CANYONS SCHOOL DISTRICT
MINUTES OF BOARD OF EDUCATION MEETING
September 6, 2011

The Board of Education of Canyons School District met in a study session and business meeting on Tuesday, September 6, 2011 beginning at 5:00 at the Canyons Support Services Center, 9361 S. 300 E., Sandy, UT 84070

CLOSED STUDY SESSION—5:00 pm

Those present were:
Tracy Scott Cowdell, Board President
Kevin C. Cromar, Board Member
Kim Horiuchi, Board Member
Paul McCarty, Board Member
Mont L. Millerberg, Board Member
Steve Wrigley, Board Member
David S. Doty, J.D., Superintendent
Keith Bradford, J.D., Chief Financial Officer and General Counsel

Excused: Sherril Taylor, Board Vice President

1. Closed Session 5:18 pm

MOTION: Dr. Paul McCarty motioned that the Board go into closed session to discuss the character of an individual. The motion was seconded by Mont Millerberg. A roll call vote was taken: Mont Millerberg, yes; Kim Horiuchi, yes; Tracy Cowdell, yes; Kevin Cromar, no; Steve Wrigley, yes. The vote was 5-1 and the Board went into closed session.

A. For the purpose of discussing the character, professional competence, or physical or mental health of an individual.

2. Study Session

A. The Board went directly into the Business Meeting from closed session. Two items from the study session agenda were discussed in the Business Meeting.

3. Business Meeting Opening 7:40 pm

A. Welcome

- President Cowdell welcomed everyone to the Canyons Education Board Meeting We appreciate your attendance so very much. Thank you for joining us for our Board of Education meeting this evening. We apologize. We are getting started a little late. We had an issue we were taking up in a closed session and it ran longer than anticipated. Thank you for being here. We appreciate you taking the time and energy to come and be with the Board of Education this evening. We would like to acknowledge the presence of the entire Board of Education but the Vice President Sherril Taylor. He is home ill tonight and our thoughts are with him for a speedy recovery. He is excused from this meeting this evening.

B. Approve Agenda for September 6, 2011

MOTION: Steve Wrigley moved to approve the September 6, 2011 Agenda as presented. Paul McCarty seconded the motion. The vote was unanimous in the affirmative.

C. Pledge of Allegiance—Hillcrest High School Drill Team
D. Reverence—Darlene Spencer, Hillcrest PTA President
E. Patron Comments

- President Cowdell explained that the Board of Education isn't required to accept patron comments at each Board Meeting but we have chosen to do so. It is a great forum for people to come and address the Board on matters that are important to them. Just a couple of things regarding patron comments. Because the items

that people typically come and address the Board regarding are not on the agenda, the Board can't really take the time to talk about them. We simply listen to what people have to say. We take the matter under advisement and ask our staff to follow up or we might put the issue on the agenda for future consideration. Also for complicated issues, we recommend that they give us written information. We always appreciate having information in writing. We have a strict time limit. For those who wish to address the Board as a group, they can address the Board for three minutes. Those who are addressing the Board as an individual can speak for two minutes. We strictly follow it. The reason we strictly follow that timeline is because we want to make sure that everybody who signed up gets an opportunity to speak and address the Board this evening. Because the issues are so important and political speech is arguably the most important form of speech, we don't allow anybody to cheer or to boo when people are making comments to the Board. That way we can make sure their voices are heard and we get an opportunity to hear with clarity exactly what they are trying to say. If there is cheering or booing we will end public comment because it is hard for the Board to decipher what people are trying to say when there is cheering and booing and things going on.

