



**Deer Valley Unified School District
Superintendent's Parent Organization Representative Luncheon February 18, 2015
Agenda Minutes**

Attendees: Boulder Creek H.S., Bellair, Barry Goldwater H.S., Constitution, Desert Sage, Desert Mountain, Deer Valley H.S., Deer Valley M.S., Greenbrier, Highland Lakes, Hillcrest M.S., Las Brisas, Legend Springs, Mountain Ridge H.S., Mountain Shadows, Norterra Canyon, New River, Stetson Hills, Sandra Day O'Connor H.S., Sunrise, Terramar, and West Wing

Welcome

The Superintendent's Parent Organization President's Luncheon is an opportunity to receive firsthand information about Deer Valley schools. The district is working toward building stronger communication between the district office our schools, and our community.

Gallup Student Poll Results (Dr. Scott Smith)

Dr. Scott Smith, Data Analysis and Accountability Director, gave a report on the results of the October 2014 Gallup Student Poll emphasizing the categories of Hope, Engagement and Well-Being with a focus on engagement and sense of safety. The results has been shared with principals during their upcoming mid-year reflections.

Fiscal Year 2016 Budget Outlook (Jim Migliorino)

Mr. Jim Migliorino, Fiscal Business Services Associate superintendent, gave a report on the Fiscal Year 2016 Budget and provided a handout on How to Calculate a School District's Classroom Dollar Percentage form. The handout covered classroom dollars and non-classroom dollars. The budget proposal from Arizona Governor Ducey will impact our district by reducing our revenues by \$4.5 million. The budget process starts in December and goes to the Governing Board in June.

Open Forum for Questions and Opinions (Dr. James Veitenheimer)

Dr. James Veitenheimer, Superintendent, reminded the group that parents have the most impact with our Legislatures and our Legislators need to know our circumstances. We will continue to budget plan and give information to our principals.

2016-17 Instructional Calendar – the proposed calendar is in draft form and has not been adopted. The Board discussed the calendar during a Study Session February 21, 2015 and will go to action at the next Governing Board meeting February 24, 2015.

Watch D.O.G.S. (Dads of Great Students) follow-up from the Parent Organization Luncheon in January – their first meeting had 40 dads in attendance. The meeting went over volunteer training and signing them up to start assisting in the classroom. Watch D.O.G.S advice to campuses starting the program is to have a dad run any of the Watch D.O.G.S. events. The representative should work with the school principal and include the parent organization when planning the event. The link provide will offer more information about, WATCH D.O.G.S.: www.fathers.com/watchdogs.

Table Talk (Ann O'Brien)

Ann O'Brien, Parent Liaison and Governing Board Member, discussed how to receive relevant information and have a "Right to Speak" regarding bills that our Arizona Legislatures are voting on by signing up with ASBA (Arizona School Boards Association). Ann also had handouts on how to contact Governor Ducey, websites on who your legislator is and some of the bills that are proposed, who sponsors those bills, and the issues regarding the bill.

Social Skills Program (Deborah Switalski)

Deborah Switalski, Student Support Services and Parent Liaison, provided information on helping the learning disabled child find social success. Deborah has made available the video, "It's So Much Work to Be Your Friend" to parents for checkout. There is a discussion series for parents and students to attend March 26, April 23, and May 14 at the DVUSD District Office Training Lab. R.S.V.P to: Deborah.switalski@dvusd.org

General Business (Carrie Finch)

Congratulations to Sarah Rogers from Desert Mountain who was the February Participant winner for the month. Her \$25 gift card to Target was donated by Matt Lowery, Certified College Advisor with College Funding Solutions, Inc.

FUTURE MEETING DATES:
Wednesday, March 25, 2015
Wednesday, April 22, 2015

2016-2017 District Calendar - DRAFT D

| JULY | | | | | | |
|----------|----|----|----|----|----|----|
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| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 31 | 25 | 26 | 27 | 28 | 29 | 30 |

Jul. 4 - Independence Day Observed
Offices Closed

| AUGUST | | | | | | |
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Aug. 10 First Day for Students

| SEPTEMBER | | | | | | |
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Sep. 5 Labor Day - No School
Sep. 30 Fall Break

| OCTOBER | | | | | | |
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| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 30 | 24 31 | 25 | 26 | 27 | 28 | 29 |

Oct. 3 Fall Break
Oct. 14 End of 1st Quarter (45 days)

| NOVEMBER | | | | | | |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

Nov. 11 Veterans Day
Nov. 23-25 Thanksgiving Recess

| DECEMBER | | | | | | |
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Dec. 23 End of 2nd Quarter (46 days)
Dec 26-Jan. 6 Winter Break

| JANUARY | | | | | | |
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| 29 | 30 | 31 | | | | |

Dec. 26-Jan. 6 Winter Break
Jan. 16 Martin Luther King - No School

| FEBRUARY | | | | | | |
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Feb. 8 Full Release Day
Feb. 20 Presidents Day- No School

| MARCH | | | | | | |
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
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Mar. 24 End of 3rd Quarter (47 days)
Mar. 20-24 Spring Break

| APRIL | | | | | | |
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| 23 30 | 24 | 25 | 26 | 27 | 28 | 29 |

Apr. 14 Spring Day Off

| MAY | | | | | | |
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| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

May. 24 Last Day Students/End 4th Quarter (42 days)
May. 29 Memorial Day- Offices Closed

| JUNE | | | | | | |
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| 25 | 26 | 27 | 28 | 29 | 30 | |

Graduation Dates - May 19 & 22

Grading Periods

1st Quarter..... Oct. 14, 2016 - 45 days
2nd Quarter..... Dec. 23, 2016 - 46 days
3rd Quarter..... Mar. 17, 2017 - 47 days
4th Quarter..... May 24, 2017 - 42 days

Teacher Contract Days.....185
Student Contact Days.....180

40th Day.....Oct. 6, 2017
100th Day.....Janu. 20, 2017

Arizona Legislators 2015

| | | | |
|------------------|------------------------|------------------------------------------------------------------|---------------|
| Steve Pierce | District 1 Republican | spierce@azleg.gov | (602)926-5584 |
| Karen Fann | District 1 Republican | kfann@azleg.gov | (602)926-5874 |
| Noel W. Campbell | District 1 Republican | ncampbell@azleg.gov | (602)926-3124 |
| Nancy Barto | District 15 Republican | nbarto@azleg.gov | (602)926-5766 |
| John M. Allen | District 15 Republican | jallen@azleg.gov | (602)926-4916 |
| Heather Carter | District 15 Republican | hcarter@azleg.gov | (602)926-5503 |
| Kimberly Yee | District 20 Republican | kyee@azleg.gov | (602)926-3024 |
| Anthony Kern | District 20 Republican | akern@azleg.gov | (602)926-3102 |
| Paul Boyer | District 20 Republican | pboyer@azleg.gov | (602)926-4173 |
| Judy Burges | District 22 Republican | jburges@azleg.gov | (602)926-5861 |
| David Livingston | District 22 Republican | dlivingston@azleg.gov | (602)926-4178 |
| Phil Lovas | District 22 Republican | plovas@azleg.gov | (602)926-3297 |

<http://www.azleg.gov>

Arizona Republic

Mary Beth Faller, January 29, 2015

The Legislature will face big decisions this session on the state budget and funding for education.

Among the hundreds of bills proposed are several that would affect Arizona's 1.1 million schoolchildren, including when the school year would start and how students would be tested.

Here are several bills that parents should know about.

Consolidating school districts: HB2353 would require all elementary and high school districts to unify, or consolidate, by 2018. This wouldn't affect unified, or K-12, districts such as Mesa, Chandler and Scottsdale.

What's the controversy: This proposal is intended to save money by having fewer administrators. A similar measure passed several years ago but consolidation never happened because districts are loathe to give up local control.

Sponsor: Rep. Jay Lawrence, R-Scottsdale.

Moving the first day of school: HB2303 would require schools to start no earlier than the first Monday in September and to end by June 30. Currently, most schools begin in early to mid-August.

