculty and Staff Training**

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**Faculty and Staff Training**

All staff have been trained/participate in the school's Incident Command process (drills) and have been given specific assignments.

Yes  No

School maintains a current Incident Command flowchart.

Yes  No

Key personnel have been trained in CPR, First Aid and AED (current list posted in school).

Yes  No

Emergency evacuation maps are posted in key locations throughout the school.

Yes  No

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**Drills and Reporting**

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**Drills and Reporting**

Elementary: School conducts, logs and reports Fire/Evacuation drills every other month as mandated by State Law.  Yes  No  N/A

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Elementary: School conducts, logs and reports other safety drills, every other month as mandated by State Law.  Yes  No  N/A

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Secondary: School conducts, logs and reports Fire/Evacuation drills quarterly as mandated by State Law.  Yes  No  N/A

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Have you conducted a Shelter in Place drill?  Yes  No  N/A

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Have you conducted an Earthquake drill?  Yes  No  N/A

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Have you conducted a Lockout drill?  Yes  No  N/A

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Have you conducted a Lockdown drill?  Yes  No  N/A

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Have you conducted a Bomb Threat drill?  Yes  No  N/A

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(Not weighted) Secondary: Has your school conducted an Emergency Evacuation drill during passing time or lunch period once per school year?  Yes.  No.

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School has identified a secondary evacuation site off campus, to include route of travel.  Yes  No

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All drills are reported to the Risk Management Department and the Administrator of Schools.  Yes  No

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**Collaboration with Fire and Police Departments**

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**Collaboration with Fire and Police Departments**

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(Not weighted) Knox box has: keys, access card & jump drive with maps and other info regarding the facility.  Yes.  No.

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Local Fire or Police participate in, or observe school safety drills at least once per school year.  Yes  No

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**Local Safe Schools Committee**

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**Local Safe Schools Committee**

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**Committee Responsibilities**

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**Committee Responsibilities**

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School has an organized Safe Schools Committee consisting of members from the administration, certified & classified staff; that meets quarterly & reports minutes to the Risk Management Dept.  Yes  No

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**Intervention and Prevention Programs**

**Intervention and Prevention Programs**

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The school has adopted and implemented risk intervention programs specific to the school's needs, i.e. bullying, gangs and crisis management.

Yes  No

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**Parent and Community Involvement**

**Parent and Community Involvement**

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The school has a method to clearly communicate their safe schools plan to parents.

Yes  No

The School Community Council, PTA and other parent groups have participated in the development of, or adopted safe school plans individualized to the school.

Yes  No

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Comments:

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**R277. Education, Administration.**

**R277-487. Public School Data Confidentiality and Disclosure.**

**R277-487-1. Authority and Purpose.**

(1) This rule is authorized by:

(a) Utah Constitution Article X, Section 3, which vests general control and supervision over public education in the Board;

(b) Section 53A-1-401, which allows the Board to make rules to execute the Board's duties and responsibilities under the Utah Constitution and state law;

(c) Subsection 53A-13-301(4), which directs that the Board may make rules to establish standards for public education employees, student aides, and volunteers in public schools regarding the confidentiality of student information and student records;

(d) Subsection 53A-8a-410(4), which directs that the Board may make rules to ensure the privacy and protection of individual evaluation data; and

(e) Section 53A-1-411, which directs the Board to establish procedures for administering or making available online surveys to obtain information about public education issues.

(2) The purpose of this rule is to:

(a) provide for appropriate review and disclosure of student performance data on state administered assessments as required by law;

(b) provide for adequate and appropriate review of student performance data on state administered assessments to professional education staff and parents of students;

(c) ensure the privacy of student performance data and personally identifiable student information, as directed by law;

(d) provide an online education survey conducted with public funds for Board review and approval; and

(e) provide for appropriate protection and maintenance of educator licensing data.

**R277-487-2. Definitions.**

(1) "Association" has the same meaning as that term is defined in Subsection 53A-1-1601(3).

(2) "Chief Privacy Officer" means a Board employee designated by the Board as primarily responsible to:

(a) oversee and carry out the responsibilities of this rule; and

(b) direct the development of materials and training about student and public education employee privacy standards for the Board and LEAs, including:

(i) FERPA; and

(ii) the Utah Student Data Protection Act, Title 53A, Chapter 1, Part 14.

(3) "Classroom-level assessment data" means student scores on state-required tests, aggregated in groups of more than 10 students at the classroom level or, if appropriate, at the course level, without individual student identifiers of any kind.

(4) "Comprehensive Administration of Credentials for Teachers in Utah Schools" or "CACTUS" means the electronic file maintained and owned by the Board on all licensed Utah educators, which includes information such as:

(a) personal directory information;

(b) educational background;

(c) endorsements;

(d) employment history; and

(e) a record of disciplinary action taken against the educator.

(5) "Confidentiality" refers to an obligation not to disclose or transmit information to unauthorized parties.

(6) "Data governance plan" has the same meaning as defined in Subsection 53A-1-1402(9).

(7) "Data security protections" means protections developed and initiated by the Superintendent that protect, monitor and secure student, public educator and public education employee data as outlined and identified in FERPA and Sections 63G-2-302 through 63G-2-305.

(8) "Disclosure" includes permitting access to, revealing, releasing, transferring, disseminating, or otherwise communicating all or any part of any individual record orally, in writing, electronically, or by any other communication method.

(9) "Enrollment verification data" includes:

(a) a student's birth certificate or other verification of age;

(b) verification of immunization or exemption from immunization form;

(c) proof of Utah public school residency;

(d) family income verification; or

(e) special education program information, including:

(i) an individualized education program;

(ii) a Section 504 accommodation plan; or

(iii) an English language learner plan.

(10) "FERPA" means the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g.

(11) "Information Technology Systems Security Plan" means a plan incorporating policies and process for:

(a) system administration;

(b) network security;

(c) application security;

(d) endpoint, server, and device security;

(e) identity, authentication, and access management;

(f) data protection and cryptography;

(g) monitoring, vulnerability, and patch management;

(h) high availability, disaster recovery, and physical protection;

(i) incident responses;

(j) acquisition and asset management; and

(k) policy, audit, and e-discovery training.

(12) "LEA" includes, for purposes of this rule, the Utah Schools for the Deaf and the Blind.

(13) "Metadata dictionary" has the same meaning as defined in Subsection 53A-1-1402(16).

(14) "Personally identifiable student data" has the same meaning as defined in Subsection 53A-1-1402(20).

(15)(a) "Student data advisory groups" has the same meaning as described in Subsection 53A-1-1403(3).

(16) "Student data manager: means the individual at the LEA level who:

(a) is designated as the student data manager by an LEA under Section 53A-1-1404;

(b) authorizes and manages the sharing of student data;  
(c) acts as the primary contact for the Chief Privacy Officer;  
(d) maintains a list of persons with access to personally identifiable student information; and

(e) is in charge of providing annual LEA staff and volunteer training on data privacy.

(17)(a) "Student information" means materials, information, records and knowledge that an LEA possesses or maintains about individual students.

(b) Student information is broader than student records and personally identifiable student information and may include information or knowledge that school employees possess or learn in the course of their duties.

(18) "Student performance data" means data relating to student performance, including:

(a) data on state, local and national assessments;

(b) course-taking and completion;

(c) grade-point average;

(d) remediation;

(e) retention;

(f) degree, diploma, or credential attainment; and

(g) enrollment and demographic data.

(19) "Third party contractor" has the same meaning as defined in Subsection 53A-1-1402(26).

### **R277-487-3. Data Privacy and Security Policies.**

(1) The Superintendent shall develop resource materials for LEAs to train employees, aides, and volunteers of an LEA regarding confidentiality of personally identifiable student information and student performance data.

(2) The Superintendent shall make the materials developed in accordance with Subsection (1) available to each LEA.