- Maria Brockbank said: I returned to my job this year and found a cell tower being erected on the school grounds. I started doing a lot of research on it. We certainly do not want to put our children in harm's way. I didn't feel like we had been informed as parents. I know they had a council meeting and I have talked to hundreds of people and I have had one parent who knew and she actually is here. This is so important with there being so much controversy over the health risks that in the future a notice should be sent home to all parents and they should all be allowed to vote on this and a majority needs to vote that they want it. If it does pass, the parent that doesn't want their child exposed to according to the World Health Organization a "Class 2B Carcinogen" that they can move their child to another school whether they are full or not they need to make room for them. I feel like my child is going to school to be educated. He is not going there to be possibly harmed and in the future end up with cancer or possibly get leukemia. No amount of money in the world is worth risking my child and I'm sure anyone here with children feels the same way. I've given you the data. The World Health Organization is one of the number one experts in the world on this. In May of 2011, they classified it as a "Class 2B Carcinogen" which is the same class as lead, chloroform, engine exhaust, DDT and other things. We wouldn't build a school and then put lead paint in there to save $50,000. We wouldn't dream of doing that. Yet, having RF waves on the school grounds is putting our children in that kind of a situation. This information wasn't there a year ago but there was a lot of controversy because the firefighter unions have fought this. They won't allow them on the fire departments anymore because they felt there was so much controversy with these and there was too much possible health risk from them. If you will Google firefighters, you will see they have five pages of information regarding health concerns and risks. Our children are just as important as the firefighters and I hope we can at least as parents have the chance to vote on this in the future. She presented the Board with written materials and a petition.
- Walt Finch said: I am following up on her comments. If you go to the World Health Organization, the press release is #208. I've sent this to the communications organization that you have set up. I sent you an email with that attached to it this afternoon. This just came into light today. My comments have to do with the Pediatric Brain Tumor Foundation. I have been doing fundraising for them for the last seven or eight years trying to find out how to deal with brain tumors. The problem is we have eleven children per day being diagnosed with brain tumors in the United States. In Utah, we're having two brain tumor surgeries per week at Primary Children's and I don't know what they are in the other ones. HEPA laws keep you from finding out all of this information. Last year, there were ten children a day getting them. This year it is eleven. Up by Plain City last spring in March or April on all of the TV channels they were talking about a school up there that had five brain tumors in one school in that period of time. Something is wrong. Something is radically wrong that is causing these. You probably don't have a clue about what brain tumor stuff is all about but I want to tell you when ugly is ugly, this is as ugly as it gets, kids. This is a bad, bad deal. Take a look at it and look at the stuff that is going on. The World Health Organization is thirty-one scientists in fourteen countries that in 2013 the full study is supposed to be published. They will then have the full results. It could be that they don't have anything but it doesn't look like it at this point. Put it on hold.
- Arlan F. Ekberg. President Cowdell said he would like to point out that Mr. Ekberg is a former member of the Jordan Board of Education and he sat on this side of the table for many years. He was also my ninth grade physical science teacher. We both survived the experience. So, Mr. Ekberg, welcome. Mr. Ekberg said: I assume you are taking minutes of these proceedings tonight. Thank you. I want to remind this Board that this issue was brought up by me in the early 2000's. It was a statement of record at the time so it had to be taken as given. I want my remarks a statement of record here tonight. I want to say that the duties assumed were needed from these proceedings. To start out with, I want you to show me a long-range

scientific study with random double-blind and placebo components showing the effects and risks both physically and on the biota (which means life) from tower elf-waves (that's electromagnetic low-frequency waves) and modulation effects on these tower elf-waves from background power sources. Modulation means it increases in power. We have 38 KW power lines down Fort Union. We have house and school wiring and fixtures. We have computers and cell phones, cable and land lines and TV cables and phones. We have school and communities within the tower range. As I understand it, it is about 420 meters. When these studies are done, I want to see them. I want a list of the researchers and their credentials within the time frame of the studies so it is not just somebody writing something for the will of those who want to promote this issue. This is my opinion which I am entitled to. If you are taking money at the expense of the well being of individuals namely students and even the biota, do you know what you call that? Exploitation. I don't want to see that happen. Thank you.