What's the controversy: While this would put Arizona on a schedule similar to other states, and possibly save money in air-conditioning costs, teachers and parents have opposed previous attempts to change the school year.

Sponsor: Rep. Eddie Farnsworth, R-Gilbert.

Opting out of standardized tests: HB2246 would allow parents to opt their child out of the new AzMerit statewide test to be given this spring. This test would replace the AIMS test given the last several years.

What's the controversy: Many parents and educators are worried about the proliferation of standardized tests. The proposal would require teachers to test third-grade reading proficiency in a different way if parents opt out, which could be a burden to schools.

Sponsors: Rep. John Ackerley, R-Tucson.

Increasing tax-credit donations: HB2232 would increase the individual tax credit donations to public schools from \$200 to \$500. For couples filing jointly, it would increase from \$400 to \$1,000. That money is used for athletics, band, arts, field trips and other extracurricular activities.

What's the controversy: Tax-credit donations primarily benefit schools in more affluent areas, and low-income schools might not see any benefit if this proposal passes.

Sponsors: Reps. Randall Friese, D-Tucson, Reginald Bolding, D-Phoenix; Mark Cardenas, D-Phoenix; Stefanie Mach, D-Tucson; Andrew Sherwood, D-Mesa; Victoria Steele, D-Tucson.

Online students join the team: SB1131 would allow students who attend an online charter school to try out for interscholastic activities in their local district or charter school.

What's the controversy: The Arizona Interscholastic Association currently permits this. Some parents worry that it will increase competition. The Senate Education Committee passed it.

Sponsor: Sen. John Kavanagh, R-Fountain Hills.

Required physical education: SB1126 would require schools to provide daily organized physical activity for K-5 students, and recess time before or after lunch would not count. A few years ago, a similar bill was passed that left the decision up to schools, but few opted in.

What's the controversy:

Teachers already have many requirements during the school day. The Senate Education Committee watered down the bill before passing it, saying schools "may" require daily activity, not requiring it.

Sponsor: Sens. David Bradley, D-Tucson; Carlyle Begay, D-Ganado; Olivia Cajero Bedford, D-Tucson; Steve Farley, D-Tucson.

Tax credits for SAT, AP fees: Currently, families can use tax-credit donations of up to \$400 per year for sports and other extracurricular costs. HB2066 would let parents use the donations to pay for tests that lead to college credit, including the SAT, Advanced Placement, ACT and International Baccalaureate.

What's the controversy: The House Education Committee passed the bill, although opponents said that the tax-credit program in general is not equitable among schools.

Sponsor: Rep. Javan Mesnard, R-Chandler.

Ann O'Brien

From: gesposito=azsba.org@mail.salsalabs.net on behalf of Geoff <gesposito@azsba.org>
Sent: Wednesday, February 18, 2015 6:31 AM
To: annob@cox.net
Subject: Day at the Capitol NEXT WEEK



[About](#) | [Take Action](#) | [Resources](#)

Please join ASBA and the Arizona Coalition for Quality Education for a Day at the Capitol **NEXT TUESDAY**
FEBRUARY 24th starting at 9AM!

Everyone is welcome and encouraged to attend, whether you're a seasoned advocate or this is your first time at the capitol.

We will be meeting in the at the Arizona Capitol Museum's Old Senate Chamber, 1700 W. Washington St., Phoenix AZ 85007. [To RSVP, Click Here](#)

It's time our legislators start understanding that our schools, inside and outside the classroom, are critical for developing the whole child. But to do that we need to share our stories about the great things our schools are doing to make our kids feel supported, safe, healthy, engaged and challenged.

To help get us started, [please take and share this 2 minute survey](#) about what your schools are doing, as well as the resources they need to keep up the good work.

Here is the agenda for Tuesday, February 24th:

- 9:00-9:40 - Training on How to Share Your Story
- 9:45-10:15 - Capitol Tour & "Request to Speak" Sign Up
- 10:30-11:30 - Panel Discussion with Key Policymakers

We also encourage you to try to schedule one-on-one meetings with your legislators that afternoon. [Here is a simple way to contact your elected officials and introduce yourself.](#)

After you've [introduced yourself](#) and [completed our survey](#), make sure you've [RSVP'd to attend](#) our event next Tuesday, February 24th.

We look forward to seeing you next week and thank you for your continued support for our children!

Arizona School Boards Association
2100 N. Central Ave Suite 200
Phoenix, AZ 85004

You are subscribed to this organization's email list as annob@cox.net. If you did not subscribe, or would no longer like to receive email updates, unsubscribe by clicking [this link](#). Thank you!

⌘ **Governor Ducey Contact Information**

⌘ By email: go to

azgovernor.gov/governor/form/contact-governor-ducey and complete the form

⌘ 602-542-4331

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⌘ www.youtube.com/channel/UCi_TVbfG4I5SK6hjYEfyVQ

WEBSITES

⌘ Find contact info for your legislators:

www.azleg.gov

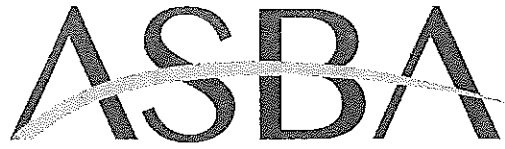
⌘ How to figure out your LD:

www.azredistricting.org/districtlocator/

⌘ Arizona School Board Association (ASBA)

www.asba.org – sign up for legislative updates

⌘ Arizona Capitol Times www.azcapitoltimes.com



Arizona School Boards Association

ALIS "Request to Speak" Sign Up Form

This form will collect the relevant information we need to sign you up for the Arizona Legislature's "Request to Speak" system. *PLEASE NOTE:* This does not automatically sign you up, as this information will need to be entered at the capitol by ASBA staff. We will not share this information with anyone but you, but please know that when creating your username and password that ASBA staff WILL SEE IT. Thank you!

PERSONAL EMAIL: _____ (This will be your username)

PASSWORD: _____

FIRST NAME: _____

LAST NAME: _____

PHONE NUMBER: _____

ADDRESS (LINE 1): _____

ADDRESS (LINE 2): _____

CITY, STATE, ZIP: _____

PLEASE SEND COMPLETED FORMS TO GEOFF ESPOSITO:

Scan & Email:

gesposito@azsba.org

Mail:

Arizona School Boards Association

2100 N Central Ave Suite 200

Phoenix AZ 85004

www.azsba.org

Quality leadership and advocacy for children in public schools

How to calculate a school district's classroom dollar percentage

General description

As defined by the U.S. Department of Education's National Center for Education Statistics (NCES), the classroom dollar percentage is the amount spent for classroom purposes divided by the total amount spent for day-to-day operations, or total operational spending. The calculation excludes monies spent for capital outlay, such as purchasing land, buildings, and equipment, and debt repayment because these expenses benefit more than one period and can vary significantly from year to year. The calculation also excludes costs related to programs outside the scope of preschool through grade-12 education, such as adult education and community services.

Total operational spending includes classroom and nonclassroom expenses as shown below:

Classroom dollars

- **Classroom personnel**—Teachers, teachers' aides, substitute teachers, graders, contracted instructional services, athletic coaches
- **General instructional supplies**—Paper, pencils, crayons, etc.
- **Instructional aids**—Textbooks, workbooks, instructional kits, instructional computer software, films, etc. Internet access for instruction is also included in classroom spending.
- **Activities**—Field trips, athletics, and cocurricular activities such as choir and band
- **Tuition**—Paid to out-of-state and private institutions

Nonclassroom dollars

- **Administration**—Salaries and benefits for superintendents; principals; business managers; clerical and other staff who perform accounting, payroll, purchasing, warehousing, printing, human resource activities, and administrative technology services; and other costs related to these services and the governing board
- **Plant operation and maintenance**—Salaries, benefits, and other costs related to equipment repair, building maintenance, custodial services, groundskeeping, and security; and costs for heating, cooling and property insurance
- **Food service**—Salaries, benefits, food supplies, and other costs related to preparing, transporting, and serving meals and snacks
- **Transportation**—Salaries, benefits, and other costs related to transporting students to and from school and school activities and maintaining buses
- **Student support services**—Salaries and benefits for attendance clerks, social workers, counselors, nurses, audiologists, and speech pathologists and other costs related to these support services to students
- **Instruction support services**—Salaries and benefits of curriculum directors, special education directors, teacher trainers, librarians, media specialists, and instruction-related IT staff and other costs related to assisting instructional staff in the delivery of instruction

Account-based description

Using school district Uniform Chart of Account's terminology, the numerator and denominator of the **classroom dollar percentage** are calculated in the following manner:

Numerator—Classroom dollars

The numerator consists of only those expenditures included in the denominator that are coded to Function 1000—Instruction (including those functions that roll up into 1000, such as 1100).