(3) An LEA or public school may not be a member of or pay dues to an association that is not in compliance with:

(a) FERPA;

(b) Title 53A, Chapter 1, Part 14, Student Data Protection Act;

(c) Title 53A, Chapter 13, Part 3, Utah Family Educational Rights and Privacy Act;

and

(d) this R277-487.

(4) An LEA shall comply with Title 53A, Chapter 1, Part 14, Student Data Protection Act.

(5) An LEA shall comply with Section 53A-13-303.

(6) An LEA is responsible for the collection, maintenance, and transmission of student data.

(7) An LEA shall ensure that school enrollment verification data, student performance data, and personally identifiable student information are collected, maintained, and transmitted:

(a) in a secure manner; and

(b) consistent with sound data collection and storage procedures, established by the LEA.

(8) An LEA may contract with a third party provider to collect, maintain, and have

access to school enrollment verification data or other student data if:

(a) the third party contractor meets the definition of a school official under 34 CFR 99.31 (a)(1)(i)(B);

(b) the contract between the LEA and the third party contractor includes a provision that the data is the property of the student under Section 53A-1-1405; and

(c) the LEA monitors and maintains control of the data.

(9) If an LEA contracts with a third party contractor to collect and have access to the LEA's data as described in Subsection (6), the LEA shall notify a student and the student's parent or guardian in writing that the student's data is collected and maintained by the third party contractor.

(10) An LEA shall publicly post the LEA's definition of directory information and describe how a student data manager may share personally identifiable information that is directory information.

(11) By July 1 annually, an LEA shall enter all student data elements shared with third parties into the Board's metadata dictionary.

(12) An LEA shall report all unauthorized disclosures of student data by third parties to the Superintendent.

(13) An LEA shall provide the Superintendent with a copy or link to the LEA's data governance plan by October 1 annually.

(14) An LEA shall provide the Superintendent with a copy or link to the LEA's Information Technology Systems Security Plan by October 1 annually.

(15) All public education employees, aides, and volunteers in public schools shall become familiar with federal, state, and local laws regarding the confidentiality of student performance data and personally identifiable student information.

(16) All public education employees, aides, and volunteers shall maintain appropriate confidentiality pursuant to federal, state, local laws, and LEA policies created in accordance with this section, with regard to student performance data and personally identifiable student information.

(17) An employee, aide, or volunteer may not share, disclose, or disseminate passwords for electronic maintenance of:

(a) student performance data; or

(b) personally identifiable student information.

(18) A public education employee licensed under Section 53A-6-104 may only access or use student information and records if the public education employee accesses the student information or records consistent with the educator's obligations under R277-515.

(19) The Board may discipline a licensed educator in accordance with licensing discipline procedures if the educator violates this R277-487.

(20) An LEA shall annually provide a training regarding the confidentiality of student data to any employee with access to education records as defined in FERPA.

(21) A school employee shall annually submit a certified statement to the LEA's student data manager, which certifies that the school employee completed the LEA's required student privacy training and understands student privacy requirements.

#### **R277-487-4. Transparency.**

(1) The Superintendent shall recommend policies for Board approval and model policies for LEAs regarding student data systems.

(2) A policy prepared in accordance with Subsection (1) shall include provisions regarding:

- (a) accessibility by parents, students, and the public to student performance data;
- (b) authorized purposes, uses, and disclosures of data maintained by the Superintendent or an LEA;
- (c) the rights of parents and students regarding their personally identifiable information under state and federal law;
- (d) parent, student, and public access to information about student data privacy and the security safeguards that protect the data from unauthorized access and use; and
- (e) contact information for parents and students to request student and public school information from an LEA consistent with the law.

**R277-487-5. Responsibilities of Chief Privacy Officer.**

- (1) The Chief Privacy Officer:
  - (a) may recommend legislation, as approved by the Board, for additional data security protections and the regulation of use of the data;
  - (b) shall supervise regular privacy and security compliance audits, following initiation by the Board;
  - (c) shall have responsibility for identification of threats to data security protections;
  - (d) shall develop and recommend policies to the Board and model policies for LEAs for:
    - (i) protection of personally identifiable student information;
    - (ii) consistent wiping or destruction of devices when devices are discarded by public education entities; and
    - (iii) appropriate responses to suspected or known breaches of data security protections;
  - (e) shall conduct training for Board staff and LEAs on student privacy; and
  - (f) shall develop and maintain a metadata dictionary as required by Section 53A-1-1403.

**R277-487-6. Prohibition of Public Education Data Use for Marketing.**

Data maintained by the state, a school district, school, or other public education agency or institution in the state, including data provided by contractors, may not be sold or used for marketing purposes, or targeted advertising as defined in Subsection 53A-1-1402(26) except with regard to authorized uses of directory information not obtained through a contract with an educational agency or institution.

**R277-487-7. Public Education Research Data.**

- (1) The Superintendent may provide limited or extensive data sets for research and analysis purposes to qualified researchers or organizations.
- (2) The Superintendent shall use reasonable methods to qualify researchers or organizations to receive data, such as evidence that a research proposal has been approved by a federally recognized Institutional Review Board or "IRB."
- (3) The Superintendent may post aggregate de-identified student assessment data to the Board website.
- (4) The Superintendent shall ensure that personally identifiable student information is protected.

(5) The Superintendent:

(a) is not obligated to fill every request for data and shall establish procedures to determine which requests will be filled or to assign priorities to multiple requests;

(b) may give higher priority to requests that will help improve instruction in Utah's public schools; and

(c) may charge a fee to prepare data or to deliver data, particularly if the preparation requires original work.

(6) A researcher or organization shall provide a copy of the report or publication produced using Board data to the Superintendent at least 10 business days prior to the public release.

(7) Requests for data that disclose student information may only be provided in accordance with Section 53A-1-1409 and FERPA, incorporated herein by reference, and may include:

(a) student data that are de-identified, meaning that a reasonable person in the school community who does not have personal knowledge of the relevant circumstances could not identify student(s) with reasonable certainty;

(b) agreements with recipients of student data where recipients agree not to report or publish data in a manner that discloses students' identities; or

(c) release of student data, with appropriate binding agreements, for state or federal accountability or for the purpose of improving instruction to specific student subgroups.

(8) Recipients of Board research data shall sign a confidentiality agreement, if required by the Superintendent.

(9) Either the Board or the Superintendent may commission research or may approve research requests.

(10) Request for records under Title 63G, Chapter 2, Government Records Access and Management Act, are not subject to this Section R277-487-7.

#### **R277-487-8. Public Education Survey Data.**

(1) The Superintendent shall approve statewide education surveys administered with public funds through the Board or through a contract approved by the Board, as required under Section 53A-1-411.

(2) Data obtained from a statewide survey administered with public funds under Subsection (1) to the extent not subject to Section 53A-1-1405 are the property of the Board.

(3) The Superintendent shall make data obtained from a survey developed in accordance with Subsection (1) available only if the data is shared in such a manner as to protect the privacy of students and educators in accordance with federal and state law.

#### **R277-487-9. CACTUS Data.**

(1) The Board maintains information on all licensed Utah educators in CACTUS, including information classified as private, controlled, or protected under GRAMA.

(2) The Superintendent shall open a CACTUS file for a licensed Utah educator when the individual initiates a Board background check.

(3) Authorized Board staff may update CACTUS data as directed by the Superintendent.

(4) Authorized LEA staff may change demographic data and update data on educator assignments in CACTUS for the current school year only.

(5) A licensed individual may view his own personal data, but may not change or add data in CACTUS except under the following circumstances:

(a) A licensee may change the licensee's contact and demographic information at any time;

(b) An employing LEA may correct a current educator's assignment data on behalf of a licensee.

(c) A licensee may petition the Board for the purpose of correcting any errors in the licensee's CACTUS file.

(6) The Superintendent shall include an individual currently employed by a public or private school under a letter of authorization or as an intern in CACTUS.

(7) The Superintendent shall include an individual working in an LEA as a student teacher in CACTUS.