- Kristy Durboraw said: I am a parent of a Bella Vista school student. Sorry, I am very emotional about this. First of all, I don't allow my kids to have cell phones for one because their skulls aren't fully formed. They absorb the radiation and the things that are coming out of cell phones and all of that more than we do. They are going to be exposed to it all of their lives. I compare this to when we fought the tobacco companies. The tobacco companies had billions of dollars too, just like Verizon and all of the cell companies do. The difference is when we were fighting the tobacco industry those people had a choice. We are not giving our children a choice. None of the information came home to any of the parents. I didn't see anything. I have two kids. I might miss one but I won't miss two. All of the other parents that I talked to, none of them were informed. We couldn't make an informed decision or give our opinion. Also, I just think if there is any question about any kind of health risk when it comes to our children, we shouldn't do something if there is any question whatsoever. We didn't allow our teachers to smoke in the classroom because there was a question. I don't think we should take any amount of money. This is $26 per child. First of all from a person who doesn't have health insurance, I'll give you $26 for every one of my children to take these away from my kids. Thank you.
- Paula Poulson said: My husband got cancer six years ago and since that time I have become a bookworm into health and nutrition. Our medical industry, our pharmaceutical all of the things that are happening in our country, our world is in deep trouble. I am a librarian at Bella Vista Elementary. I had to take a leave, my husband passed away. It has just one year ago now. I just sat down and wanted to bawl to think that for $26 a kid that we would be submissive enough to have our children exposed to this. These towers, and the World Health Organization has it all listed out and many people have studied and researched this, I just want to stand and have my voice heard because we can make a difference. When I moved into our neighborhood which is in the Canyons School District most of the homes in there had just kind of happened to build up as single family residence. However, there were random lots around the neighborhood and it was zoned for multi-dwellings. Everybody said, oh you can't change that. There is no way you can change that. Well, I and a few neighbors got petitions and we canvassed the neighborhood and we got signed petitions and you will find in the paperwork she handed out tonight there are a lot of signatures and if you want more petitions I'll be out there trekking. We went down to the Salt Lake County and they changed it to single family dwellings. We can make a difference. We just have to be heard.
- President Cowdell asked if there is anyone else who would like to address the Board. He said you are always welcome to come back and address the Board on this or any other issue. We do have rules about addressing the Board on the same issue more than once every three months. But, those of you who didn't address the Board tonight on this issue if you would like to come back and address us at another time you are welcome to do that. Also, we're responsive to emails and telephone calls so feel free to contact us that way as well. That is all the public comment I have for this evening so we would like to thank everybody who came to participate in that part of the process today. We will take that issue under advisement and maybe on a future agenda we may have our staff look into more detail. But, thanks again for coming and being here.

4. <u>Consent Agenda</u>

A. Approval of August 16 and August 30, 2011 Minutes
B. Approval of Student Overnight Travel
C. Approval of Purchasing Bids
D. Approval of June and July Financial Reports
E. Approval of Home School Affidavit

- President Cowdell said these are items that the Board has considered in previous meetings, has considered through written presentations or has otherwise considered Items 4A through 4E. Does any member of the Board wish to pull any of these items off for individual consideration tonight?

MOTION: Mont Millerberg moved to approve Items 4A through E as presented. Kim Horiuchi seconded the motion. The motion passed unanimously.