Denominator—Total operational spending (current expenditures)

The denominator consists of ALL district expenditures, including classroom and nonclassroom, except those described below.

*These are the **primary funds** excluded:*

- **250 & 425** – Adult Education
- **515 & 520** – Civic Center and Community School
- **575** – Unemployment Insurance (an internal service fund)
- **600's** – Capital Projects Funds with the following exceptions:
 - *Include textbooks, instructional aids, and library books only (object codes 6641-6643).*
- **700's** – Debt Service
- **800 and above** – Fiduciary and Proprietary Funds

Other funds' capital, debt service, and non K-12 expenditures are removed by excluding the following programs, functions, and object codes.

These programs are excluded:

- **700 and above** – Adult/Continuing Education, Community College Education, and Community Services Programs

These functions are excluded:

- **3200 and 3300** – Enterprise and Community Services Operations
- **4000 and above** – Capital, Debt Service, and Other Financing Uses

These object codes are excluded:

- **6561 & 6565** – Tuition to other Arizona school districts
- **6631** – Fair market value of donated commodities
- **6700's** – Land, Buildings, and Equipment
- **6900's** – Other Financing Uses, such as Transfers and Indirect Costs

Similar transactions that a district accounts for in other funds, programs, functions, or object codes could also be excluded.

FY16 Budget Projection

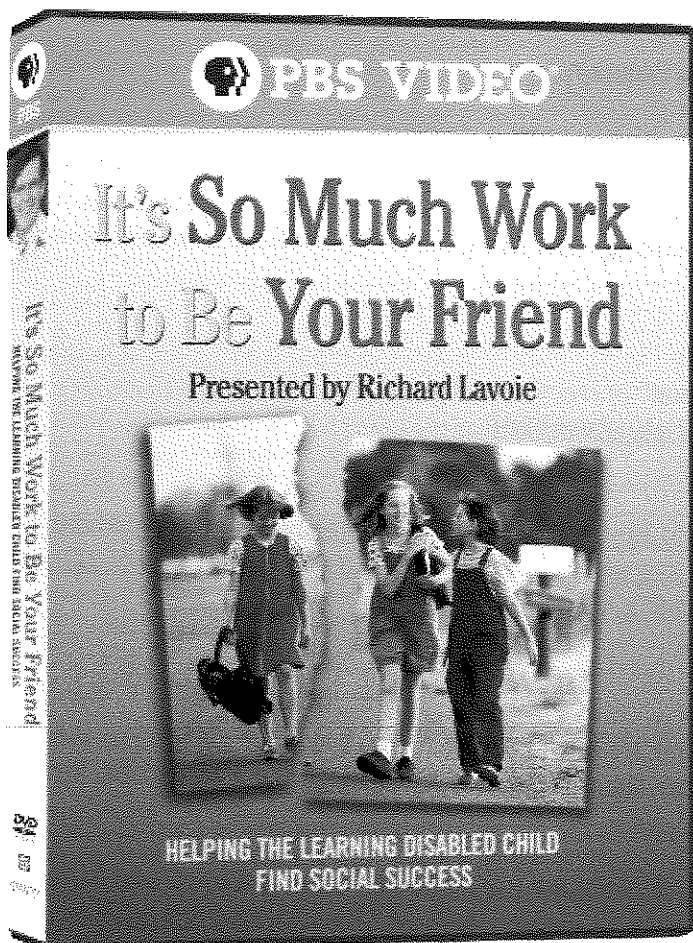
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|-------------------------------------|--|----------------|--------------------------------------|-----------------|--|
| Deer Valley Unified School District | | | | as of 2/10/2015 | |
| FY16 Budget Projection | | | | | |
| | | | | | |
| <u>Revenue Changes</u> | | | | | |
| ADM Increase | | \$ 1,310,000 | | | |
| Inflation @1.57% | | \$ 2,570,000 | | | |
| Inflation Prior Year Adjustment | | still needed | | | |
| Cash Balances | | \$ (1,500,000) | | | |
| Community Education Cash Balance | | \$ (1,500,000) | | | |
| Carryforward | | \$ (1,500,000) | as of Feb M&O report | | |
| Updated Group A and Group B counts | | still needed | | | |
| TEI | | \$ (537,000) | 1.0237 to 1.0204 | | |
| TRCL | | still needed | | | |
| Current carryforward amount | | still needed | | | |
| Change to DAA (Gov. Budget) | | \$ (4,428,000) | must be taken out of non-instruction | | |
| | | | | | |
| Revenue Subtotal | | \$ (5,585,000) | = decreased revenue | | |

FY16 Budget Projection

| | | | | | |
|-----------------------------------------|--|---------------------|----------------------|-----------------|--|
| Deer Valley Unified School District | | | | as of 2/10/2015 | |
| FY16 Budget Projection | | | | | |
| | | | | | |
| <u>Expenditure Changes</u> | | | | | |
| Class loads are at plus 1 | | | | | |
| FY15 Gold Book to Proposed FY16 | | \$ (1,000,000) | | | |
| <i>DVUSD Governing Board Priorities</i> | | <i>still needed</i> | | | |
| Capital | | still needed | | | |
| Add addenda for E30 | | still needed | | | |
| Professional growth | | still needed | | | |
| Waived insurance effect | | still needed | | | |
| Workers comp increase | | still needed | | | |
| eSchools increase | | still needed | | | |
| VSIT increase | | \$ (100,000) | | | |
| New spec ed staff | | included | | | |
| Reduction of paras | | still needed | | | |
| Gifted/IB/Renaissance staffing | | included | | | |
| Vista Peak | | still needed | | | |
| ELL/ELD staffing | | still needed | | | |
| 2 preschool FTE | | still needed | | | |
| Additional school minor adjustments | | included | | | |
| Reconcile non M&O staffing | | still needed | | | |
| Health insurance changes | | \$ (1,300,000) | | | |
| Tuition expense | | still needed | | | |
| 2nd pass for open enrollment | | still needed | | | |
| Expense Subtotal | | \$ (2,400,000) | = increased expenses | | |

FY16 Budget Projection

| | | | | | |
|---------------------------------------|----------------|----------------------|-----------------|--|--|
| Deer Valley Unified School District | | | as of 2/10/2015 | | |
| FY16 Budget Projection | | | | | |
| | | | | | |
| <u>Revenue Changes</u> | | | | | |
| Revenue Subtotal | \$ (5,585,000) | = decreased revenue | | | |
| | | | | | |
| <u>Expenditure Changes</u> | | | | | |
| Expense Subtotal | \$ (2,400,000) | = increased expenses | | | |
| | | | | | |
| FY16 Budget Projection | \$ (7,985,000) | | | | |
| 1% salary increase for all employees | \$ (1,342,000) | | | | |
| | | | | | |
| <u>Other Considerations</u> | | | | | |
| Student Success Funding (Gov. Budget) | \$ (600,000) | non-M&O fund | | | |



FEBRUARY 19, 6-7:30 PM

SO MUCH WORK TO BE YOUR FRIEND

Video by Rick LaVoie

Then join us for these discussion dates and topics:

| | | |
|------|-----------|-------------------------|
| 3/26 | 6:30-7:30 | Reading Emotions |
| 4/23 | 6:30-7:30 | Proximity Awareness |
| 5/14 | 6:30-7:30 | Social Messages We Send |

This video will show the relationship between learning disabilities and social incompetence and will identify the specific causes for specific social skill deficits. Field tested strategies will be presented that can be used by parents, teachers, coaches and caregivers to assist students in gaining peer acceptance and developing age-appropriate social skills.