(8) The Superintendent shall provide training and ongoing support to authorized CACTUS users.

(9) For employment or assignment purposes only, authorized LEA staff members may:

(a) access data on individuals employed by the LEA; or

(b) view specific limited information on job applicants if the applicant has provided the LEA with a CACTUS identification number.

(10) CACTUS information belongs solely to the Board.

(g) The Superintendent may release data within CACTUS in accordance with the provisions of Title 63G, Chapter 2, Government Records Access and Management Act.

**R277-487-10. Educator Evaluation Data.**

(1)(a) The Superintendent may provide classroom-level assessment data to administrators and teachers in accordance with federal and state privacy laws.

(b) School administrators shall share information requested by parents while ensuring the privacy of individual student information and educator evaluation data.

(2) Individual educator evaluation data shall be protected at the school, LEA and state levels and, if applicable, by the Board.

(3) An LEA shall designate employees who may have access to educator evaluation records.

(4) An LEA may not release or disclose student assessment information that reveals educator evaluation information or records.

(5) An LEA shall train employees in the confidential nature of employee evaluations and the importance of securing evaluations and records.

**R277-487-11. Application to Third Party Contractors.**

(1) The Board and LEAs shall set policies that govern a third party contractor's access to personally identifiable student data and public school enrollment verification data consistent with Section 53A-1-1401 et seq.

(2) An LEA may release student information and public school enrollment verification data to a third party contractor if:

(a) the release is allowed by, and released in accordance with, Section 53A-1-1409 and FERPA, incorporated herein by reference, and its implementing regulations; and

(b) the LEA complies with the requirements of Subsection R277-487-3[(6).

(4) All Board contracts shall include sanctions for contractors or third party providers

who violate provisions of state policies regarding unauthorized use and release of student and employee data.

(5) The Superintendent shall recommend that LEA policies include sanctions for contractors who violate provisions of federal or state privacy law and LEA policies regarding unauthorized use and release of student and employee data.

**R277-487-12. Annual Reports by Chief Privacy Officer.**

(1) The Chief Privacy Officer shall submit to the Board an annual report regarding student data.

(2) The public report shall include:

(a) information about the implementation of this rule;

(b) information about research studies begun or planned using student information and data;

(c) identification of significant threats to student data privacy and security;

(d) a summary of data system audits; and

(e) recommendations for further improvements specific to student data security and the systems that are necessary for accountability in Board rules or legislation.

**R277-487-13. Data Security and Privacy Training for Educators.**

(1) The Superintendent shall develop a student and data security and privacy training for educators.

(2) The Superintendent shall make the training developed in accordance with Subsection (1) available through UEN.

(3) Beginning in the 2018-19 school year, an educator shall complete the training developed in accordance with Subsection (1) as a condition of re-licensure.

**KEY: students, records, confidentiality**

**Date of Enactment or Last Substantive Amendment: July 10, 2017**

**Notice of Continuation: November 14, 2014**

**Authorizing, and Implemented or Interpreted Law: Art X Sec 3; 53A-13-301(4); 53A-1-401; 53A-1-411; 53A-8a-410(4)**

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SUBJECT: Student Data Governance and Security

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## **I. Board Directive**

Information plays a vital role in the conduct and success of Jordan School District and its mission. As more information is used and shared, a concerted effort must be made to protect that information. Confidentiality, integrity, and availability of information are essential to maintaining the District's reputation, legal position, and ability to conduct its operations. The Board of Education delegates to the District Administration the responsibility for developing and administering the policy for employees to protect student data in accordance with Utah Code and [Utah Administrative Rule R277-487](#).

## **II. Administrative Policy**

### A. Definitions

1. "Aggregate Data" means data that:
  - a. Are totaled and reported at the group, cohort, school, school district, region, or state level with at least 10 individuals in the level;
  - b. Do not reveal personally identifiable student data; and
  - c. Are collected in accordance with board rule.
2. "Biometric Identifier"
  - a. Biometric identifier means a:
    - 1) Retina or iris scan;
    - 2) Fingerprint;
    - 3) Human biological sample used for valid scientific testing or screening; or
    - 4) Scan of hand or face geometry.
  - b. "Biometric identifier" does not include:
    - 1) A writing sample;
    - 2) A written signature;
    - 3) A voiceprint;
    - 4) A photograph;
    - 5) Demographic data; or
    - 6) A physical description, such as height, weight, hair color, or eye color.
3. "Biometric Information" means information, regardless of how the information is collected, converted, stored, or shared:
  - a. Based on an individual's biometric identifier; and
  - b. Used to identify the individual.
4. "Cumulative Record" means physical or electronic information that the District intends:
  - a. To store in a centralized location for 12 months or more; and
  - b. For the information to follow the student through the public education system.
5. "Data Governance Plan" means a comprehensive plan for managing education data that:
  - a. Incorporates reasonable data industry best practices to maintain and protect student data and other education-related data;
  - b. Provides for necessary technical assistance, training, support, and auditing;
  - c. Describes the process for sharing student data between the District and another person;

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SUBJECT: Student Data Governance and Security

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- d. Describes the process for an adult student or parent to request that data be expunged; and
- e. Is published annually and available on the District’s website.
- 6. “Metadata Dictionary” means a complete list of student data elements and other education-related data elements, that:
  - a. Defines and discloses all data collected, used, stored, and shared by the District, including:
    - 1) Who uses a data element within the District and how a data element is used within the District;
    - 2) If a data element is shared externally, who uses the data element externally and how a data element is shared externally;
    - 3) Restrictions on the use of a data element; and
    - 4) Parent and student rights to a data element;
  - b. Designates student data elements as either
    - 1) necessary student data or
    - 2) optional student data;
  - c. Designates student data elements as required by state or federal law; and
  - d. Without disclosing student data or security information, is displayed on the District’s website.
- 7. “Optional Student Data” means student data that is neither necessary student data nor data which the District is prohibited from collecting (as described below in section E. *Prohibited Collection of Student Data*).
  - a. “Optional student data” includes:
    - 1) Information that is related to an IEP or needed to provide special needs services but is not “necessary student data”;
    - 2) Biometric information; and
    - 3) Information that is not necessary student data but is required for a student to participate in a federal or other program.

[Utah Code § 53A-1-1402 \(2017\)](#)

**B. District Responsibilities**

- 1. The District shall designate an individual to act as a student data manager to fulfill the responsibilities of a student data manager described below in section K. *Requirements for Student Data Manager*.
- 2. The District shall maintain a District:
  - a. Data Governance Plan; and
  - b. Metadata dictionary.

**C. Student Data Ownership**

- 1. A student owns the student’s personally identifiable student data.
- 2. A student may download, export, transfer, save, or maintain the student’s student data, including a document.

[Utah Code § 53A-1-1405 \(2016\)](#)

**D. Notification in Case of Breach**

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SUBJECT: Student Data Governance and Security

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If there is a release of a student's personally identifiable student data due to a security breach, the District shall notify:

1. The student, if the student is an adult student; or
2. The student's parent or legal guardian, if the student is not an adult student.  
[Utah Code § 53A-1-1405 \(2016\)](#)

E. Prohibited Collection of Student Data

The District may not collect a student's:

1. Social Security number
2. Criminal record, except as required in [Utah Code § 78A-6-112](#) (Minor taken into custody by peace officer, private citizen, or probation officer).  
[Utah Code § 53A-1-1406\(2\) \(2017\)](#)

F. Student Data Disclosure Statement Recipients

The District may collect the necessary student data of a student into a cumulative record only if the District provides a student data disclosure statement to:

1. The student, if the student is an adult student; or
2. The student's parent, if the student is not an adult student.  
[Utah Code § 53A-1-1406\(4\) \(2017\)](#)

G. Optional Student Data Collection

The District may collect optional student data into a cumulative record only if it:

1. Provides, to an individual described above in section F. *Student Data Disclosure Statement*, a student data disclosure statement that includes a description of:
  - a. The optional student data to be collected; and
  - b. How the District will use the optional student data; and
2. Obtains a data authorization to collect the optional student data from an individual described above in section F. *Student Data Disclosure Statement*.  
[Utah Code § 53A-1-1406\(5\) \(2017\)](#)

H. Student Biometric Identifier and Biometric Information Data Collection

The District may collect a student's biometric identifier or biometric information into a cumulative record only if the District:

1. Provides, to an individual described above in section F. *Student Data Disclosure Statement*, a biometric information disclosure statement that is separate from a student data disclosure statement and which states:
  - a. The biometric identifier or biometric information to be collected;
  - b. The purpose of collecting the biometric identifier or biometric information; and
  - c. How the District will use and store the biometric identifier or biometric information; and
2. Obtains a data authorization to collect the biometric identifier or biometric information from an individual described above in section F. *Student Data Disclosure Statement*.  
[Utah Code § 53A-1-1406\(6\) \(2017\)](#)

SUBJECT: Student Data Governance and Security

I. Sharing Student Data

The District may not share a student’s personally identifiable student data except in conformance with the requirements of this policy and with the Family Educational Rights and Privacy Act (“FERPA”) and related provisions under [20 U.S.C. §§ 1232\(g\)](#) and [1232\(h\)](#).

[Utah Code § 53A-1-1409 \(2016\)](#)

J. Requirements for Student Data Manager

The District will designate a student data manager who shall:

1. Manage the sharing, outside of the District, of personally identifiable student data from a cumulative record for the District as described in this section; and
2. Act as the primary local point of contact for the state student data officer described in [Utah Code § 53A-1-1403](#). [Utah Code § 53A-1-1409 \(2016\)](#)

K. Permitted and Prohibited Sharing of Student Data by The District

1. The District may share the personally identifiable student data of a student with the student and the student’s parent. Otherwise, the District may only share a student’s personally identifiable student data from a cumulative record in accordance with federal law or as follows. Such data may be shared with:
  - a. A school official;
  - b. An authorized caseworker, in accordance with this policy, or other representative of the Department of Human Services; or
  - c. A person to whom the District has outsourced a service or function:
    - 1) To research the effectiveness of a program’s implementation; or
    - 2) That the District’s employees would typically perform.
2. The District may share a student’s personally identifiable student data from a cumulative record with a caseworker or representative of the Department of Human Services if:
  - a. The Department of Human Services is:
    - 1) legally responsible for the care and protection of the student; or
    - 2) providing services to the student; and
  - b. The student’s personally identifiable student data is not shared with a person who is not authorized:
    - 1) to address the student’s education needs; or
    - 2) by the Department of Human Services to receive the student’s personally identifiable student data; and
  - c. The Department of Human Services maintains and protects the student’s personally identifiable student data.
3. The District may share aggregate data.
4. The District may not share personally identifiable student data for the purpose of external research or evaluation except as follows: If the District receives a request to share data for the purpose of external research or evaluation, the District shall:
  - a. Submit the request to the District’s external research review process; and

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SUBJECT: Student Data Governance and Security

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- b. Fulfill the instructions that result from the review process.
  - 5. The District may share personally identifiable student data in response to a subpoena issued by a court.
  - 6. In accordance with State Board of Education rule, the District may share personally identifiable information that is directory information.  
[\*Utah Code § 53A-1-1409 \(2016\)\*](#)
- L. Third Party Contractors
- 1. Any student personal information the District shares with third parties will be done only for educational purposes meant to improve student learning and only with third parties who have agreed in writing to never sell data or use data for targeted marketing.
  - 2. A third-party contractor's use of personally identifiable student data shall be in accordance with [Utah Code §§ 53A-1-1410 and 53A-1-1411](#).  
[\*Utah Code § 53A-1-1410 \(2017\)\*](#)  
[\*Utah Code § 53A-1-1411 \(2016\)\*](#)
- M. Jordan School District will create an "IT Systems Security Plan" that includes
- 1. System administration;
  - 2. Network security;
  - 3. Application security;
  - 4. Endpoint, server, and device security;
  - 5. Identity, authentication, and access management;
  - 6. Data protection and cryptography;
  - 7. Monitoring, vulnerability, and patch management;
  - 8. High availability, disaster recovery, and physical protection;
  - 9. Incident responses;
  - 10. Acquisition and asset management; and
  - 11. Policy, audit, and e-discovery training.

# POLICY REVISIONS

DP31 I Evaluation of Licensed Personnel

DP31 IA Evaluation of Administrators

**DP311 EVALUATION OF LICENSED  
PERSONNEL**

## I. Board Directive

The Board is committed to an on-going evaluation program that is aligned to the Utah Effective Teaching Standards for licensed personnel, which complies with Jordan School District policy and state law. ~~(See Utah Code §53-8a-4 and State Rule R277-531.)~~ The Board delegates to the District Administration responsibility for assuring that the evaluation program is reasonable and fair and based upon an evaluation instrument which is valid and reliable.

## I. Board Directive

The Board is committed to an on-going evaluation program that is aligned to the Utah Effective Educator Standards (including the Utah Effective Teaching Standards for licensed personnel) and that complies with Jordan School District policy and state law. (See Utah Code Title 53 -Chapter 8a Part 4, State Rule R277-530, State Rule R277-531 and State Rule R277-533.) The Board delegates to the District Administration responsibility for assuring that the evaluation program is reasonable and fair and based upon an evaluation instrument which is valid and reliable.

1

2

3

1. *Added a reference to Utah Effective Educator Standards because there are standards used in evaluations in addition to the Utah Effective Teaching Standards.*
2. *Wording change*
3. *Updated references and links to Utah Code and Utah Rule*

## 2.1.7 Definitions

“Jordan Performance Appraisal System (JPAS) evaluation” means the evaluation system for all groups including classroom teachers, special education teachers, speech and language pathologists, school psychologists, counselors, teacher specialists, library media, nurses, audiologists, occupational and physical therapists. ~~The JPAS will be the evaluation of professional practices for high quality instruction and will be 70% of an educator’s total effectiveness rating.~~

## 2.1.7 Definitions

“Jordan Performance Appraisal System (JPAS) evaluation” means the evaluation system for all groups including classroom teachers, special education teachers, speech and language pathologists, school psychologists, counselors, teacher specialists, library media, nurses, audiologists, occupational and physical therapists. **The JPAS will be the evaluation of professional practices for high quality performance.**



*1. Removed the reference to the JPAS as a weighted component of an educator’s total effectiveness rating.*

## 2.1.8 Definitions

"Utah Effective Teaching Standards-based Jordan Performance Appraisal System (UETS-based JPAS) evaluation" means two unscheduled observations and an interview completed using the UETS-based JPAS instrument. UETS-based JPAS is the summative evaluation tool to evaluate the performance of educators in a classroom setting.

## 2.1.8 Definitions

"Utah Effective Teaching Standards-based Jordan Performance Appraisal System (UETS-based JPAS) evaluation" means two unscheduled observations and an interview completed using the UETS-based JPAS instrument. UETS-based JPAS is the summative evaluation tool to be used to evaluate those educators who are in a classroom setting on professional performance, student growth, and stakeholder input.



*1. Changed wording to indicate that performance, student growth, and stakeholder input are all represented in the JPAS evaluation.*

## 2.1.9; 2.1.10 Definitions

## 2.1.9; 2.1.10 Defintions

“Specialized subgroup” means those educators who work in a non-classroom setting such as school psychologists, counselors, teacher specialists, library media, nurses, audiologists, occupational and physical therapist. The summative evaluations used to evaluate the performance of specialized subgroups are administered online through the Jordan Performance Learning System (JPLS).

1

“Stakeholder input” is input from parents and students collected by appropriate data gathering methods and represents quality practice.