5. ACT Report—Hal Sanderson

- President Cowdell said: The next thing on the agenda is the ACT Report and this is something the Board has been watching with interest. We have Dr. Sanderson who is here with us tonight to talk to us about this matter. After you make your presentation, we will come back and ask you some questions.
- Hal Sanderson said: I'm excited to do this presentation. You know how important it has been to try to get information about our students who are college- and career-ready. Tonight, I am able to bring to you important baseline information for all eleventh grade students. Dr. Sanderson reviewed the rigorous benchmarks that are aligned to freshman college success. ACT has over 30 years of research to say how students perform in college-level courses as their outcome measure. These aren't to be confused with the average ACT score for admittance into our colleges and universities. That is a different standard and it is slightly lower--the University of Utah has an average ACT of 18. These benchmarks are more rigorous than the course CRT's (The CRT's were not designed to be college-readiness indicators.)
- We tested approximately 94% of our students. This required a herculean effort by the staff at our high schools. We are in the pilot program for the state--about 50% of the state participated in this program which is a good cross-section. Data indicated we are above the state average but if we want all students to be college-ready we have a long way to go. He showed graphs indicating performance by different racial and ethnic groups. This data indicated we need to focus on low-income students, students with disabilities and those with limited English proficiency.
- The percent of eleventh graders that reached all four benchmarks was 22%. We have 1/3 of our students who are not meeting any of the four benchmarks. 61% of the students who are economically disadvantaged did not meet any benchmarks. Over 80% of students with disabilities and 59% of Latino/Hispanics fall in this category.
- School specific data was also reviewed. The District average in English is 60%, Reading is 53%, Mathematics is 38%, and Science is 28%.
- We have three measures of college- and career- readiness done by ACT. They are all built on the same standards and the same skills. Explore is in Grade 8 in the fall, Plan Grade 10 in the fall and ACT Grade 11. Dr. Sanderson showed the performance on all three of these measurements. The national trend is a notchback in Grade 11 on the ACT test.
- Dr. Sanderson shared an executive summary of an article relating the reading issue and being ready for college reading. This research clearly indicates text complexity is an important factor we need to look at in preparing students for college reading.
- What are we doing? The adoption of the Common Core by the State of Utah and we are aggressively implementing that Core. ACT was a strong player in developing that curriculum. Currently 25% of our Utah core is not part of the Common Core. As we adopt the Common Core and match our instruction on these standards to the outcome tests, we're going to see increases in student performance.
- Dr. Doty said: There are several items the Board needs to consider regarding the academic direction of the next five years. First, he commended Hal and his staff for putting this great report together. It is stunning that barely half of our eleventh graders can meet a college-ready benchmark in reading. We hear a lot about the successes of our elementary reading program and I would suggest to you, without being critical of any particular program, the results aren't there. If we have barely half of our eleventh graders who can't read at a freshman college level, those kids are in real trouble. They are in real trouble in every content area. It is no wonder that we have so many that need remedial work in either math or reading when they get on to college. The ACT is a reading test for all content areas. The math and science portions have a heavy reading comprehension component. When we have scores that are this low on reading, it is affecting every

one of the other content areas. The third of our students who can't reach any of the college benchmark scores is reflected in that reading score.

- In looking at the scores, we have lost everything we have gained between the eighth grade and the tenth grade. That is not acceptable. We have focused a lot on math but we obviously still have a lot of work to do. We have started down the path of revising our elementary curriculum, getting a lot of our elementary teachers professional development in math teaching and we will continue to do that. But, those reading scores really reflect the fact that we need to examine everything we are doing with our elementary reading instruction. We have started to attack that with the kindergarten students and have seen some great results. We need to push that effort all the way up through the elementary grades. As Amber referenced last week, one of the things we need to do is get some new elementary language arts and reading curriculum adopted. We need to look at that policy soon so that we can adopt that new curriculum for next year.
- We didn't go into individual school results tonight. There are some disparities there that are concerning. We're still very concerned about the achievement gap between our white students and our minority students and regular education students and Special Education students. This is the baseline so we know what we have to deal with now. Hopefully, over the next 8-10 years we will see this move dramatically with new curriculum and instructional strategies that will be put into place with the Board's support.
- Hal Sanderson said: As we look at the data, there are a lot of students that are just below that critical score. If you have the other pieces that we are bringing together and curriculum that is aligned better to college readiness, we are looking at an 11 to 20 point gain. Dr. Doty said "Small levers move some pretty big rocks." If we can just get the small levers into place with some curriculum and revamped professional development we will quickly see some pretty big gains.
- Dr. Doty said the science benchmark on the ACT is 24 which is quite a bit higher than any of the other content areas. It has always been the more difficult benchmark. One of the issues in our district ,and this is an issue across the state, is that we have too few kids taking biology. In our district and across the state, the vast majority of students in the ninth grade take a course called Earth Systems which is not a lab-based course. By the time they take the tenth grade Plan, they haven't had biology. Many of those kids don't elect to take biology as their second science by the time they get to eleventh grade. That is one of the things we have been working on to dramatically increase the number of students who take core biology because that is the content area that is most tested. The science area is testing things like reading comprehension, analysis of data, scientific method, drawing conclusions, making inferences. All of those things you would expect any student to know in a good rigorous science class. As you see us go into grade reconfiguration and dramatically improve the way that we teach science back down into the sixth grade, you will hopefully see some movement in this.
- In science and mathematics, the course taking patterns of students is really critical. ACT has done 25 years of research on this. If a student takes at least two lab-based science courses-- biology, chemistry or physics--and if they take all three, their science scores skyrocket on this part of the exam. The same can be applied to mathematics. If students take at least through Algebra 2 and at least one course beyond that—like Pre-Calculus, Statistics or Calculus—their test scores go way up. That is why we have encouraged more students to pursue our advanced diplomas to take a rigorous course taking pattern so that they are better prepared for those kinds of courses when they actually start taking classes as freshmen and sophomores in college.
- Dr. Sanderson said on our assessment website we have gone deeper into the information that the Board was given. That is available on the public website. That includes information for all of the eight middle schools.
- Dr. Doty said he hopes as a Board they are willing to start examining not only this data but the instructional strategies that we believe are going to be necessary to move the dial with this data at every Board meeting. This is what we need to be spending our time on. We need to spend time talking about what we are doing and what Board members would like to see done to do better for our students.
- One thing that cuts against us in this state is that we really only have one highly selective institution when it comes to being admitted to college and that is BYU. The U has revamped its admissions requirements now that they are moving into the PAC12 Athletic Conference. Even the U

