

Teacher's Advisory Council

October 21, 2015
DeLand Administration - Board Room

MINUTES

Mrs. Vickie Presley, Area Superintendent, opened the meeting and welcomed everyone. She announced that the members will have a different experience in order to find the best way to meet their needs and to respond to questions or concerns they have at their schools. This was done in a professional learning format.

Mrs. Barbara Head (Executive Director of K-12 Curriculum) explained their goal was to create a restructure of the Teachers' Advisory Council meeting format and ask members to make a plan for this school year. Tables were divided up into elementary and secondary groups. Also in attendance to assist were **Dr. Kati Dyer** (Professional Learning and School Improvement Coordinator), **Toni Chieppa** (Elementary Math Specialist), **Desire Rybinski** (Elementary ELA/ Studies Specialist) and **Leslie Sparks** (Regional Resource Teacher, Math). Dr. Dyer stated they hoped to gather feedback from TAC members and by the end of the meeting envision future TAC meeting structures and determine topics most important to the members. At Dr. Dyer's direction, each table used chart paper provided and determined the following (see topic on top of chart):

WHAT I LOVE ABOUT TAC AND FROM GOOD TO GREAT

| I LOVE | FROM GOOD TO GREAT |
|---|---|
| Collaboration-sharing of what works and what doesn't work | This format is better...more interaction and collaboration and more involved with similar grade levels. |
| When they bring speakers for additional information | |
| We're trying to find solutions to our problems and not just brush over them | |
| Listening to Superintendent | More focus on specific topics |
| Respectful of our time | Invite department heads |
| Hearing how others work through problems | Keep the small groups |
| Hearing about the concerns of others | |
| Hearing about specific topics (not every one) | |
| Having a preprinted guide | |
| E-mailing questions ahead of time | |
| Opportunity to meet new teachers | Alternate locations of meetings |
| That the county is seeking teacher input | Increase the number of meetings |
| Discussion of issues and meaningful discussion | Differentiate by school level |
| | Opportunity for more leadership to be present |
| | Greater scope of topics for questioning with appropriate voices to answer |
| Format of meeting to talk and share | Continue Q & A format but have the ability to extend, give feedback and ask new questions |
| Give input | Inform us on future implementation of district plans and advise |
| Have direct communication with district staff | |
| Share questions around | Participate/Interact/Collaborations |
| Focus on one (1) topic | Working as a team - table talk input |

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|--|---|
| E-mail ahead reminders | Format New |
| E-mail topics to vote on Q & A format | Food/Snacks |
| Information ahead with question | |
| Handout with Q & A so we can share at school | |
| E-mail minutes to share with staff | |
| Being able to meet with all from other schools - build relationships | Food - Cohort communication |
| Breakdown of notes | Send link that we can provide to staff |
| | More regular meetings |
| | Meet at site level with principal regarding questions to alleviate unnecessary questions/concerns (filter) |
| | More than one (1) topic per meeting with food |
| Vote on topics | Should be differentiated when grade specific |
| Meet colleagues from other schools and collaborate | Easier access to TAC link - make it easy to find/accessible and publicize it! |
| Opportunity to speak directly to Superintendent and Area Superintendents | At school department and other meetings, TAC should be emphasized |
| Presentation format is good | |
| Q & A | |
| Presentation when applies to K-12 | |
| Great to be able to access TAC minutes by website | |
| Teachers have a chance to express concerns ahead of time | Find a middle ground: <ul style="list-style-type: none"> - Too broad - Too narrow - We need "just right" |
| We receive factual information | Split meetings |
| Good information | Alternate sides of the county for meetings |
| Real face time with district staff | Smaller groups allow for a better conversation |
| A chance to see what other schools are struggling with | Possible vertical teaming? |
| Like the print-out of questions | Open up the questions to all departments again |
| | Avoid "run around" answers |

