

**Superintendent’s Communications Council
Campus Questions
October 2, 2017**

ELEMENTARY

Binion

1. Are campuses receiving additional leveled libraries for larger campuses that have to share one set?

A. Below is a chart showing the number of leveled library titles purchased in the past.

	Dual Language Campuses		Non-Dual Language Campuses	
	2015	2016	2015	2016
English Titles	135 Titles	74 Titles	135 Titles	74 Titles
Spanish Titles	135 Titles	74 Titles	N/A	N/A

Just recently, campuses were given funds to purchase RtI resources, as well as literacy resources. The funding was based on student enrollment at the beginning of the 2017 2018 school year. This would allow for larger campuses to receive additional funds for such things as the leveled library. Below is a list of resources recommended for purchase with district funds:

- Fountas and Pinnell Benchmark Assessment System
- The Fountas and Pinnell Literacy Continuum
- Leveled Library books/Guided Reading books

Superintendent's Communications Council
Campus Questions
October 2, 2017

ELEMENTARY (cont'd)

Smithfield (#7 cont'd)

- A. The Teaching and Learning department will continue to provide strategies in the content

Superintendent's Communications Council
Campus Questions
October 2, 2017

ELEMENTARY (cont'd)

Spicer

- 10.** We are very pleased to have the Fountas and Pinnell Benchmark Assessment 1 Kits for 1st grade and 2nd grade for BOY testing. This assessment will be very beneficial in guiding us to place our students in the appropriate texts for instruction. However, we are encountering problems and concerns in administering the assessment with fidelity.

In order to use the assessment effectively, teachers needed more training and they needed to have it before school started.

Superintendent's Communications Council
Campus Questions
October 2, 2017

ELEMENTARY (cont'd)

Spicer (#10 cont'd)

Teaching and Learning realizes the amount of time it is taking for each student. This was the reason for the five-week progress monitoring plan as described in the assessment calendar and RtI Handbook. In addition, the five-week window was extended to six weeks for this first time. Once we have a system in place where teachers know a student's reading level and become more familiar with the assessment, the amount of time per student will decrease.

The District allots four copies per student per day. The copies needed for the F&P Benchmark Assessment range from a minimum of 8 pages to 20+ pages per student depending on how many levels the student reads to determine his/her Instructional Level. *Teaching and Learning is in the process of having copies made for the campuses for the MOY and EOY. We will have copies available at the beginning of 2018–2019.*

Watauga

- 11. When pushing through updates to procedures, expectations, and curriculum district-wide, why are all of the pieces not fully formed and ready to share with us in May?** As a collection of professionals, we typically spend a significant amount of the summer attending professional learning sessions and preparing for the coming school year. For instance, the Google Drive pieces of Lesson Planning and Canvas were revealed to us in little pieces throughout the year last year. We had training pieces offered to us in May and throughout the summer and again in August. None of that was new to us coming into the school year. We were given plenty of time to work in our learning and understanding of these new procedures and expectations.

Superintendent's Communications Council
Campus Questions
October 2, 2017

ELEMENTARY (cont'd)

Watauga (#12 cont'd)

- A. The District wanted to wait until the new coordinator for DL/ESL had an opportunity to evaluate the current assessments and collaborate with Teaching and Learning to determine the best assessment resource for our dual language teachers. She also wanted to make sure we were not over assessing our bilingual students.

It was determined that the District would purchase the Fountas and Pinnell Spanish benchmark assessment and they were ordered immediately.

The Coordinator informed principals to include their dual language teachers in the F&P English training in order for them to be prepared once we received the Spanish materials. Additional training will be provided in October.

It is the goal of the Dual Language/ESL department to work closely with Teaching and Learning this year to ensure that all teachers, general education and dual language, have equitable and appropriate resources and professional learning.

HIGH SCHOOL

Birdville

13. Chaos happens in the morning and afternoon with all the traffic from both BHS and Walker Creek and people trying to enter/exit the Faculty Parking Lot. **Is there a possibility of making another exit from our lot onto Mid Cities closer to the pond?** It would allow those people who want to go toward Precinct Line to exit without causing such a backup at the exit.
- A. These types of projects require approval from the City of NRH. District staff have contacted the City to determine if an additional drive could be considered. In the meantime, the District is reviewing the traffic conditions at the intersection of Hawk and Mid-Cities.
14. **I've been wondering why we continue to spend the money to print (paper, ink, time) and distribute progress reports and report cards when most students/parents have Skyward access, especially when students recycle (or trash) them as soon as they receive them.** Also,

changes after capture, so that means 3 days later when the IPR is distributed, that grade is different.

Superintendent's Communications Council
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HIGH SCHOOL (cont'd)

Haltom

15. As a coach, I was wondering if it is possible to get staff ID cards that are small and could fit on our key chains in place of wearing our ID out to practice where it can get damaged and/or lost?

- A. This is technically possible and would be relatively inexpensive (\$5 per key fob). However, this substantially increases the workload of the help desk to manage the provisioning of new and lost key fobs. There are some increased security concerns with the existence of door access devices without names and pictures that someone can steal from a keyring, and the missing fob possibly go unnoticed for a substantial time. We will share this with Cabinet for a decision.

Richland

16. I would like clarification on the sick bank. When we originally established it years ago, the idea was that employees who had chronic diseases, like cancer, would be supported as they took days off for chemo, etc. However, one of our teachers has been told that it will only cover long-continuous absences. This seems counterintuitive as we would hope that teachers would make an effort to come to work as often as possible, if for no other reason than to touch base with their students and subs.

- A. Sick leave days may be granted for intermittent leave. Here are excerpts from our sick bank guidelines:

Days may be used from the Bank only after the member has exhausted all accumulated state, local, and vacation leave days.

3. Bank days shall be granted for an absence from work of five (5) or more consecutive days. The only exception shall be intermittent leave for treatments such as chemotherapy,

Please ask the effected employee to contact the Director of Business to address any concerns.