has had a sliding-scale index which historically has not demanded super-high ACT scores as a condition of entry. We have a number of our institutions that have either had not ACT requirement at all as entry. There hasn't been a lot of incentive for kids to do well on this test or even take it. We are saying if a student meets these four areas they ought to go into college and not take any remedial education and that is our job. Even if the ACT isn't required as a condition of entry or admission, we want as many kids as possible to be able to meet these scores so that they have real options. Whether they go to Salt Lake Community College and go into a career- and technical-education program or whether they go to BYU or Harvard or Stanford that have selective admissions requirement they have some real options when they graduate from high school. Full administration of the ACT to all of our eleventh graders was funded last year in part from a grant from the state office. We do have that again through this year. If that does not continue, I would hope that the Board will make this a budgetary priority so we can continue to do it.

- Kevin Cromar shared that his wife, a fifth grade teacher in Jordan School District, has implemented a program in her class that has increased their already high scores by 10%. She has the children exercise before the test.
- Paul McCarty said he really likes how AIMSweb presents their data so you can determine not only how many reached the benchmark but those who are very close to benchmark. He asked if ACT could provide similar data. Mr. Sanderson said he has data that shows if we include students who are just two points below the benchmark, our numbers would almost double. There are a lot of students very near the benchmark. He will talk to ACT to see if they can provide this data.
- President Cowdell thanked Hal Sanderson and David Doty for their hard work regarding this issue.

6. Policy Changes Directed by Legislature—Jeff Christensen (Moved from study session.)

- President Cowdell said there are a couple of items we agreed to take up that we didn't get to in our earlier session. First, we will hear from Jeff Christensen who made some policy changes that have been directed by the legislature. This is information that was on our BoardDocs. He asked if the Board had any questions about this process.
- Mont Millerberg said these look like mandates from the legislature. Things that have to happen. It doesn't matter what we think, it is what has to be done.
- Mr. Christensen said the materials that were posted on BoardDocs included six policies and one memorandum of understanding. One policy requires dialogue to get clarification. This is the policy on head injuries to protect our athletes. No action is necessary this evening.
- Due to a malfunction of the recording equipment, this bullet is a summary of Mr. Christensen's presentation to the Board. Jeff Christensen presented information to the Board regarding Policy JJICA—Athlete and Student Head Injury Policy. We are responsible to remove an athlete or student suspected of sustaining a concussion or traumatic head injury and prohibit continued participation until he/she is evaluated by an appropriate health-care professional. A written statement from an appropriate health-care professional is required to clear an athlete to resume participation. Training is required for staff responsible for supervising athletes at sporting events. Notice must be given to parent or guardian regarding the head injury policy including the requirement to obtain a signature before permitting an athlete to participate in a sport event.
- Steve Wrigley asked if we are required to do pre- and post-tests. Some documentations talk about the need to do pre-testing of individuals to get a baseline so that after they have their concussion you know if that was an issue and then testing a couple of weeks after. Mr. Christensen said there isn't a provision for this in the state rule. It is mostly for post-concussion traumas. However, in practice in discussion with some of our athletic trainers within the schools, some of them are already engaged. I haven't met with all of the high school coaches but I know that several of our coaches particularly at Jordan High School are involved in doing some form of pre-concussion measurement and they can come back after the fact and look at that data. This is a good opportunity for me to confer with the other coaches. This material was released recently from the state office in terms of the state board rule so we wanted to get it together to bring it before you to comply but want to make sure that we get this right. We want the Board to have an opportunity to review the materials.
- President Cowdell said, when I was there and got a concussion playing football, the post-concussion analysis was take a lap and that was about it. I was really hurt and I was out for a