CHALLENGES/ISSUES THAT INTEREST ME/MY SCHOOL

| | ELEMENTARY | SECONDARY |
|---|------------|-----------|
| -Curriculum pacing, modules - assessments consistency, true input -Development appropriate | X | X |
| Technology - bandwidth rights not working Needs to support class use | X | X |
| Grading policies - flexibility, Alt Ed Inconsistencies, unfair | X | X |
| DPP - for EOY | | |
| PST process - interventions, data points | | |
| Lack of summatives (common), summative bank | | |
| Lost time due to testing | | |
| Traditional ed design working for ESE, K-8, 6-12 Vocational | | |

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|---|---|--|
| ESE Grading | X | |
| Staffing concerns (PST) - data points | X | |
| Intervention | X | |
| Summative assessments (lack of) | X | |
| Lack of time to: <ul style="list-style-type: none"> - Teach - Do computer rotations - Teach writing | X | |
| No writing curriculum | X | |
| Need Keyboarding instruction | X | |
| Need more technology (updated) | X | |
| Too much testing | X | |
| No teacher input: Curriculum | X | |
| What does it represent across the district with so many inconsistencies and ambiguity with regard to teacher's questions? | | |
| Assessment - Alignment of questions on the "V" tests when compared to the curriculum map | | |
| Technology - Across the board technology does not support classroom use that meets best practices and realistic usage for students or instructional practices! | | |
| Evaluation System - DPP | | |
| Streamline inputting data - Writing | | |
| Developmentally appropriate Assessments (all areas) | | |
| Technology concerns | | |
| Technology Refresh - Keep up with and control | | |
| Assessments - K Phonics across the elementary level | X | |
| ESE/ELL | | |
| County-wide grading prior to school start | | |
| Curriculum - moving this along - new guide - time to analyze curriculum resources - module lining up - OVERLOAD - assessment/VLT - Inform teachers before implementation - math Evision has to go | | |
| Assessments - ELA (5 th Grade) - Creating tests for the standards that we are required to teach. Should be included with modules (summatives) | | |
| Leadership Teams - Grade Chairs (should be classroom teachers) | | |
| PLC-Schedule | | |
| Evaluative input throughout the year of administrators (not just end of year) | | |
| Resources for ESE (Ready Writing) | | |
| DIA's - windows/grading | | |
| Curriculum - amount of material to cover (density) | | |
| Losing time due to testing during the year and due to EOC/FSA dates <ul style="list-style-type: none"> - Saturday testing for retakes - End of grade level testing | | |

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| Technology - more bandwidth, having rights and be able to do updates. Expected to use in class but doesn't work! | | |
| Concern about grading policy in regards to very high or very low populations - don't want a blanket policy. Find a way to include Alternative Ed in the grading policy. | | |
| Clearer definition of summative and formative assessments for teachers - sometimes gets blurred. | | |
| Technology - new teacher devices (laptops, etc.) | | |
| Grading Policy - 10% Final Exam? | | |
| ESE - level of services actually needed | | |
| Staffing issues/guidelines | | |
| Master schedule resources | | |
| Blended classes - allocation of resources | | |
| Equality of resources | | |
| Middle school redesign | | |
| Alternative schools/Vocational schools | | |
| 1 st Choice: All 3 relate to Technology 2 nd Choice: Is the traditional educational design working for all students, including ESE? Elementary (K-5); Middle (6-8); High (9-12) | | |
| Assessments: <ul style="list-style-type: none"> - Creation - Variety - Consistency across the county that has true teacher input | | |
| Grading <ul style="list-style-type: none"> - Special area 2nd grade shift to letter grade instead of plus, check, etc. - PE - fitness gram (not working) | | |
| Technology - available resources | | |
| Supplemental Materials <ul style="list-style-type: none"> - Overwhelming (Ready Reading/Writing, Successmaker, Waterford, etc.) - Feels like mixed messages from district offices | | |

Following review of the charts, Mrs. Head stated that last year she had meetings with teachers from elementary schools to discuss, review and give input on the Elementary Grading Guidelines. The manual was revised due to their input. Mrs. Head is planning to have conversations and get feedback regarding K-12 issues and would like the TAC group to be foundational. Mrs. Head will send an e-mail to all TAC members to invite, and if you would like to join or send an alternate from your school site, the meetings will be held after school. **Teresa Marcks** (Chief Academic Officer) was also in attendance and addressed the members.

