

DISTRICT COMMUNITY COUNCIL

Granite School District Offices

Auditorium D

January 20, 2015

6:30 p.m.

I. Welcome

President Bawden welcomed those in attendance and called the meeting to order at 6:35 p.m. Members of the District Community Council (DCC) and administration in attendance were:

<u>Member</u>	<u>Network</u>
Amy Dobbs	Cottonwood
Nelson Clarke	Cottonwood
Ryan Spackman	Cyprus
Darrell Kirby	Granger
Andrea Lindsey	Granger
Marni Allred	Hunter
Susan Bond-Ross	Kearns
Amanda Tipping	Olympus
Reed Young	Skyline
Celina Milner	Taylorsville
Dawn Warner	PTA
Terry Bawden	Board of Education, President
Connie Anderson	Board of Education, Vice President
Karyn Winder	Board of Education, Board Member
Dr. Martin Bates	Superintendent
Mike Fraser	Assistant Superintendent
Don Adams	Assistant Superintendent
Doug Larson	Policy & Legal Services
Ben Horsley	Communications
Merilynn Boekweg	Board Recorder
Excused:	
John Welburn	Assistant Superintendent
Linda Mariotti	Assistant Superintendent
David Garrett	Business Administrator/Treasurer

II. SAGE/Utah Core Standards

Superintendent Bates led a discussion regarding the state mandated SAGE testing and Utah Core Standards. He quoted Granite's Charge and Responsibility, "Students will leave us prepared for college, career, and life in the 21st century world." This challenge and focus will require changes. One of these changes is the Utah Core Standards. The Utah State Office of

Education (USOE) implemented the new standards (objectives) to bring students up to the level they should be to enter post high school education and have adequate knowledge to move forward. There has been a gap in the alignment of courses required to graduate and what is needed to enter college.

Information from the graduating class of 2012 showed that 50% of students enrolled in math their freshman year of college had to take remedial courses because they had not mastered them in high school. In language arts 25% need remedial classes having insufficient skills in reading for context and writing informational text.

SAGE is an adaptive test with 11,000 questions. When a student answers a question correctly the difficulty factor rises. If a student's answer is wrong the test picks a slightly simpler question. This results in data that pinpoints exactly what the student knows. The recently reported SAGE scores appear to be much lower when compared to testing scores from past years. This was to be expected because of the higher difficulty of the test to match the rigorous curriculum. As the number of years increase with the new higher standards, the scores are expected to rise.

III. The Granite Way

The goals of Granite School District are to increase achievement for every student and enrich and increase parent and community involvement. The Granite Way includes a Game Plan for Excellence that centers around five essential practices which promote student achievement:

1. Fidelity to the Core
2. Instructional Framework
3. Tools and Assessments
4. Professional Learning Communities
5. Multi-Tier System of Support (MTSS)

Dr. Bates emphasized Granite's commitment to student achievement is "non-negotiable."
(Exhibit DCC# 15-4)

IV. Regent Scholarship

Utah System of Higher Education offers a scholarship to students who meet high school graduation requirements aligned with college and career pathways. The Regents' Scholarship is a four year CCR Plan.

The Base Award (\$1,000 one time max) is based on completion of the required courses earning a "C" or higher in each course, earns a cumulative GPA of 3.0 or higher, and takes the ACT test. The Exemplary Academic Achievement Award (renewable \$1,250 per semester – up to four semesters) requires the completion of required courses earning a "B" or higher, a GPA of 3.0 or higher, and scores 26 or higher on the ACT test.

The use of a punch card that tracks individual CCR progress was introduced to help students track their progress. (Exhibit CDD #15-5)

V. High School Start Time Research

Mr. Fraser presented the findings of a study of high school start times. There has been some interest in delaying the start of high school classes to a later time. It was found that while it could be helpful for some students with academics it would negatively impact extracurricular activities and family afterschool dynamics.

Nationally the average start time of surveyed high schools (18,360) was 7:50 a.m. The positives and consequences discussed included both suburban and urban districts. The study indicated a slight improvement in grades and behavior. The unintended consequences showed a reduction in participation of extracurricular activities (sports, music, drama, and clubs) and the family disruption if students were caring for younger siblings after school or working afterschool jobs. Parents work schedules were also impacted.

Few districts have initiated this schedule. Arlington School District, upon direction from their board, moved the high school start time to a later time. In order to make the change they moved their junior highs to an earlier time, not really addressing the main issue. If there are questions the DCC members were instructed to call Mr. Fraser (385-646-4525). (DCC Exhibit #15-6)

VI. Anti-idling

A concern had been brought to the Board of Education regarding the idling of cars when students are being picked up and the pollution it caused that was unhealthy for the waiting children. Mr. Horsley introduced an Idle Free Utah program that would provide stickers and signs for the school to remind patrons to turn off their cars to reduce emissions. If a school is interested they should contact the Communications office (385-646-4529). More information can be found by visiting www.idlefree.utah.gov. (Exhibit DCC #15-7)

Several Committee members asked that the contact information for their networks be emailed to them.

It was pointed out that the survey regarding school calendars was hard to read and Mr. Horsley said he would see that it was fixed.

Vista Elementary will have a leadership event at their school on Tuesday, January 27. The Committee was invited to attend.

Suggested topics for future meetings included STEM curriculum in secondary schools and the 5 X 5 block schedules.

Next meeting: March 31, 2015

The meeting adjourned at 8:15 p.m.