while. I'm glad to see that we are getting right on top of it. I know Mr. Taylor, and I wish he were here for this discussion, I know that the High School Activities Association is promulgating some rules as well and it would be interesting to get his feedback. So, when we bring this back, I will be interested to hear kind of what is going on there as well.

- Mr. Christensen said, in meeting with some of the coaches within the District. They referred me as well to some of the materials that have been put forth by the Utah High School Activities Association. They are well on top of this and have already updated their forms and have a lot of materials and training that essentially can work in tandem at the high school level as we drill down into the middle school and elementary school level there isn't that same applicability but we can work to get something that would 1) be in compliance with the state board rule as well as the statutes so that we can be in compliance. I will be happy to come back and answer those questions as needed.
- President Cowdell asked if the statute requires us, for example the Ute Conference, little league football uses our facilities at different locations. Does the statute require us to require those organizations to do certain things regarding head injuries and that kind of thing as well—people who would lease our facility who are using it for those purposes.
- Mr. Christensen replied that the statute itself isn't that specific. They go in and define an amateur sports organization but they also do refer to a sporting event. That is where we need a little bit of clarification in terms of how exactly do we want to proceed in terms of those entities. Specifically, they look at amateur sports organizations and define it as public or private schools, public or private sports leagues and public or private sports camps. As you move into the state board rule, they focus primarily on educational activities. To the extent that we might have a student that is participating in one of these private leagues and it might be using a field. That is where we need to really delineate where does this fall? We are looking for some clarification on that. We wanted to get together to get it moving with the coaches as well as the state board how we want to address that issue.
- Dr. Doty said he wanted to commend Jeff for his work in getting this pulled together for you. Just to kind of give you as a Board a little bit of a preview for a discussion that I know we are all anxious to have regarding how we are going to develop and implement policy generally in the District, especially now coming out of our negotiations process. One of the things that I would like to propose for you to be thinking about is that we have what I call minor policy changes that need to be made from time to time. Those are primarily ones that are dictated either by some statute that the legislature passes or some modification in a regulation like FMLA or something like that. Really, the law dictates that we have to change it. I would suggest for you to think about that in those cases like this head injury one—granted this is a major policy adoption, but it is something mandated by the law—that in those cases rarely would we need to go through a big sort of advisory group process. On occasion, like this head injury one, we still would want to get some feedback from coaches and High School Activities and some other people. Normally, when we are just dealing with kind of statutory or regulatory changes I wouldn't think those were things that we would need a big advisory group or need a lot of discussion with. I would just as soon if you are comfortable with it turn this over to Jeff and have you green light him to draft the changes and bring them to you for your review. On the other hand, if we are talking about major policy revision such as our Safe and Orderly Schools Policy, which we have talked about, or adoption of a brand-new policy that affects a number of stakeholders then that is when I think we need to talk about some sort of a process and how you would like to go about that, to what level you would like to include stakeholder input, who those would be, what the review process is, what the drafting process should be and so forth. We would like to have that discussion, obviously at a Board meeting in the near future. We've got several of those that are lined up waiting for some sort of action or review. But, in these cases, if you are comfortable with the exception of the head injury one of just moving ahead so that we can be in compliance with the law, I would urge you to just adopt these changes tonight and then let him get a little more feedback on some of these other issues pertaining to the head injury policy. We can bring that back. We did want to get it on the agenda tonight because we are under a deadline to get something done by the end of the month.
- President Cowdell said, do you want us to take up the approval of the other items tonight or just put them on the consent agenda for next meeting? We could put them on the agenda for next time

since we didn't notice it up. If you want to put the football one on there just to get it approved so we have it by the end of the year and we can amend it if we need to to get something going. We appreciate you paying attention to it.