Vickie Presley thanked everyone for their attendance and for giving us topics for discussion for future meetings and announced she will be retiring in January.

Meeting adjourned at 5:05 p.m.

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The following members were present:

| | | | |
|-------------------|------------------------|-----------------|--------------------|
| Annette Ailes | Mary Dipadova-Garcia | Lisa Lanier | Karen Richter |
| Barbara Bailey | Natasha Flassig | Susie LeFils | Kimberly Ridenour |
| Kristi Bloom | Marsha Gering | Ellen Lometti | Pamela Robinson |
| Christina Boivin | Ella Godbee | Sherry Madl | Stacy Sampson |
| Melissa Bossardet | Tracey Goddard | Nita Manis | Susan Sappington |
| Lynn Boyles | Suzanne Goodin | Richard Martell | Jennifer Scorza |
| Barbara Bragers | Jessie Harris | Amber McAndrew | Tracy Smith |
| Michele M. Brown | Kyle Hearn | Kellie McIntosh | Elizabeth Sokerka |
| Alan Canetti | Heather Henderson | Beth Milliken | Valentin Sotomayor |
| Amy Carey | Marge Henderson | Laurel Moehring | Stacy Strnad |
| Michael Chase | Kimberly Howell-Martin | John Navarra | Drew Targowski |
| Katie Close | Gabrielle Hughes | Shelley O'Quinn | Sharon Vasickanin |
| Carla Colburn | Deborah R. Johnson | Nicholas Prince | Linda Weeks |
| Mallory Cone | Marlo Jones | Kisha Pujals | Janice Weiner |
| Kristina Cromer | Angel Jordan | Eden Rhynehart | Wendy Wilson |
| Kathi Delp | Lisa Kolmetz | Robyn Richards | |

The following questions were submitted prior to the meeting and was distributed at the meeting (Q & A):

ELEMENTARY ELA

Question: How long will we be expected to use modules for ELA before we can adopt a text book that is aligned with our Florida Standards?

Answer: Adoption year for ELA K-12 is 2019-2020. Adoption process will occur in 2019. Effective date of contract is 2020-2025.

Question: The links on the ELA map are too numerous. If it's something we should use please put them on DOD so we can easily order them. It takes hours just to look thru the map.

Answer: The primary resources referenced in the PowerPoint lessons are posted to DOD for teachers to order easily.

Question: If ELA now encompasses Social Studies, why do we still have a separate Social Studies tab in the gradebook?

Answer: Social Studies is not encompassed within ELA. It is a core academic area with Florida standards that teachers are required to teach and assess student mastery. The lesson plan suggestions are embedded within the ELA modules to support instruction of the social studies standards within the content literacy block.

Question: Why can we not access the Modules for ELA from home?

Answer: The ELA Modules can be accessed at home through the intranet. This is a secure site for only Volusia County employees. It asks you to enter your email address and password in order to access it.

Question: Is there any way to see what activities (if any) are prioritized in the modules? **Answer:** The priority lessons in the modules are the PowerPoint presentations located on the left hand side of the grid.

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Question: Has anyone taken into account the amount of time that it takes teachers to refer to the curriculum map and then consult with the modules and look through each module and then decide which activity to use and finally to put it into a lesson plan – then further to prepare and collect materials to actually teach the lesson?

Answer: The intention of the module design is for the curriculum map and resources to be located in one place. We continue to collect feedback about the design and content of the modules in order to make them more user- friendly.

Question: Why doesn't the county make a definite list of when specific sight words should be taught throughout the year for each interim and quarter (like we did with Macmillan)? If students need to know all the words by the end of the year, the county should specify which words should be mastered when. Otherwise there will be no consistency between schools (when students move between schools). For grading purposes, we have made our own interim and quarterly bench marks which again, would not be consistent between schools.