2

1. Added a definition of “specialized subgroups” to distinguish educators in non-classroom settings.
  2. Added a definition of “stakeholder input” because it has become part of the JPAS evaluation.
- NOTE: Based on additions, the definition numbering will be adjusted accordingly.*

## 2.1.(11) Definitions

"Other lines of evidence" used for evaluation may include documented concerns or positive written communications from parents, students or colleagues, documented deficiencies in work habits, and/or awards and recognitions for outstanding teaching performance.

## 2.1.13 Definitions

"Other lines of evidence" used for evaluation may include but are not limited to documented concerns or positive written communications from parents, students or colleagues, documented deficiencies in work habits, and/or awards and recognitions for outstanding teaching performance.



*1. Added for clarification*

## 2.1.14; 2.1.15; 2.1.16 Definitions

~~A “student growth score” means a measurement of a student’s achievement towards educational goals in the course of a school year and will be 20% of an educator’s total effectiveness rating.~~

~~A “stakeholder input score” is input gathered annually from stakeholder groups and will be 10% of an educator’s total effectiveness rating.~~

~~A “total effectiveness rating” means the combination of the JPAS rating (70%), student growth rating (20%), and stakeholder input rating (10%).~~

1

## 2.1.16 Definitions

A “level of performance” means upon the completion of a JPAS evaluation, the educator will receive one of the four following differentiated levels of performance: highly effective, effective, emerging/minimally effective, or not effective.

2

1. *Removed references to the weighted components of “JPAS rating,” “student growth score” and “stakeholder input.”*
2. *Added a definition of the “level of performance” to replace “total effectiveness rating.”*

## 2.6 Evaluation frequency

1. Career educators shall be evaluated annually.
- ~~2. Provisional educators shall be evaluated at least twice each contract year.~~
3. Probationary educators shall be evaluated when necessary but not fewer than twice each contract year.
4. Each licensed educator may be evaluated by his/her principal, principal's designee, or immediate supervisor when necessary.

## 2.6 Evaluation frequency

1. Career educators shall be evaluated annually.
2. Provisional educators shall be evaluated at least once a year. First year provisional educators will be evaluated twice during the contract year. Second and third year provisional educators that receive a level of performance of “Highly Effective” on the first evaluation cycle will be evaluated once during the contract year. Second and third year provisional educators that receive a level of performance that is in the “Effective, Minimally Effective, or Not Effective” range on the first evaluation cycle will be evaluated at least twice during the contract year.
3. Probationary educators shall be evaluated when necessary but not fewer than twice each contract year.
4. Each licensed educator may be evaluated by his/her principal, principal's designee, or immediate supervisor when necessary.

*1. Designated a change to the requirement for provisional educators to be evaluated twice a year. Second year provisional educators may be evaluated once a year if the first evaluation receives a rating of “Highly Effective.”*

## Section 2.9

1. Educators whose JPAS total score is in the level of performance of “Not Effective” may not advance on the adopted salary schedule 1
2. When compensation is withheld, both the educator and the principal, or immediate supervisor, will sign verifying documentation. 2

1. *Added a description of the performance level that may effect compensation.*
2. *Added a requirement to collect verifying documentation.*

## 2.10

The ~~Performance Rating~~ on the Educator Interim Evaluation is the total score from the educator's last full JPAS evaluation.

## 2.10

The level of performance on the Educator Interim Evaluation is the total score from the educator's last full JPAS evaluation.



*1. Removed reference to “Performance Rating” and replaced with “level of performance.”*

# DP3 IIA EVALUATION OF ADMINISTRATORS

I. Board Directive

The Board is committed to an on-going evaluation program for administrative personnel that is aligned to the Utah Educational Leadership Standards and that complies with Jordan District policy and state law. ~~(See Utah Code §53A-8a-7 and State Rule R277-531.)~~

I. Board Directive

The Board is committed to an on-going evaluation program for administrative personnel that is aligned to the Utah Educational Leadership Standards and that complies with Jordan District policy and state law. (See State Rule R277-530, State Rule 277-531 and State Rule R277-533.)



*I. Updated references and links to Utah Code and Utah Rule.*

## 2.1.5 Definitions

"JAES evaluation" (Jordan Administrator Evaluation System) means the evaluation system for all certified administrators, which is completed on an electronic platform. ~~The JAES will be the evaluation of professional performance and will be 70% of an administrator's total effectiveness rating.~~



## 2.1.5 Definitions

"JAES evaluation" (Jordan Administrator Evaluation System) means the evaluation system for all certified administrators, which is completed on an electronic platform. The JAES will be the evaluation of professional levels of performance.



- 1. Removed the reference to the JAES as a weighted component of an administrator's total effectiveness rating.*
- 2. Replaced the term "total effectiveness rating" with "professional level of performance."*

## 2.1.9 Definitions

“Stakeholder input” is input from parents, students, teachers, and support professionals collected by appropriate data gathering methods and represents quality practice.



*1. Added a definition of “stakeholder input” because it has become part of the JAES evaluation.*

## 2.1.11; 2.1.12; 2.1.13 Definitions

~~A “student growth score” means a measurement of a student’s achievement towards educational goals in the course of a school year and will be 20% of an administrator’s total effectiveness rating.~~

~~A “stakeholder input score” is input gathered annually from stakeholder groups and will be 10% of an administrator’s total effectiveness rating.~~

~~A “total effectiveness rating” means the combination of the JAES rating (70%), student growth rating (20%), and stakeholder input rating (10%).~~

## 2.1.9 Definitions

A “level of performance” means upon the completion of a JAES evaluation the administrator will receive one of the four following differentiated levels of performance: highly effective, effective, emerging/minimally effective, or not effective.

1. *Removed references to the weighted components of “JAES rating,” “student growth score” and “stakeholder input.”*
2. *Added a definition of the “level of performance,” in regards to the required ratings.*

## 2.1.14 Definitions

~~“Performance Compensation” (See Utah Code 53A-8a-7-703) means a school district shall continue each year to award any salary increases to a school or district administrator based on an evaluation administered pursuant to Section 53A-8a-7-702 until at least 15% of a school or district administrator’s salary is contingent upon the evaluation administered~~

1

## Section 2.9

Administrators whose JAES total score is in the level of performance of “Not Effective” may not advance on the adopted salary schedule

2

When compensation is withheld, both the administrator and the immediate supervisor will sign verifying documentation.

3

1. *Removed reference to performance compensation.*
2. *Added a description of compensation effect in Section 2.9.*
3. *Added a requirement for verifying documentation.*

## Section 2.2

The JAES is the District's tool for evaluating an administrator's performance, adapted from the ~~Utah State Office of Education~~ Leadership Observation Tool.

## Section 2.2

The JAES is the District's tool for evaluating an administrator's performance, adapted from the Utah State Board of Education Leadership Observation Tool.

*1. Changed USOE reference to Utah State Board of Education.*



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**SUBJECT: EVALUATION OF ADMINISTRATORS**

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**I. Board Directive**

The Board is committed to an on-going evaluation program for administrative personnel that is aligned to the Utah Educational Leadership Standards and that complies with Jordan District policy and state law. ([See State Rule R277-530](#), [State Rule 277-531](#) and [State Rule R277-533](#).) The Board delegates to the District Administration responsibility for assuring that the evaluation program is reasonable and fair and based upon an evaluation instrument which is valid and reliable.

It is the policy of the Board to require all administrative personnel to participate in the evaluation program for the following purposes:

- A. To promote the professional growth and development of educators.
- B. To recognize and encourage the use of effective administrative behaviors.
- C. To identify administrators according to their abilities with the performance expectation that administrators strive to receive an effective or highly effective rating.
- D. To provide a basis for decisions affecting employment.