- Kim Horiuchi said in addition to the High School Athletics Association, Salt Lake County is also adopting their only policy. The Parks Board has been looking closely at that. I don't know if you want to coordinate with them as well since Junior Jazz uses a lot of our facilities. That might be another person you should contact.
- President Cowdell thanked Mr. Christensen and asked him to work with Charlie Evans and Dr. Doty to put those items on the consent agenda for next time. If we have more questions about them, we will pull them off and tackle them one at a time but I don't really see that being an issue. I think you could put the head injury policy on there so we have something while you are working on it. At least we get something out there. I think the Board would be fine with that. Thank you, Jeff, we appreciate all of your hard work. Thank you for being patient with us. It has taken a couple of weeks to get you here. I mean, you have been here for us to dialogue with you so thank you very much.

7. Discussion—Potential Air Conditioning/Cooling Projects for Spring 2012-Keith Bradford (Moved from study session)

- President Cowdell said, members of the Board, let's talk about an issue that I know we have heard a lot about the last couple of weeks. That is item 2B, this is the air conditioning issue. I think as a member of the Board I have gotten more feedback regarding air conditioning than I have on almost any other issue over the years. A couple of years ago when we had a really hot cycle the first few weeks of school, I got several calls and emails. This year has been no different. Keith, we appreciate you guys being responsive on this and I know you are trying to be proactive about some things we could do for next year. I wonder if you might take a second and brief the Board on some ideas that you have for 2012.
- Keith Bradford said we have engaged an engineer to look at schools that don't have air conditioning—Alta View, Edgemont, Midvalley and Peruvian Park elementaries and Crescent View, Indian Hills, Midvale, Mt. Jordan and Union middle schools. Also, but we didn't include them to look at these, would be Cottonwood Heights Elementary, Midvale Elementary Butler Middle School and Albion Middle School. As you know, right now, Cottonwood Heights Elementary and Midvale Elementary are scheduled to be torn down next summer so there would be no reason to air condition those for next year. Butler Middle School will be used for one more year after this year before it is scheduled to be torn down and Albion is currently under renovation and will have air conditioning. On those schools, all of the middle schools Crescent View, Indian Hills, Midvale and Mt. Jordan are all scheduled to have major renovation done at those schools with this $250 million bond. Included in that is air conditioning at all of those schools. Union Middle School is not on the schedule at this point. Alta View, Edgemont, Midvalley and Peruvian Park Elementary schools possibly one of those being included in the bond, the others are not yet scheduled with the plans that we have. With the hot fall that we have had, we engaged an engineer to go out and look at these schools and look at the possibility of what we could do at the schools. The initial look at those schools has been to go out and look at the end of the corridors putting in roof-mounted swamp coolers that would then allow forced swamp-cooler air to come into the buildings and then by opening the doors and windows in classrooms that would help circulate that cool air through the building. We think this would be the cheapest alternative initially as opposed to putting in full-fledged air conditioning. We've got them looking at that possibility. Also, there may be a possibility at some of the schools to add air washers at the intake valves of the air handling system as a possibility of bringing in cooler air. It may not work at all schools. It depends on how that air handling system is working at the school and the type of equipment we have there. I did receive today as we were in our earlier meeting a preliminary estimate on the roof-mounted swamp cooler systems. In most of these cases, it does not include cooling the gymnasium or auditoriums. It is just putting them in corridors and letting the air circulate through the building. The preliminary estimates run from $330,000 to $90,000 for the elementary schools. What we would like to do is further vet this because we really haven't had a chance to vet this yet and make sure we've got everything covered. After looking at those options, if you would like us to look further at actual air conditioning in those buildings as opposed to a swamp cooler solution we'd like to know that so we

can further look at that. That's where we are headed. We have time to look at this and study it close because this is something we would be looking at starting in the spring as school is letting out so it will be completed before school starts in the fall.