Answer: Sight words are taught through SIPPS. The recommendation for this instruction is for it to be differentiated. Therefore, students will be acquiring sight words at different paces. There are documents on the Reading/Language Arts intranet that suggest pacing. <https://intranet.volusia.k12.fl.us/departments/elementary-reading-language-arts/Pages/SIPPS.aspx>

Question: The same question applies to the phonics in SIPPS. The lessons including the sight words and phonics are presented in order, but all children will not master each lesson and move forward at the same pace. Even though students don't master all of the lessons, they are still required to learn the SIPPS sight words and phonics by year end. What happens when a student moves schools?

Answer: The recommendation for this instruction is for it to be differentiated. Therefore, students will be acquiring sight words and phonics skills at different paces. There are documents on the Reading/Language Arts intranet that suggest pacing. When students move schools, it is recommended that SIPPS information be placed in the cumulative folder to assist at the new school. <https://intranet.volusia.k12.fl.us/departments/elementary-reading-language-arts/Pages/SIPPS.aspx>

Question: Will the VLT's be changed from last year or just modified?

Answer: In order to assess the standards addressed in the curriculum maps, some VLTs will be modified and others are being rewritten.

Question: Will the VLT writing have a 120 minute time period like the FSA?

Answer: Each grade level has a suggested time for VLT administration. These guidelines are outlined in the Teacher Administration Guide (TAG).

Question: Ready Reading and Ready Writing were in the modules to be used before training opportunities occurred. Could we have training before we're required to use them? (Ready Writing is required.)

Answer: Optional summer training was offered for teachers, school based administration and ELA cadre training was provided prior to the start of school to offer support to teachers to get started using the new materials. School based training has been provided as quickly as possible by principal request.

Question: The Gifted Department has not received the Ready materials, which are core. We are going to be evaluated on our student's scores just like everyone else. We shouldn't have to use our copy center account to copy the book pages for the class. Could you provide us with the materials please?

Answer: The materials for Gifted students have been ordered and should arrive soon.

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Question: Why haven't we received the needed Ready Read books yet? This is the 5th week of school and after many requests to the county, we are still short.

Answer: Additional materials have been ordered. For those still needing materials, the Regional Resource teachers have reached out to schools to provide assistance in getting copies for them.

ELEMENTARY MATHEMATICS

Question: Will there be math modules?

Answer: The purpose of the suggested resource pages in the elementary mathematics maps are similar to the purpose of the ELA Modules, to provide teachers with resources aligned to the Florida Standards to maximize instructional time. More supports are needed for maximizing the 150 minute instructional ELA block vs. the 70 – 90 minute instructional math block.

Question: When can we expect a textbook for Math that is aligned with Florida standards so that we do not need to do hours of research to plan for each week and so that we will not need to use modules for Math as well?

Answer: The adoption year for Mathematics K-12 is 2018 – 2019. The specifications and criteria for the adoption will be available in 2017. The length of the adoption contract is 2019 – 2024.

Question: For years we have been told that Math PST interventions would be provided and the Math Department was working on them. We are now several years in and not one intervention has been provided. When can we expect these interventions to be provided so that we may start the Math PST process?

Answer: Available resources include; IXL, the Mathematics Formative Assessment System, Number Talks, and the formative tasks hyperlinked in your math maps. Please speak to your PST chair and/or school psychologist about the PST process. Interventions for PST purposes do not have to be district provided interventions.

Question: This year the reading/language arts department has done a better job of providing materials for the elementary teachers to use (on-line modules, ready reading and reading writing). **Is the math department working on providing more materials that are common core aligned?** We have the envision math book but are discouraged from using since it is not common core aligned. The other materials that are listed on the curriculum map are not always easy to use or prepare for both whole group and math intervention.