**II. Administrative Policy**

The evaluation process for administrative personnel shall be administered according to the following administrative policy provisions:

**A. Definitions**

1. "Working days" means the days the administrator being evaluated is under contract to work.
2. "Career administrator" means a licensed employee entitled to continued employment under the policies of the District.
3. "Provisional administrator" means any administrator who is in his/her first year of employment.
4. "Probationary administrator" means any administrator employed by the District whose performance is not satisfactory.
5. "JAES evaluation" (Jordan Administrator Evaluation System) means the evaluation system for all certified administrators, which is completed on an electronic platform. The JAES will be the evaluation of professional levels of performance.
6. A "summative evaluation" is an evaluation designed to present conclusions about the merit of a person's performance. Employment and compensation decisions are made based on summative evaluations. JAES is the District's summative evaluation tool.
7. A "formative evaluation" is an informal evaluation designed and used to promote growth and improvement in a person's performance.
8. "Other lines of evidence" used for evaluation may include, **but are not limited to**, documented concerns or positive written communications from parents, staff or immediate supervisor, awards and recognitions for outstanding administrative performance, and/or documented deficiencies in work habits, student growth scores, and stakeholder input.
9. "Stakeholder input" -is input from parents, students, teachers, and support professionals collected by appropriate data gathering methods and represents quality practice.
10. A "mentor" is an administrator assigned by the immediate supervisor to assist a provisional or probationary administrator to become informed about the administrative process and school system.
11. A "consulting administrator" is an administrator who has completed special training in coaching and assisting administrators in improving administrative skills and effectiveness. Consulting administrators are assigned to administrators by the immediate supervisor.

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**SUBJECT: EVALUATION OF ADMINISTRATORS**

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12. A “level of performance” means upon the completion of a JEAS evaluation the administrator will receive one of the four following differentiated levels of performance: highly effective, effective, emerging/minimally effective, or not effective.
- B. The JAES is the District's tool for evaluating an administrator's performance, adapted from the [Utah State Board of Education](#) Leadership Observation Tool.
- C. The Administrator Interim Evaluation, based on the Utah Educational Leadership Standards, is the District’s tool for conducting interim evaluations of career administrators.
- D. Each administrative employee shall be evaluated by his/her immediate supervisor.
- E. The District Administration shall review the purposes and procedures of the evaluation program with all administrators at least once each contract year, and each administrator shall have access to the online evaluation instrument. All administrators due to be evaluated shall be notified at least fifteen (15) working days prior to the evaluation process.
- F. All new administrators shall be assigned a mentor. The mentor will assist the new administrator in becoming informed about the administrative profession and school system.
- G. Evaluation frequency
  1. Career administrators shall be evaluated annually.
  2. Provisional administrators shall be evaluated at least twice in their initial year.
  3. Probationary administrators shall be evaluated when necessary as determined by the immediate supervisor.
  4. The immediate supervisor may evaluate an administrator whenever it is deemed necessary.
- H. A JAES evaluation process shall include:
  1. An orientation meeting which is held for all administrators and immediate supervisors to provide a review of the JAES process and the specific dates and general procedures to be used.
  2. The administrator is notified at least fifteen (15) working days before the evaluation is to begin.
  3. The supervisor and the administrator jointly determine what lines of evidence will be shown to demonstrate performance levels of the leadership standards.
  4. Formative conferences with the supervisor and the administrator being evaluated shall take place to monitor lines of evidence for levels of performance.
  5. The administrator being evaluated will rate themselves on the Utah Educational Leadership Standards, providing lines of evidence to support the rating.
  6. The supervisor completes the evaluation of administrator using the Utah Educational Leadership Standards and rubric.
  7. A summative conference will take place wherein the supervisor and the evaluated administrator will review the supervisor’s rating and the overall level of performance.
  8. If the administrator does not agree with any portion of the JAES Evaluation, the administrator has the right to respond in writing stating his/her views. This written report must be submitted to the Administrator of Human Resources within thirty (30) calendar days of the Professional Development meeting.
  9. The evaluation is acknowledged by both the supervisor and the administrator. The administrator’s acknowledgement does not necessarily indicate agreement with the evaluation, but acknowledges that the administrator has met with the supervisor and has received the information.
- I. [Administrators whose JAES total score is in the level of performance of “Not Effective” may not advance on the adopted salary schedule](#)

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**SUBJECT: EVALUATION OF ADMINISTRATORS**


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1. When compensation is withheld, both the administrator and the immediate supervisor will sign verifying documentation.

J. The remediation process for all administrators whose JAES total score is in the level of performance of the "Not Effective" range is as follows:

1. A Professional Development Contract must be completed within ten (10) days of the professional development meeting.
  - a. The Professional Development Contract must identify the performance expectations and/or standards which resulted in a level of performance "Not Effective" rating.
  - b. A plan of action to correct these deficiencies must be developed which includes specific resources provided to the administrator, a schedule for periodic review of progress, the types of evidence required to demonstrate satisfactory progress, and the assignment of a "consulting administrator."
  - c. The length of remediation cannot exceed six calendar months, excluding July.
  - d. The immediate supervisor must meet at least monthly, and the consulting administrator at least twice monthly with the administrator to assess progress and to provide assistance.
  - e. Administrators on remediation are required to compile documentation of progress and improvement in the specific goal areas.
2. At the conclusion of the remediation period, a second Professional Development meeting is held. At this meeting, the immediate supervisor reviews the administrator's documentation and determines the degree of progress made.
3. The immediate supervisor confers with the Superintendent to determine the action to be taken.
  - a. Remediation Completed: If the administrator has demonstrated satisfactory progress, including successful completion of all goals, he/she is re-designated as a career administrator.
  - b. Remediation Extended: If the administrator has shown progress and has met some of the goals, the Professional Development Contract is revised and the remediation process is repeated.
  - c. Probation: If the administrator has not shown at least moderate improvement and has not met the majority of his/her goals, the administrator is placed on probation.
  - d. Change in Assignment: At the discretion of the Superintendent, a change in assignment may occur at any time during the remediation process.
4. Probation Procedures

When an administrator is placed on probation, the following process is implemented:

- a. The remediation process is repeated and a Professional Development Contract is negotiated and implemented.
- b. Near the end of the probationary period, a second JAES is completed.
- c. The designated status of an administrator on probation means that the continued employment of the administrator is in question and that termination may result if performance appraisal ratings are not raised to meet the standard.
- d. At the conclusion of the evaluation, a Professional Development meeting is held. At the meeting, the immediate supervisor reviews the administrator's documentation, the results of the JAES and determines the degree of progress made.
- e. The immediate supervisor confers with the Superintendent to determine the action to be taken. Possible actions include:
  - (1) Probation Completed: If the administrator has demonstrated satisfactory progress, including successful completion of all goals, he/she is re-designated a career administrator.

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**SUBJECT: EVALUATION OF ADMINISTRATORS**

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- (2) Change in Assignment: At the discretion of the Superintendent, a change in assignment may occur at any time during this process.
  - (3) Termination: The termination of an administrator follows the procedures as specified in District Policy [DP316A—Orderly Termination Procedures](#).
- K. Right to Review and Appeal
1. Administrators have fifteen (15) calendar days following the completion of the evaluation process to request a review of the evaluation findings.
  2. If an evaluation results in adverse employment action administrators have a right to appeal the procedure under District Policy [DP315 NEG—Grievance Procedures](#).
- L. An Administrator Interim Evaluation shall be conducted as an evaluation for a career administrator each year a JAES evaluation is not administered; however, a JAES evaluation may be administered the same year an Administrator Interim Evaluation is administered, if requested by the principal, principal's designee or immediate supervisor. The Administrator Interim Evaluation shall be used by the administrator and immediate supervisor as a formative tool throughout the school year that the evaluation takes place.
1. The Administrator Interim Evaluation shall be made available to the administrator by the supervisor within the first month of the school year that the evaluation takes place.
  2. The Administrator Interim Evaluation will be discussed and acknowledged by both the administrator and the principal or immediate supervisor by the end of the school year that the evaluation takes place. The administrator's acknowledgement indicates receipt of the report but does not necessarily signify agreement with its contents.
  3. The performance rating on the Administrator Interim Evaluation is the total score from the administrator's most recent JAES evaluation.
- M. Evaluation records are classified as "Private Records" and shall be managed according to the provisions of District Policy [DP367 – District Records Management](#).
- N. Nothing in this Policy shall prevent the District from taking appropriate disciplinary action for cause as provided for by Utah law, the Utah Code, Utah Administrative Rule, or District Policy [DP316A - Orderly Termination Procedure—Administrators](#).