Join us at
Student Support
Services for this
video viewing
and following
discussion series

Learn about the
impact of social
incompetence

Learn about
factors that
enhance social
acceptance

Learn strategies
to promote social
acceptance

**DVUSD DISTRICT
OFFICE TRAINING
LAB**

20402 North 15th Ave
Phoenix Az 85027

Please RSVP to:

Deborah.switalski@dvusd.org

Social Skills Program

Parents have been asking about ways to help our students with social skills. I have found a great video that clearly points out some social skill problems, and then gives strategies for correcting it. I want to share this information with you so that you can share it with your schools. Rick LaVoie created this video based on his work with individuals with Learning Disabilities, but his information is beneficial to many.

The video is "It is So Much Work to Be Your Friend" presented by Rick LaVoie.

<http://www.ricklavoie.com/socialsuccess.html>

Video clip of it:

http://www.pbs.org/shopclips/ISMW601.html?playertype=quicktime;speed=320;mediatype=video;media=%2Fshoppbs%2F4x3_SoMuchWork_320.mov%2C%2Fshoppbs%2F4x3_SoMuchWork_320.wmv;version=1.0;basepath=%2Fshopclips%2FISMW601.html;prefchange=1

I am presenting this video as a parent training on 2/19 from 6-7:30 PM at District Office Training Lab. It is 90 minutes long. I will have a copy schools can check out if they would like to have it available for the parents there for a couple of days.

I will then have 3 smaller sessions that will talk about three key areas with more resources and some hands-on activities. These power points will then be put on the web for parents to see later and for schools to share.

3/26 Affective Behavior Facial expressions and body language

4/23 Proximity

5/14 Social Messages Voice tone, impact of how we dress and social media.

Thank you for allowing me to share this great information with you.
Deborah Switalski Parent Liaison for Student Support Services

WATCH D.O.G.S.



FREQUENTLY ASKED QUESTIONS

What is Watch D.O.G.S. (Dads of Great Students)?

WATCH D.O.G.S. (Dads of Great Students) is an innovative father involvement, educational initiative of the National Center for Fathering.

What are the goals of a Watch D.O.G.S. program?

- 1) To provide positive male role models for the students, demonstrating by their presence that education is important.
- 2) To provide extra sets of eyes and ears to enhance school security and reduce bullying.

Who are the WatchDOGS and how does the WATCH D.O.G.S. work?

WatchDOGS are fathers, grandfathers, uncles, and other father-figures who volunteer for at least one day each year at an official WATCH D.O.G.S. school.

WATCH D.O.G.S., a K-12 program, invites fathers, grandfathers, uncles, or other father figures to volunteer at least one day all day at their child's/student's school during the school year.

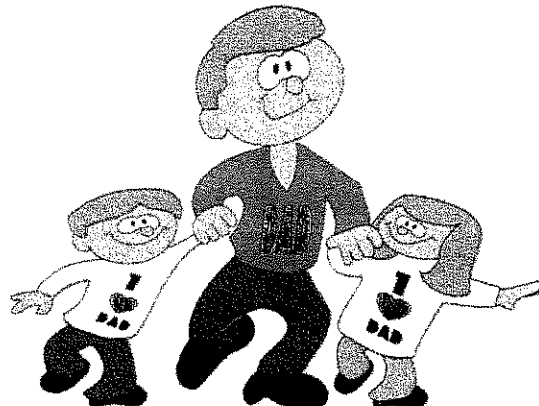
What do WatchDOGS do (while they are at school)?

During the day, WatchDOGS may read and work on flash cards with students, play at recess, eat lunch with students, patrol the school entrances and hallways, assist with traffic flow and any other assigned activities where they actively engage with not only their own students, but other students as well.

Many school principals have reported that the mere presence of a WatchDOG dad dramatically reduces reports of bullying. On the day of their participation, WatchDOG dads are given a brief review of their involvement and they wear an official WATCH D.O.G.S. t-shirt with a disposable 'Dog Tag' identifying them as a WatchDOG.

For more information about WATCH D.O.G.S.:

www.fathers.com/watchdogs





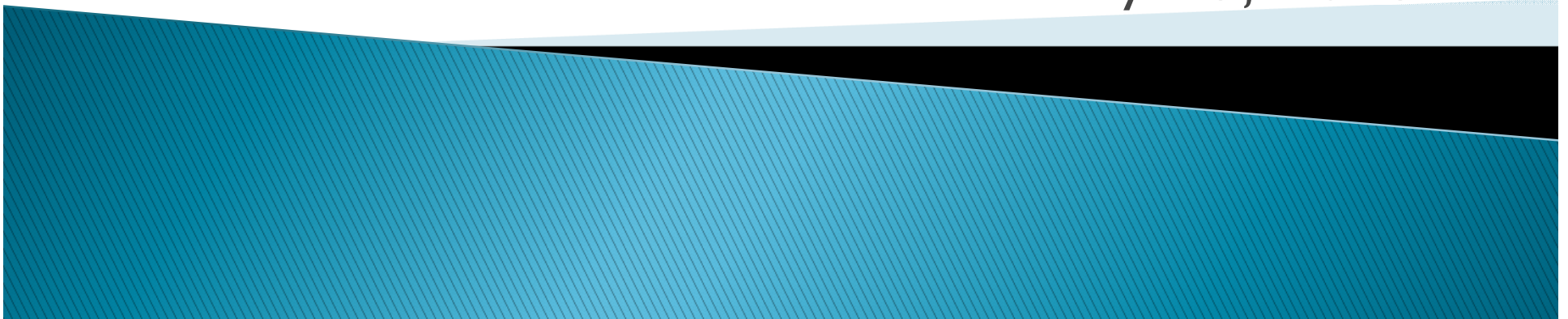
Deer Valley Unified School District

Gallup Student Poll Results

Fall 2014

Parent Organization Representatives

February 18, 2015



Polling Process – DVUSD

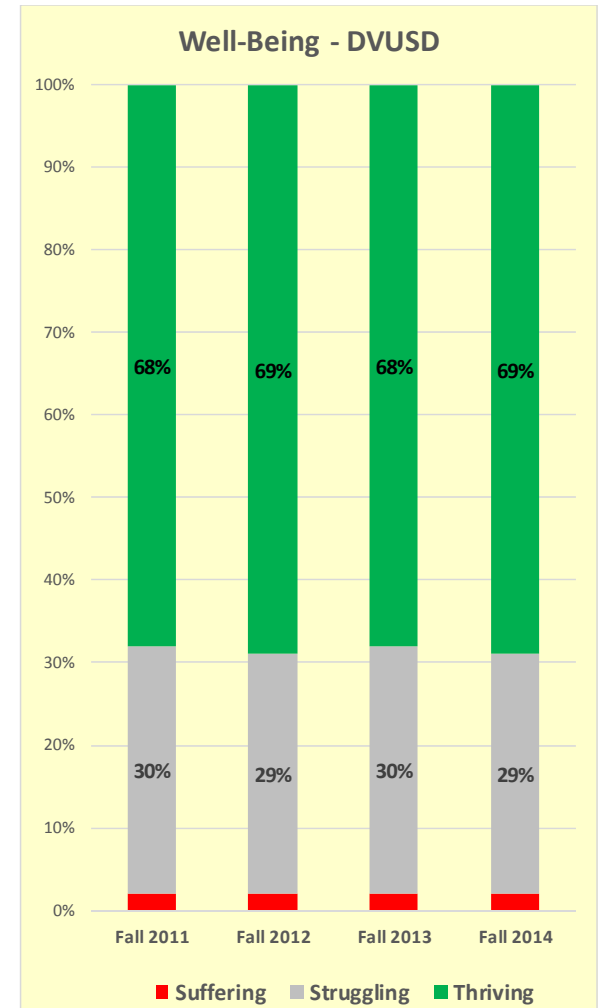
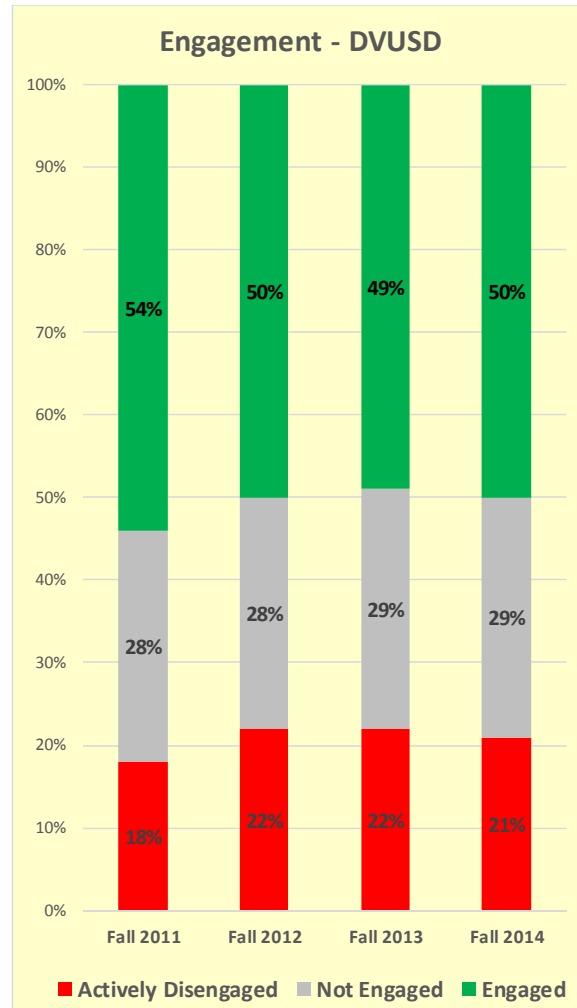
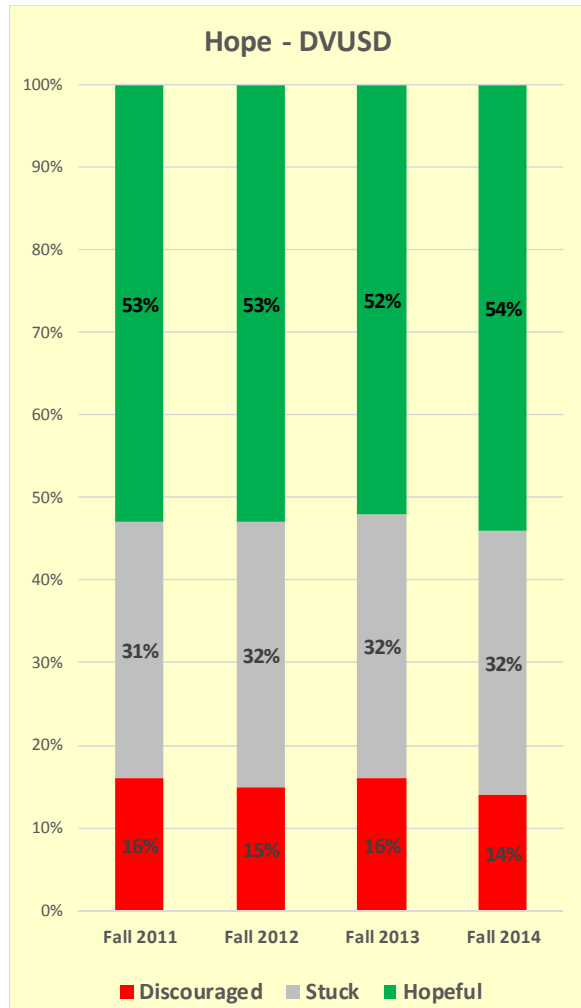
- ❖ Polling period was the entire month of October
 - ❖ Tuesday – Friday each week
- ❖ Poll was taken on-line at the schools
- ❖ Grades 5 – 12 were asked to complete the poll
 - ❖ 18,908 students took the poll → 87%
- ❖ Financial Impact
 - ❖ The poll is provided free of charge by Gallup