Answer: We are always working to enhance our curriculum maps. However, we are not anticipating a purchase until the next scheduled adoption. The adoption year for Mathematics K-12 is 2018 – 2019. The specifications and criteria for the adoption will be available in 2017. The length of the adoption contract is 2019 – 2024.

SECONDARY MATHEMATICS

Question: The Geometry & Algebra classes are struggling to adapt to the next textbook adoption. There are a lack of books, and the online program is far from user friendly. Right now it is useless. It would be helpful if McGraw-Hill could provide a CD of the textbook for each teacher/student, and a CD that has the answers to the workbook. This would be quite helpful until someone can figure out the online program.

Answer: Every student has a copy of the Algebra textbook and every teacher has at least a class set of Geometry textbooks. In addition, every student has a copy of the practice workbook. The online program, CINCH, includes the teacher and student version of the textbook, the practice workbook and answers to the practice workbook. In addition, CINCH also provides editable power point presentations, e-assessments and differentiated lessons for each standard. Training on this program was offered to all teachers during the summer institute in June, preplanning in August and after school at Mainland High School on October 8th. If any

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teacher needs additional assistance, please contact your Math Coach, Instructional Math Leader or the District Mathematics Office at extension 20668.

Question: Many students transition from middle schools with high passing grades in their math classes, yet they struggle in high school due to deficiencies in basic concepts. Is there any remediation programs available since these students cannot retake the high school classes in high school because they passed with an A or B in the middle schools?

Answer: Each school has a choice of which remediation program they use. However, most schools are using either Khan Academy, Math XL, ALEKS, Ascend Math, or additional resources on McGraw Hill's ConnectED/CINCH. If you need further assistance, please contact the District Math Office at extension 20668.

ELEMENTARY - ALL

Question: Why don't they order enough of all of the VMTs, VLTs, and VSTs for each grade level? This is a mandatory assessment, like the FSA. They order that assessment and sort it by grade level. This could be one less thing we have to worry about ordering. It also affects the number of copies we are allotted for the year. Is it possible for them to order according to our student numbers per grade level?

Answer: Schools are reimbursed for their district interim assessments. The copies are paid for by the district.

HIGH SCHOOL GENERAL

Question: Why aren't there more electives offered in high schools for subjects like social studies and English? The state has approved really fascinating courses students could take but possibly due to lack of funding or some other reason elective courses for core subjects have been eliminated or discouraged. Many qualified teachers could share their expert knowledge with students that are really interested.

Answer: Decisions about how to utilize core staffing units to teach core required classes or to offer core electives are made at the school level. In addition, courses are often chosen based on student's requests and teacher certification. It is imperative that schools offer courses that are in line with State University System (SUS) requirements as well as Bright Future requirements.

CURRICULUM

Question: We are required to give three summative assessments each quarter. Why is the district NOT providing us with these assessments? The VLTs, VSTs, and VMTs cannot be used as grades, and they are only given an average of once/quarter anyway. So, teachers are having to write summative assessments which 1) requires a HUGE amount of time, 2) may or may not be consistent with expectations on the Volusia tests and FSA, and 3) are not consistent from school to school. Can a team work on creating these summative assessments and providing them to the schools?

Answer: Mr. Russell and our school board are reviewing our current district assessment plan and will make recommendations regarding adding additional assessments.

Question: What alternatives are available for test proctors – any chance of using sub money to pay outside people to be proctors?

Answer: Substitute funds are allocated to schools.

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TECH SERVICES

Question: Will the materials adopted by instructional services work with our current technology? Most teachers have 10-year old laptops which will not run newer programs or the programs run extremely slow since there are so many programs loaded on our computers.

Answer: Technology Services understands the frustration teachers have with their technology. We are working on building our 5-year plan which coincides with Volusia County's Digital Classroom Plan for the FLDOE. Within the 5-year plan, teacher refreshes along with working toward a 1:1 environment in all K-12 classrooms is a priority. In the meantime, teachers whose laptops are not performing to their standards should submit a Technology Service ticket and evaluate what programs are needed as well as begin utilizing OneDrive to store files in the cloud. Backing up data and storing documents in the cloud, along with a clean reimage will allow the laptop to perform at an elevated level.