SUBJECT: EVALUATION FOR LICENSED PERSONNEL

**I. Board Directive**

The Board is committed to an on-going evaluation program that is aligned to the [Utah Effective Educator Standards \(including the Utah Effective Teaching Standards for licensed personnel\)](#), ~~which~~ ~~and that~~ complies with Jordan School District policy and state law. (See [Utah Code Title §53 -Chapter 8a - Part 4, State Rule R277-530, ~~and~~ State Rule R277-531 and State Rule R277-533.](#)) The Board delegates to the District Administration responsibility for assuring that the evaluation program is reasonable and fair and based upon an evaluation instrument which is valid and reliable.

It is the policy of the Board to require all licensed personnel to participate in the evaluation program for the following purposes:

- A. To promote the professional growth and development of educators.
- B. To recognize and encourage the use of effective teaching behaviors which contribute to student progress.
- C. To identify teachers according to their abilities, with the performance expectation that educators strive to receive an effective or highly effective rating.
- D. To provide a basis for decisions affecting employment.

**II. Administrative Policy**

The evaluation program for licensed personnel shall be administered according to the following administrative policy provisions:

- A. Definitions
  - 1. "Working days" means the days the educator being evaluated is under contract to work.
  - 2. "Career educator" means a licensed employee entitled to rely upon continued employment under the policies of the District.
  - 3. "Provisional educator" means any educator employed by the District who has not achieved status as a career educator, other than a Temporary employee.
  - 4. "Retired provisional educator" means any educator who has retired from the profession and is returning within three years to a licensed position. The employee's status is provisional for one year.
  - 5. "Probationary educator" means any educator employed by the District who has been advised that his/her performance is inadequate.
  - 6. "Temporary employee" means an individual who is employed by the District on a temporary basis. Temporary employees include but are not necessarily limited to the following: substitute teachers, employees hired under contracts for one (1) year only or for less than one (1) year; employees whose positions are funded by grants and/or yearly allocated state or federal monies; and employees whose positions are authorized for no more than twelve (12) months. A temporary employee also includes anyone who possesses a competency-based license as recommended by the local Board of Education and does not hold a level 1, 2, or 3 license as defined in [Section 53A-6-103](#).
  - 7. "Jordan Performance Appraisal System (JPAS) evaluation" means the evaluation system for all groups including classroom teachers, special education teachers, speech and language pathologists, school psychologists, counselors, teacher specialists, library media, nurses, audiologists, occupational and

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physical therapists. The JPAS will be the evaluation of professional practices for high quality ~~instruction~~performance.

~~8.~~ "Utah Effective Teaching Standards-based Jordan Performance Appraisal System (UETS-based JPAS) evaluation" means two unscheduled observations and an interview completed using the UETS-based JPAS instrument. UETS-based JPAS is the summative evaluation tool to be used to evaluate those educators who are in a classroom setting ~~to evaluate them in a classroom setting~~ on professional performance, student growth, and stakeholder input.

~~8.9.~~ "Specialized subgroup" means those educators who work in a non-classroom setting such as school psychologists, counselors, teacher specialists, library media, nurses, audiologists, occupational and physical therapist. The summative evaluations used to evaluate the performance of specialized subgroups are administered online through the Jordan Performance Learning System (JPLS).

~~9.10.~~ "Stakeholder input" is input from parents and students collected by appropriate data gathering methods and represents quality practice.

~~10.11.~~ A "summative evaluation" means evaluations that are used to make annual decisions or ratings of educator performance and may inform decisions on salary and employment.

~~11.12.~~ A "formative evaluation" is an evaluation that provides educators with information and assessments on how to improve their performance.

~~12.13.~~ "Other lines of evidence" used for evaluation may include but are not limited to documented concerns or positive written communications from parents, students or colleagues, documented deficiencies in work habits, and/or awards and recognitions for outstanding teaching performance.

~~13.14.~~ A "mentor" is an educator assigned by the immediate supervisor to assist a provisional educator to become effective and competent in the teaching profession.

~~14.15.~~ A "consulting educator" is an educator who has completed special training in coaching and assisting teachers in improving teaching skills and effectiveness. Consulting educators are assigned to educators through the Curriculum Department.

~~15.16.~~ A "level of performance" means upon the completion of a ~~UETS-based JPAS~~ JPAS evaluation, the educator will receive one of the four following differentiated levels of performance: highly effective, effective, emerging/minimally effective, or not effective.

- B. The JPAS is the District's tool for evaluating an educator's performance.
- C. The Educator Interim Evaluation is the District's tool for conducting interim evaluations of career educators.
- D. Each licensed employee shall be evaluated by his/her principal, principal's designee, or immediate supervisor.
- E. The principal and/or other licensed JPAS evaluator shall review the purposes and procedures of the evaluation program with all licensed educators at least once each contract year, and each licensed educator shall be provided a copy of the JPAS evaluation instrument. The educator shall be notified of the evaluation process at least fifteen (15) working days prior to beginning the evaluation. All provisional educators shall be assigned a mentor. The mentor will assist the provisional educator in becoming effective and competent in the teaching profession.
- F. Evaluation frequency
  - 1. Career educators shall be evaluated annually.

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2. Provisional educators shall be evaluated at least once a year. First year provisional educators will be evaluated twice during the contract year. Second and third year provisional educators that receive a level of performance of “Highly Effective” on the first evaluation cycle will be evaluated once during the contract year. Second and third year provisional educators that receive a level of performance that is in the “Effective, Minimally Effective, or Not Effective” range on the first evaluation cycle will be evaluated at least twice during the contract year.
  3. Probationary educators shall be evaluated when necessary but not fewer than twice each contract year.
  4. Each licensed educator may be evaluated by his/her principal, principal's designee, or immediate supervisor when necessary.
- G. A UETS-based JPAS evaluation shall include two unscheduled classroom observations, an interview, and professional development meeting.
1. Two systematic, unscheduled classroom observations shall be conducted by the principal, principal's designee or immediate supervisor using the UETS-based JPAS observation instrument.
    - a. Each classroom observation shall be 30 minutes or more of observable time (as defined in the UETS-based JPAS Domains Document) and the two classroom observations shall not be conducted more than fifteen (15) working days apart. The second observation may not be conducted on the same day as the first observation. An educator may request a different observation time once during the evaluation cycle.
    - b. The data collected from the first unscheduled observation is sent to the Jordan Evaluation Systems (JES) office as soon as it is completed. The data collected from the second observation and the interview is sent to the JES office to be electronically scored within five (5) working days after completing the interview.
  2. An interview between the educator and principal, principal's designee, or immediate supervisor shall be held within five (5) working days of the second classroom observation. During this interview, data are collected on indicators, which are not included in the UETS-based JPAS classroom observation. The data collected from the classroom observations are not discussed during the interview.
  3. An individualized UETS-based JPAS Feedback Report will be produced and returned to the building administrator within five (5) working days of the receipt of the second UETS-based JPAS observation and interview form at the District Office.
  4. Within fifteen (15) working days of receipt of the UETS-based JPAS Feedback Report, the principal or immediate supervisor shall hold a professional development meeting for the educator.
    - a. The UETS-based JPAS Feedback Report and other lines of evidence shall be reviewed.
    - b. Goals for a professional growth plan will be identified on the back of the UETS-based JPAS Feedback Report.
    - c. Professional growth activities shall be identified to assist educators whose total score on the UETS-based JPAS Feedback Report is in the level of performance of the "Not Effective" range and a timeline for demonstrating acceptable levels of improvement shall be prepared on the UETS-based JPAS Feedback Report Addendum.
    - d. If the educator does not agree with any portion of the UETS-based JPAS Feedback Report, other evidence, or professional growth activities as outlined, the educator has the right to attach a report to the UETS-based JPAS Feedback Report stating his/her views.