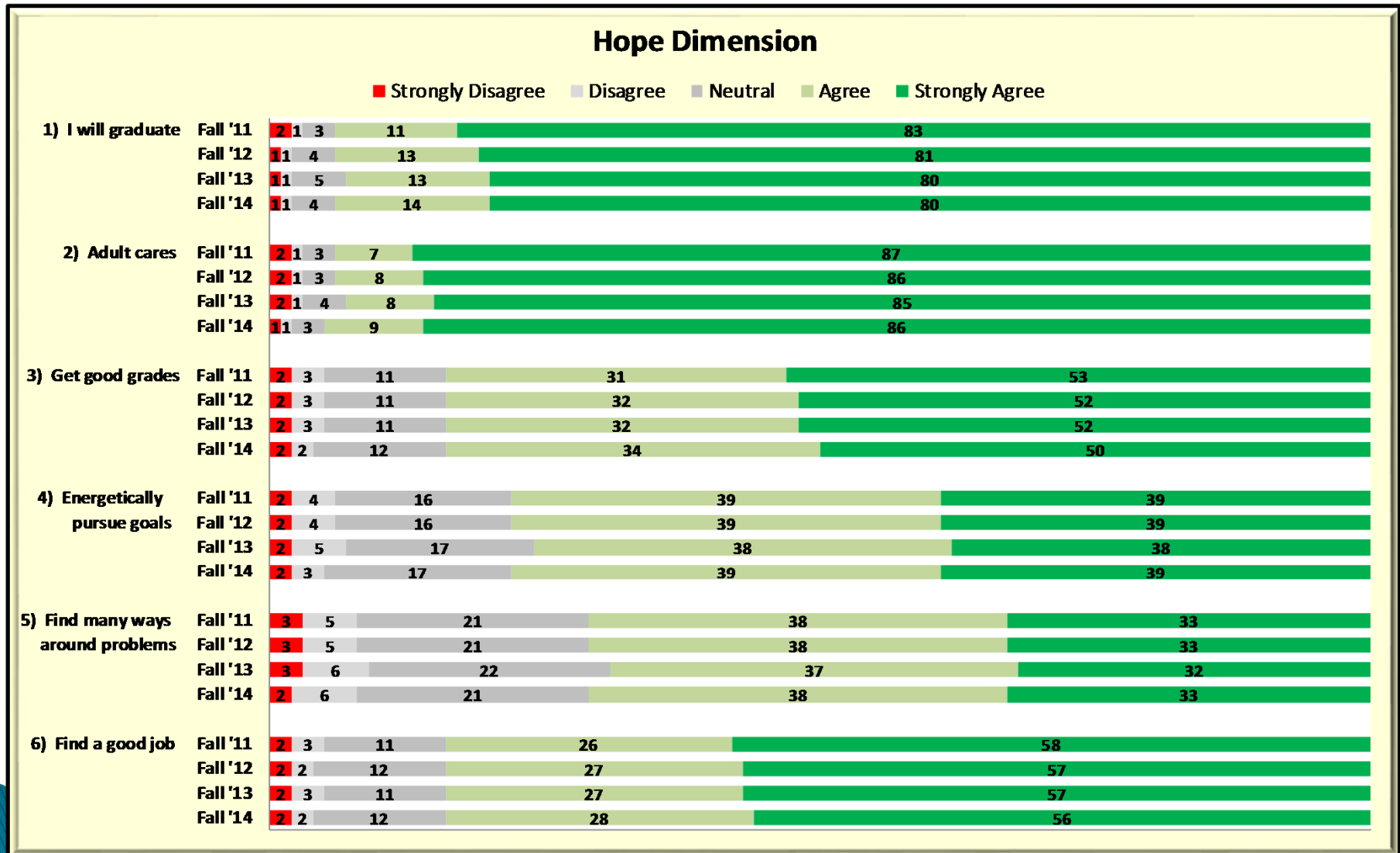
Results



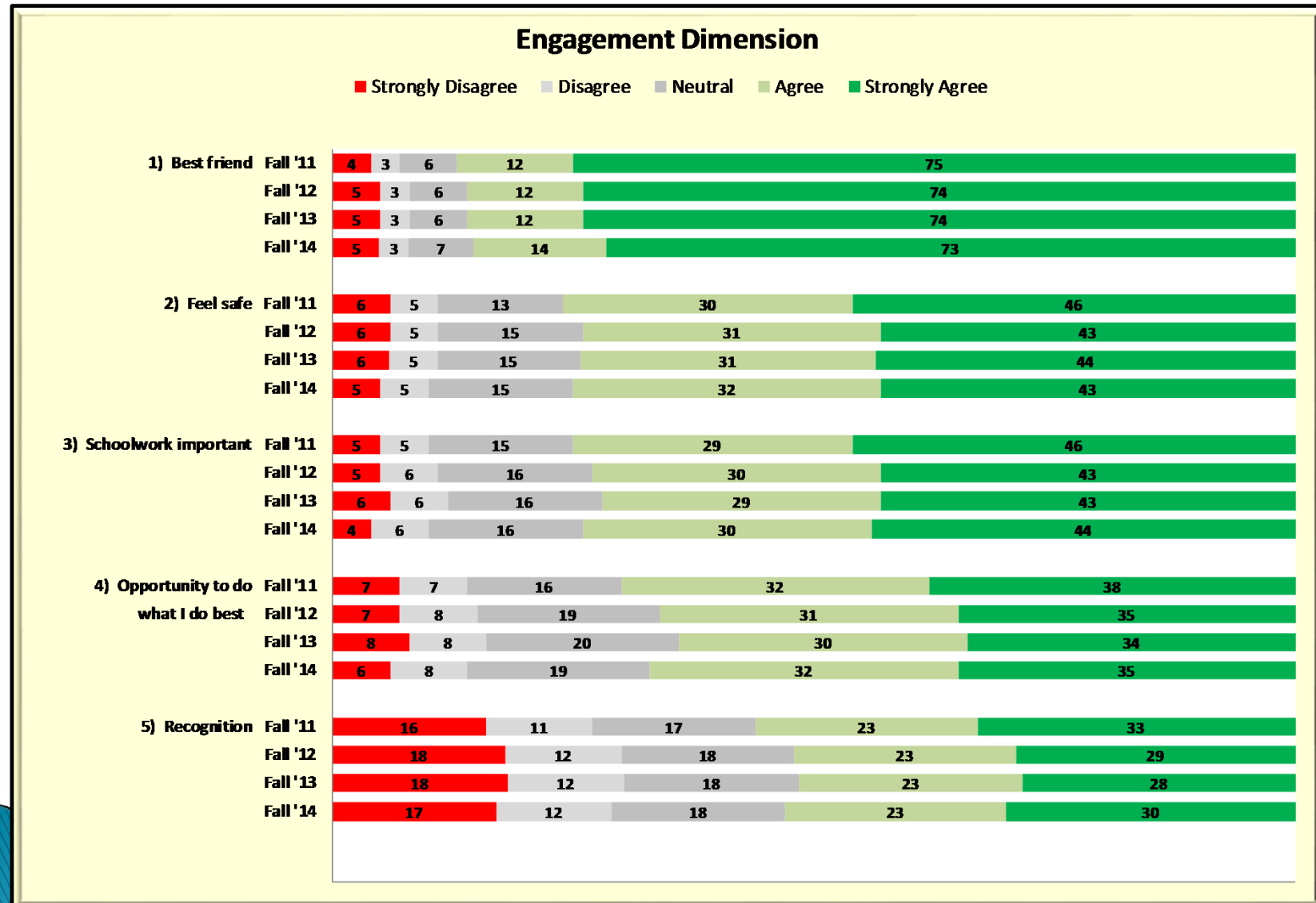
District Level Results



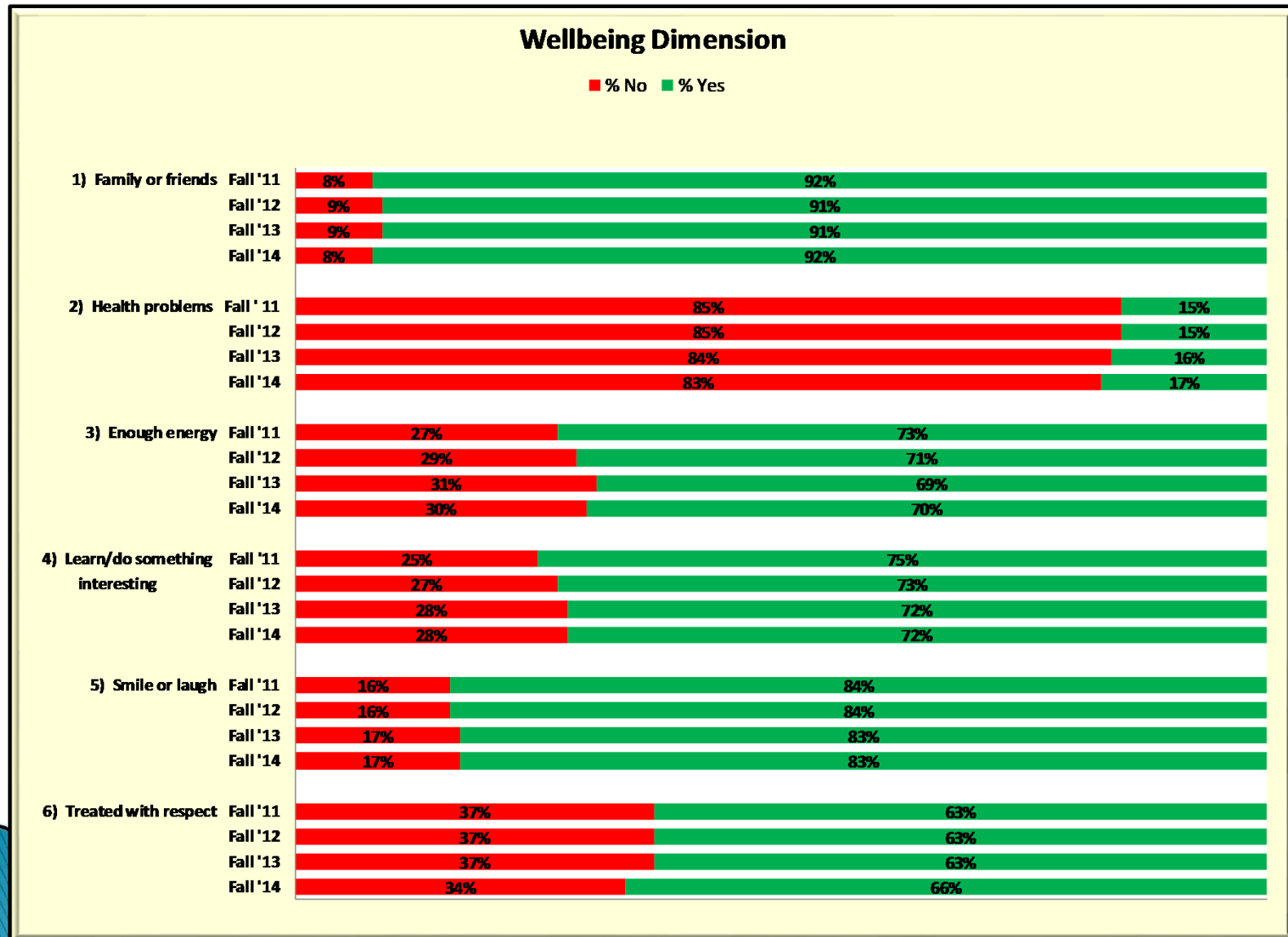
Dimension Level Results – Hope



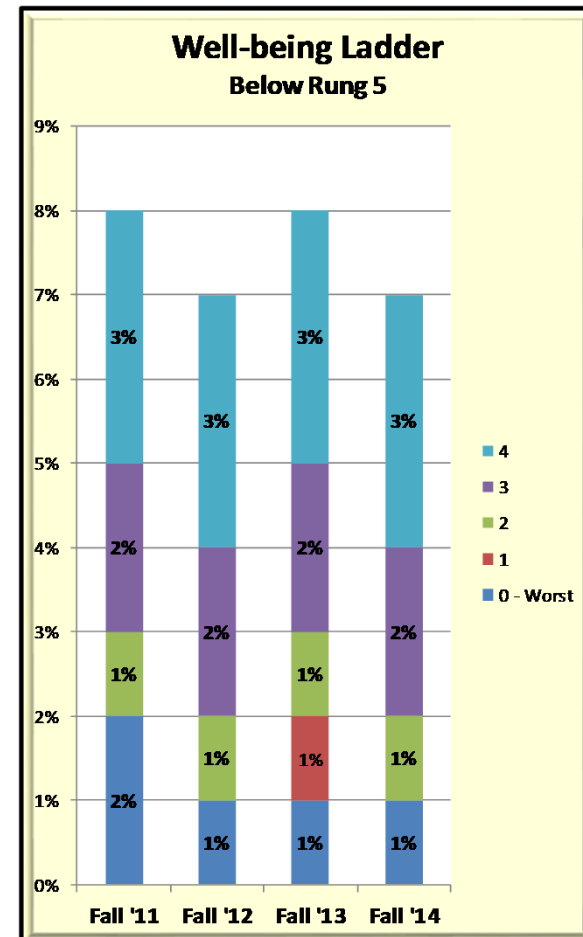