Question: We are lucky to have Title One iPads at our school. Unfortunately, we are struggling with the log on process for Raz Kids. When the kids actually log on, the books are unable to be seen or heard to use. The primary children are struggling with the lengthy log on process. This procedure is disrupting instructional productivity in the classroom and the teacher is unable to pull guided reading groups. Last year the APP's were loaded on the iPad and were instantly available for kids to read during the small group center time as a rotation. We are using the Waterford computers which are used throughout the day as a rotation. Can we please get the APP's for RAZ kids back?

Answer: Working collaboratively with Title I, Technology Services and Title I have a solution for schools utilizing Title I iPads and Raz Kids (Kids A-Z). Installation of the Puffin Academy app will allow users to sign into their Kids A-Z accounts through the app (which allows for the outdated Flash component to function properly) and use all available resources. The decision to use the Puffin Academy app rather than install the Raz Kids app as well, was to conserve space on the low-storage iPad (16gb) for students to create and store their creative projects and activities for use with app-smashing and uploading to OneDrive/Edmodo. The Puffin Academy app will also serve multiple functions for other educational resources that rely on Flash to perform. The app is educationally designed and doesn't allow for roaming while within the browser.

ESE

Question: Why are special needs students being placed in the large classrooms? Why is it ok for regular students to be placed with ESE students but not ok for regular students to be placed in advanced? It is utterly impossible for a teacher to teach 28 students with 10 ESE and meet their needs. Facilitated teachers spend so little time with these students that their services are a waste of time and money.

Answer: Exceptional Student Education (ESE) students are general education students first and with very few exceptions, begin their school career in general education classrooms. Once identified as a Student with Disabilities (SWD), the IEP team determines what level of supports are needed for the student to access and be successful within the general education curriculum as SWD are held to the same high standards as all students. Under federal law (Individuals with Disabilities Education Act of 2004), SWD are entitled to a free appropriate public education in the least restrictive environment (LRE), with the LRE most typically being the general education classroom. As a part of continuous improvement, the state monitors the district's adherence to LRE. This year the target is for 79% of students with disabilities to spend 80% of their school week with non-disabled peers.

Data determine what supports are needed for SWD and what continuum of services most appropriately meet each student's needs within the least restrictive environment. The continuum includes (but is not limited to) consultation, co-teach, support facilitation, and separate class. The responsibility of addressing a student's IEP does not lie solely on the ESE teacher (e.g., the support facilitation teacher). The general education teacher is also

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responsible for implementing the IEP which may include accommodations as well as the provision of specially designed instruction. Similarly (and in specific response to the section of the question regarding advanced courses), data should determine which students would benefit from acceleration (e.g., advanced courses).

With regard to "large classrooms", schools are expected to abide by class size mandates per state board rule and the district monitors the number of students in each class. The ESE program specialist serving the school is available to consult with the school on flexible scheduling in order to ensure that the school's schedule is being utilized to most appropriately address the needs of students with disabilities and the teachers who serve them.

Question: What consideration or plan has been shared for the excessive daily accommodations that follow special needs students into higher level academically challenging classes?

Answer: It is important to note that Students with Disabilities (SWD) are general education students first, a concept that was a foundational principle of the reauthorization of the Individuals with Disabilities Education Act (IDEA). Increasingly, our SWD are held to the same rigorous standards as *all* of our students. An example of the state's commitment to high expectations includes recent legislation eliminating the special diploma option for SWD.

Accommodations, which are authorized in both federal (i.e., ESEA and IDEA) and state board rules for SWD, make it possible for students to work around the effect of their disabilities in order to access instruction and general education standards. The Florida Department of Education provides several documents (readily accessible to educators, parents and community members via www.fldoe.org) that address the topic of accommodations. Specific titles include *Accommodations for Florida's Statewide Student Assessments*; *Accommodations: Assisting Students with Disabilities*; and *Accommodations: Guidance for Individual Educational Plan Teams*. Chronic failure to implement accommodations as identified in the IEP can result in complaints filed with the Office of Civil Rights and subsequent sanctions for the district.