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- e. The UETS-based JPAS Feedback Report and Addendum, if any, shall be signed by both the educator and the principal, or immediate supervisor. The educator's signature indicates receipt of the report but does not necessarily signify agreement with its contents.
  - f. Copies of the UETS-based JPAS Feedback Report and Addendum, if any, shall be given to the educator and principal or immediate supervisor, and the original(s) are sent to the Jordan Evaluation Systems (JES) office.
- H. Additional evaluations shall be scheduled for provisional educators whose JPAS total score is in the level of performance of the "Not Effective" range. Additional evaluations shall be scheduled for career educators whose JPAS total score is in the level of performance of the "Not Effective" range.
- 1. A second evaluation for provisional educators shall begin twenty (20) working days or more following the professional development meeting. The second evaluation must be completed sixty (60) working days prior to the end of the contract year. In addition to the mentor, additional personnel resources may be used to assist the provisional educator whose total score was in the level of performance of the "Not Effective" range on the first evaluation. Procedures outlined in item G. shall be repeated.
    - a. Provisional educators whose total score is in the level of performance of the "Not Effective" range shall be given twenty (20) working days or more to improve performance and then a third evaluation shall begin. The educator shall be notified that continued employment with the District is in question. The plan for improvement developed during the professional development meeting shall serve as the plan required in the Orderly Termination policy. Request for an outside evaluator must be submitted in writing no later than ten (10) working days after the professional development meeting. The written request must be sent to the JES office. This second or third evaluation may be conducted by the building administrator or, at the request of the administrator or educator, may be conducted by another individual licensed in the use of the JPAS.
    - b. Provisional educators whose total score remains in the level of performance of the "Not Effective" range on the third evaluation shall be subject to the provisions of Policies [DP313—Provisional and Probationary Licensed Personnel](#), and [DP316 NEG—Orderly Termination Procedures for Licensed Personnel](#).
  - 2. Career educators whose JPAS total score is in the level of performance of the "Not Effective" range shall be given access to resources to help improve performance, and a second evaluation shall begin twenty (20) working days or more following the professional development meeting. The third evaluation must be completed thirty (30) working days prior to the end of the contract year. If this evaluation cannot be completed thirty (30) days prior to the end of the contract year, the third evaluation will begin in the next contract year as soon as policy provisions allow. Request for an outside evaluator must be submitted in writing no later than ten (10) working days after the professional development meeting. The written request must be sent to the JES office. This second or third evaluation may be conducted by the building administrator or, at the request of the administrator or educator, may be conducted by another individual certified in the use of the JPAS.
    - a. Career educators whose total score improves to the level of performance of the "Minimally Effective, Effective, or Highly Effective" range on the second evaluation have met the evaluation requirements.

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- b. Career educators whose total score remains in the level of performance of the "Not Effective" range on the second evaluation shall be placed on probation in accordance with Policy [DP313—Provisional and Probationary Licensed Personnel](#), given access to resources to help improve performance, allowed twenty (20) working days or more to improve performance, and then a third evaluation shall begin. The educator shall be notified that continued employment with the District is in question. The plan for improvement developed during the professional development meeting will serve as the plan required in Policy [DP316 NEG—Orderly Termination Procedures for Licensed Personnel](#).
    - c. Career educators whose total score remains in the level of performance in the "Not Effective" range on the third evaluation shall be subject to the provisions of Policy [DP316 NEG—Orderly Termination Procedures for Licensed Personnel](#).
  - 3. Career educators, whose JPAS total score is in the level of performance of the "Minimally Effective" range, shall be given access to resources to help improve performance and may request an additional evaluation within ten (10) working days of receipt of the UETS-based JPAS Feedback Report. Request for an outside evaluator must be submitted in writing no later than ten (10) working days after the professional development meeting. The written request must be sent to the JES office. This evaluation may be conducted by the building administrator or, at the request of the administrator or educator, may be conducted by another individual certified in the use of the JPAS. The additional evaluation will begin at least fifteen (15) working days after the request is received in the JES office.
- I. Educators whose JPAS total score is in the level of performance of "Not Effective" may not advance on the adopted salary schedule
  - a. When compensation is withheld, both the educator and the principal, or immediate supervisor, will sign verifying documentation.
- J. Right to review and appeal
  - 1. Educators have fifteen (15) calendar days following the completion of the evaluation process to request a review of the evaluation findings.
  - 2. Educators have the right to appeal decisions or implementations based on evaluations under Policy [DP315 NEG—Grievance Procedures—Licensed](#).
- K. An Educator Interim Evaluation shall be conducted as an evaluation for a career educator each year a JPAS evaluation is not administered; however, a JPAS evaluation may be administered the same year an Educator Interim Evaluation is administered, if requested by the principal, principal's designee or immediate supervisor. The Educator Interim Evaluation shall be used by the educator and principal or immediate supervisor as a formative tool throughout the school year that the evaluation takes place.
  - 1. The Educator Interim Evaluation shall be available electronically.
  - 2. The level of performance on the Educator Interim Evaluation is the total score from the educator's last full JPAS evaluation.
  - 3. The Educator Interim Evaluation will be discussed and acknowledged by both the educator and the principal or immediate supervisor by the end of the school year that the evaluation takes place. The educator's acknowledgement does not necessarily indicate agreement with the evaluation, but acknowledges they have met with the evaluator and have received this information.

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- L. Evaluation records are classified as "Private Records" and shall be managed according to the provisions of Policy [DP367—District Records Management](#).
- M. Nothing in this policy shall prevent the District from taking appropriate disciplinary action for cause as provided for by Utah law, the Utah Code, Utah Administrative Rule, or District Policy [DP316 NEG - Orderly Termination Procedures—Licensed](#).

Revision history: 8/2/11, 4/5/16

DRAFT

# STUDENT ENROLLMENT PROJECTIONS

Jordan School District Board of Education

September 12, 2017

# OVERVIEW

- Programs
- Inputs
- Timeline

# PROGRAMS

- ESRI
  - ArcMap
    - Mapping and geoprocessing
- Davis Demographics
  - Specifically target education

# INPUTS

- Previous year's enrollment
- Birthrate
- Charter enrollment
- Permits
- Developments

# PREVIOUS YEAR'S ENROLLMENT

- Grade by grade
- Permits taken into account
- Kindergarten relies on birthrate
- Bubbles of larger classes
- Students transitioning from charter or private schools

# BIRTHRATE

- Information gathered from county and state sources
- Used in Davis Demographics to project kindergarten enrollment

# PERMITS

- Planning and Student Services tracks permits districtwide
- Siblings and special programs are also tracked to help project enrollment

# DEVELOPMENTS

- Cities
  - Attend City Planning Commissions monthly
  - Attend City Council meetings as needed
  - Develop relationships with cities to ensure data accuracy
- Developers
  - Review of weekly construction monitor
  - Identification of dwelling types (single family, attached, detached, apartment)
  - Regular meetings with developers
    - Example: Monthly meetings with Värde Partners and South Jordan City representative
    - Unique village makeup (past and future)
  - Visits to developments to see actual growth

# TIMELINE

- Weekly
  - Construction Monitor
- Monthly
  - City and developer meetings
  - Enrollment reports
  - Track charter data

# TIMELINE (CONTINUED)

- January
  - Semester enrollment review
- February
  - FTE allocation (1.0)
  - FTE allocation (2.0)
- March
  - FTE allocation (3.0)
- May
  - FTE usage report
- July
  - Enrollment count begins
- August
  - First-day counts
- September
  - Sixth-day counts
  - 14-day counts
- October
  - Enrollment counts submitted to state
  - Permit availability reported on website
  - Long-term projections updated

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