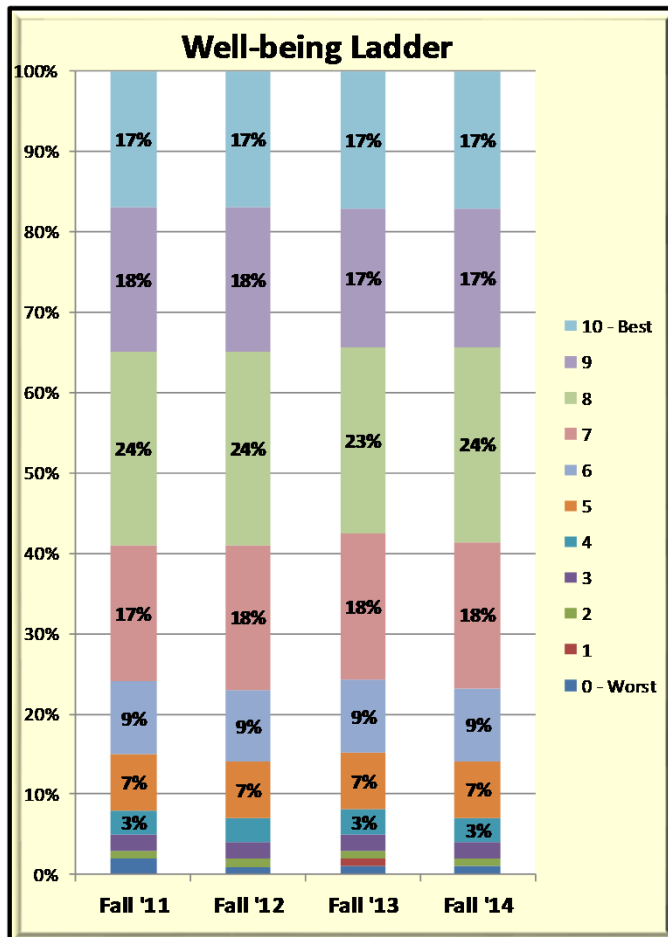
Dimension Level Results – Engagement



Dimension Level Results – Well-being



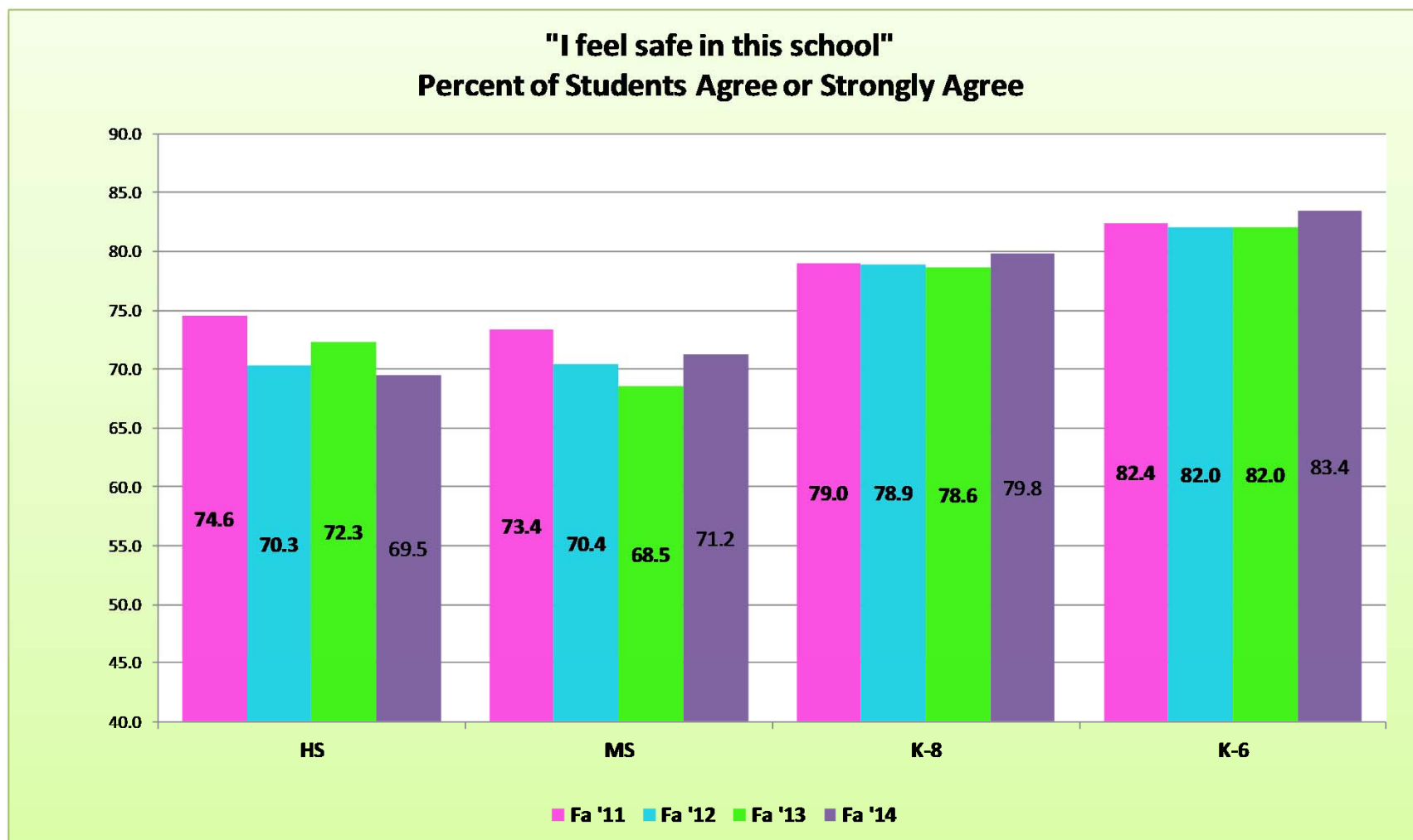
Dimension Level Results – Wellbeing Ladder