Using information from evaluations, the IEP (or 504) team which includes professionals (both exceptional student education and general education), family members, and the student, when appropriate, determine which interventions and accommodations are needed in order for the student to access instruction and the curriculum. The provision of accommodations may result in teachers differentiating instruction although at times the accommodations may not directly involve the teacher. Furthermore, the expectation to differentiate instruction is embedded in the VSET rubric (e.g., Setting Instructional Outcomes, Designing Coherent Instruction, Designing Student Assessments, Communicating with Students, Engaging Students in Learning, and Demonstrating Flexibility and Responsiveness).

IEP (or 504) teams should analyze student data and information to match accommodations to the individual needs of each SWD. Individualizing the selection of accommodations based on student need ensures SWD access to curriculum and instruction, while decreasing the utilization of accommodations which are not needed and could negatively impact student independence.

To obtain information on specific accommodations identified for individual students, refer to the student's IEP and if further assistance is needed, contact your school's ESE Program Specialist.

CTE

Question: Are there plans for using federal funds to support the re-establishment of programs that allow students to earn certifications while in high school such as nail techs or CNA licensing, electrician, etc.?

Answer: Volusia County Schools currently offers 27 different adult level industry certifications for secondary students. These are nationally recognized certifications that allow students to go right

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into entry level work after graduation, or build their resumes for further postsecondary education. Some certifications are articulated for college credit in the specific field of study at state colleges and universities. One such example is Microsoft Office Specialist (MOS).

Specific programs that are postsecondary in nature are available to students via dual enrollment with Daytona State College. A 1968 agreement between Volusia County Schools and Daytona State College, previously Daytona Beach Community College, outlined that the college would be the delivery site for specific career and technical programs. High school students are welcome to access these programs through dual enrollment options that are available to all Volusia students.

We are currently in the process of expanding industry certification opportunities. 1,614 students earned an adult level industry certification in 2014-15. Business and industry partners assist in identifying the best possible certifications relative to workforce needs. In fact, Volusia's Health Science teachers are in the process of reviewing their industry certification options. In 2014-15, students taking the Health Science program offered Certified Patient Care Technician (CPCT) and Certified Medical Administrative Assistant (CMAA), both certifications were deemed by local healthcare professionals as important for entry level employment. Teachers are currently reviewing the requirements for Certified Nursing Assistant (CNA) certification to move toward offering CNA in the future.

As for the utilization of federal Perkins funds that are designated for Career & Technical Education programs, under our current model, these funds are utilized to supplement CTE programs in middle and high school. We currently offer 50 different CTE programs, and over 20,000 Volusia students in grades 6-12 take these courses. The majority of the federal funds cover professional development for CTE teachers, curriculum writing, and industry certification costs.

We have some great information regarding CTE programs and industry certification located on the Career Connection website at www.career-connection.org.

Title I Answer: Title I does not cover certifications.

GENERAL

Question: School Calendar: Can Teacher Planning be set up to start on a Thursday? This will give teachers Thursday, Friday, the weekend (if needed), Monday and Tuesday to prepare. Classes should start on Wednesday. This will give everyone three days to get schedules changed, rules in place, fire drills run, student's back into the swing of school, etc.

Answer: The calendar committee is currently meeting and this request will be shared.

Question: Is it a possibility that we can have more time to work with our team on data, PPP's, grading, etc.? We feel like we are always behind.

Answer: Teacher teams are encouraged to work with school based administration to find ways and time for teachers to meet and engage in professional conversations.



NOTE CHANGE TO NEXT TEACHERS' ADVISORY COUNCIL MEETING LOCATION

NEXT TEACHERS' ADVISORY COUNCIL MEETING

JANUARY 13, 2016

4:00 PM

CHAMPION ELEMENTARY SCHOOL – MEDIA CENTER