

DISTRICT COMMUNITY COUNCIL

Granite School District

Auditorium D

January 26, 2016

6:30 p.m.

I. Welcome and Introductions – Board President Bawden

President Bawden welcomed those in attendance and called the meeting to order at 6:33 p.m. Members of the District Community Council (DCC) and administration in attendance were:

<u>Name</u>	<u>Network/Position</u>
Clarke Nelson	Cottonwood
Daniel Burton	Cottonwood
Ryan Spackman	Cyprus
Anitra Koehler	Cyprus
Darrell Kirby	Granger
Andrea Lindsey	Granger
Marni Allred	Hunter
Darrell Curtis	Hunter
Brandon Jones	Kearns
Susan Bond	Kearns
Oliver Schreiber	Olympus
Chris Betcher	Skyline
Reed Young	Skyline
Sydney Johnson	Region 5 PTA President
Terry Bawden	Board of Education, President
Connie Anderson	Board of Education, Vice President
Karyn Winder	Board of Education, Member
Dr. Martin Bates	Superintendent
David Garrett	Business Administrator/Treasurer
John Welburn	Assistant Superintendent, Educator Support and Development
Mike Fraser	Assistant Superintendent, School Accountability
Don Adams	Assistant Superintendent, Support Services
Linda Mariotti	Assistant Superintendent, Teaching and Learning Services
Ben Horsley	Communications, Director
Judy Petersen	College and Career Readiness, Director
Kaye Poulton-Timm	Comprehensive Guidance Coordinator
Diana Pennington	Administrative Secretary, Recorder

II. Facilities Assessment – Don Adams

Mr. Adams stated that he would be giving an abbreviated version of the 90-minute presentation that was previously made to the Board of Education in regards to the assessment program. The

assessment program is a living document; it is active all of the time and will not get filed away like a paper copy. Granite School District hired MOCA Systems, who used five or more sub-consulting firms to help identify the current state of all of our buildings and the data was entered into the master planning manager to help with long range plans. Principals, custodians, inspectors, foremen, maintenance teams, and district workers also contributed to the data with information based on first-hand knowledge and work orders. Gathering and entering the data started in August and finished up in December 2015. Using the data, charts can be created to see different aspects of the buildings to prioritize repairs and upgrades. Mr. Adams showed several chart examples and described how criteria could be entered to get the information you are looking for. The end result is to provide a learning environment which increases the students' ability to learn and the teachers' ability to teach.

Now that the data is entered and there is a starting point, the planning begins. The planning process will use scenarios, cost, timing, and other factors to determine project completion. There are 101 facilities in Granite School District comprising of 126 buildings. Dr. Bates interjected that principals have asked where their school lands on the list and he's had to explain that it is not a list, but rather it's a tool to prioritize projects. A question was also asked about the population of schools and how that plays a part. Mr. Adams explained that the Planning and Boundaries department is a component of the process as is the Maintenance department. The overall idea is to be proactive instead of reactive.

III. Pictures on Social Media & Privacy Guideline – Ben Horsley

Mr. Horsley passed out flyers for the elementary and secondary privacy rights. He explained that 80% of the flyer was similar, but there was some language specific to each level. The flyers explained that we, Granite School District, are allowed to collect data and pictures. Granite does not allow media interviews at the elementary level except in extremely special circumstance with express consent of the parent. Secondary student information is also gathered for colleges and the military.

A question was asked about 18 year-old students wanting to exclude their parents from viewing their report cards. Dr. Bates addressed this question and said that although a student may turn 18 years old, they are still considered a student and their parents have access to their school records. If they want to invoke 'adult' status, they need to transfer to Granite Peaks, our adult school. Most students, when they realize this scenario, choose to remain a student and finish at the high school.

Another question was asked about students taking pictures of other students and posting them on their own social sites. Mr. Horsley reminded parents that if a student does not want their picture posted on another student's social site, it needs to be removed. The District will get involved, if necessary.

The policies for elementary and secondary student privacy rights can be found on the Communications webpage and are also available in Spanish. If parents want to opt out, they should contact their student's principal. Typically, more parents opt out at the elementary level. Parents may also opt out of certain parts; for instance, they can opt out of their student's information being passed on to colleges or military, but still keep their name and photo available for award postings and the yearbook.

IV. Assessment of Students – Superintendent Bates

Dr. Bates had several handouts for DCC members on assessments and how they are used. The first handout listed the testing for the past six years and which testing was District or state required. While District testing requirements have decreased, state requirements have increased. Granite's quarterly benchmarks are now semi-annual, rather than quarterly. SRI is a secondary reading assessment and helps teachers to know the level their students read. This test is good for all teachers to know, not just reading and English teachers.

The second handout included information on the purposes of assessments. Dr. Bates brought the blueprints to his home and shared some scenarios of an electrician and how he may handle switches and outlets and tied it to education. The Utah State Office of Education has designed the blueprint of what education looks like. In schools, PLCs jointly share the assessment data, strategies, and interventions. Dr. Bates explained that the schools are plotted on a graph and then the graph is compared in slices, or similar/like schools. Teachers use curriculum maps and pacing guides. Granite is unique (Ogden District is close) in that our kids move from school to school to school. Some students will attend up to five schools in a given year. Teachers are asked to use the pacing guides so that they are within two weeks of each other at any given time in lessons so that students who move can start where they left off at the last school. Dr. Bates explained that 85% of kids are in Tier I instruction, 10-12% of students are in Tier II, which is an intervention, and 3-6% of students are in Tier III.

Dr. Bates showed a classroom chart with the assessment broken into common educational concepts. The chart was color coded to show who understood the concept (green) and who did not (yellow and pink for different levels). Teachers can use this as a tool to see what concepts taught are not as understood as others and modify their teaching, get input from PLCs, and re-teach. As a side-note, it was mentioned that Granite teachers are the authors of the questions to the benchmark tests.

A question was asked if there was a correlation between AP and SAT testing when compared with all of the testing in the schools. Statistics show that ACT scores are increasing nationwide. The SAT had to be revamped because student scores had increased so much. In Utah last year, Granite School District was in the top 10-15% in both math and science testing where all kids are tested.

A statement was made that parents wish as much pride in athletic performance was given to students for academic performance by principals. Mr. Fraser told a story from his days of teaching AP History where all of his students passed the AP test. Nothing was said to him. But, when the football team was doing well, he heard all sorts of praise. This experience has helped him to be a better administrator because not only was he proud of his athletes for doing well, he was proud of his students for passing the test.

V. Member Concerns

President Bawden asked for any member concerns and said that they would be addressed at the next meeting. Mr. Betcher asked about dual immersion courses, Mr. Schreiber asked about the civics

test for graduation, and Ms. Bond didn't have a question, but she wanted to thank Ben for his work at the Legislature and for putting out such an amazing spreadsheet to keep everyone informed. She also encouraged everyone in the room to have a voice.

VI. Closing –President Bawden

President Bawden thanked everyone for coming and for the comments they shared. He told them that their questions would be addressed at the next meeting. This meeting was adjourned at 8:05 p.m.