Well-being Ladder

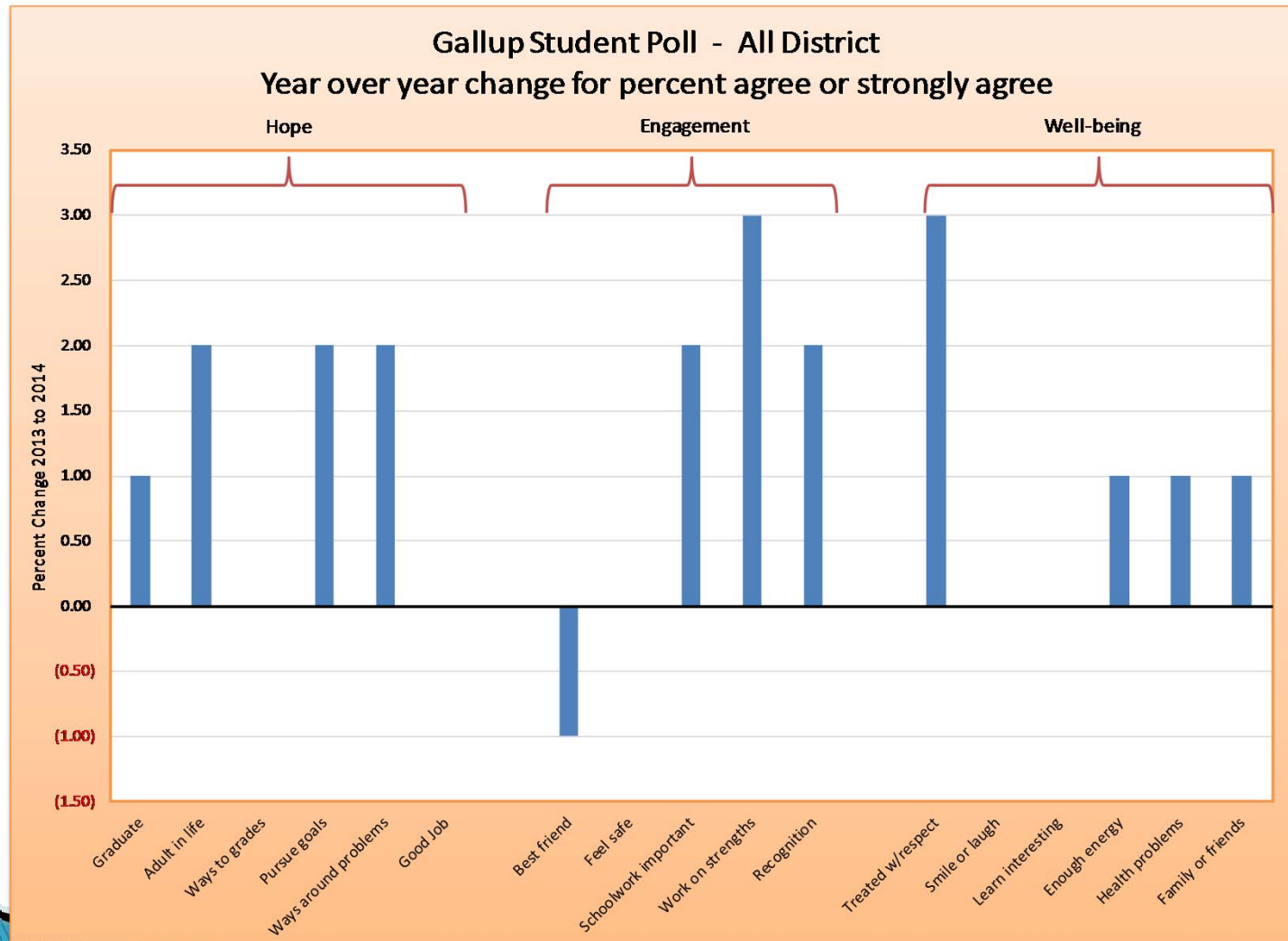
Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time?

A Focus on Engagement and Sense of Safety



Student Sense of Safety
Improves at MS, K-8 and K-6. Drop for HS.

Change in all sub-dimensions



A few highlights

- ▶ “Work on Strengths” was flat or up in 30 schools – including 4 of the 5 high schools, every K–8 school
- ▶ All 5 high schools saw improvement in “treated with respect...” (up 5.7 – largest sub-dimension increase for any school type)
- ▶ All 5 HS saw improvement in “receiving recognition or praise for school work”
- ▶ All 3 middle schools saw improvement for “an adult in my life who cares about my future” and “treated with respect”
- ▶ Anthem, Desert Mountain, and Park Meadows were the only schools with only one sub-dimension dropping



Next Steps

- ▶ Strengths and opportunities vary by school and school type
- ▶ Address each school specifically during mid-year reflection with principals
- ▶ Continue to work on safety
- ▶ Get “I have a best friend...” on the radar screen



Appendix

»» Detail on Poll Questions

Poll Design and Dimensions

Hope:

The ideas and energy we have for the future.

Drives effort, academic achievement, credits earned, and retention of students of all ages.

Engagement:

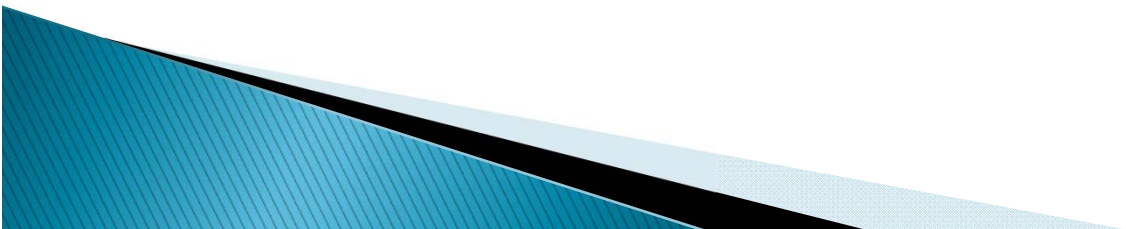
The involvement in and enthusiasm for school.

Reflects how well students are known and how often they get to do what they do best.
According to Gallup, engagement items distinguish between high and low performing schools

Wellbeing:

How we think about and experience our lives.

Tells us how students are doing today and predicts their success in the future.



Poll Questions

Hope:

Six statements that the students choose to:

Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, or Don't Know

I know I will graduate from high school

There is an adult in my life who cares about my future

I can think of many ways to get good grades

I energetically pursue my goals

I can find lots of ways around any problem

I know I will find a good job after I graduate



Poll Questions

Engagement:

Seven statements that the students choose to:

Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, or Don't Know

I have a best friend at school

I feel safe in this school

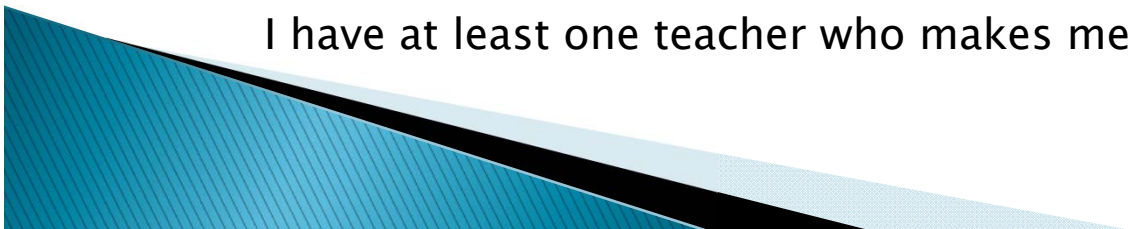
My teachers make me feel my schoolwork is important

At this school, I have the opportunity to do what I do best every day

In the last seven days, I have received recognition or praise for doing good schoolwork

My school is committed to building the strengths of each student

I have at least one teacher who makes me excited about the future



Poll Questions

Wellbeing:

Wellbeing ladder – the student chooses the rung that best describes how he/she feels (between 0 and 10)

Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time

On which step do you think you will stand about five years from now



Poll Questions

Wellbeing (cont):

Six statements that the students choose “yes” or “no”

Were you treated with respect all day yesterday?

Did you smile or laugh a lot yesterday ?

Did you learn or do something interesting yesterday?

Did you have enough energy to get things done yesterday?

Do you have health problems that keep you from doing things other people your age can do?

If you are in trouble, do you have family or friends you can count on whenever you need them?