- Last week at the Board meeting, we had a patron talk about changing the school schedule as an option . I went back to weather.com and pulled down the average daily temperatures for Sandy looking at August and September as well as June. As I look at the tentative calendar for next year, we're tentatively scheduled to start on August 22. The average daily temperature on August 22 is 93 degrees. If you look at September 4 which is the first Tuesday after Labor Day, if you were to delay school until after Labor Day as has been suggested, the average daily temperature is 88 degrees. You go from 93 to 88 degrees. Now, if you were to take those days that you delayed the start of school and just add it on to the end of the school year without making any changes in the tentative plan throughout the school year, that would then kick you off until June 17 as the last day of school on which the average daily temperature is 88 degrees compared to June 6 which we are tentatively scheduled to end with the average daily temperature being 84 degrees. Adjustment in the calendar would shift you from 93 degrees until waiting until after Labor Day to 88 degrees and then at the end of June you would be up to 88 degrees on the last day of school. Now there could be, if you wanted to look at the calendar, other adjustments made in the calendar so that you don't go as late in June. That is a possibility and a consideration to look at as we look at the air conditioning or swamp cooling options so we can do a cost benefit analysis. I would look for any direction that you would like to give me as we proceed on this.
- Kim Horiuchi asked how outside temperatures correlate to inside temperatures. The high is usually around 4 pm which school it out by then. So, I'm just wondering if that really makes that much of a difference as far as added cooling to our buildings—4 to 6 degrees in the outside temperature when the high has already passed. Mr. Bradford said we would have to look at that. I think as we look at the comparison right now--take for example today compared to the first week of school--we do see that there is a significant change in the weather. Today is a little cooler than normal so it's not as bad but I would anticipate that in looking at the change in school schedules if the outside temperature is down by 5 degrees, there is an assumption that the inside temperature would be down an equivalent amount. There would be some correlation. One of the things I want to make sure as we look at this and look at the swamp coolers is what the engineer anticipates the implementation of those how much would it cool the inside of the building. I've heard some numbers anywhere from 5 to 15 degrees in temperature. I want to vet that out with him a little bit more based on these placements the impact it would have on the rooms that are furthest away from the intake of the swamp cooler what would we anticipate it would do for those rooms compared to rooms that are closer. If any of you when we were housed up at Cottonwood Heights when the District first started, there was a swamp cooler in the multipurpose room. When it got hot up there and you turned that on, boy that room really cooled down. It made a big difference in that room and you could feel that cool air circulate down the hallways as we would open u the windows down the hallways, but if you were at the very end, it didn't make a lot of difference. Now, we would be looking at more than one. We would place them in the corridors and different places where it would circulate better than just one on a school. But, it does make a difference. I would like to tie down the numbers a little bit better with the engineers as to what we believe that fully would do.
- Mont Millerberg said, Keith, we've addressed the twelve schools that are without air conditioning. We have Principal Malone and Vice Principal Kirby with us this evening. One of my concerns is Hillcrest that is by definition air conditioned but based upon what my son tells me when he comes home, is not. I don't know if that is a fair statement or not and what kind of issues you have there. Some of the places in some of our schools and I just use Hillcrest as an example because that is the school that I am familiar with. Have we done anything to address the concerns in some of these inadequately air conditioned schools? Mr. Bradford responded that with this study we are looking at, we have not addressed those schools because as you said they have full air conditioning in those. We recognize that there are issues. We do try to address those issues with work orders that come in and are looking at those. The challenges you have with schools like Hillcrest is the HVAC unit systems in those have been piecemealed over years. There have been changes to the building and duct work may not have been changed and modified. So you start having some inefficiency

issues with those. Those are things that can be looked at and should be looked at especially as we do some major renovations. The ideal time to do that is when you are doing major renovations out at our facilities to correct those problems as opposed to the challenges of going out and piecemeal. We still try to do that to cool areas down and do the best we can but you are correct we do have some schools that have so called "air conditioning" that still have challenges with areas that are comfortable and other areas that are not.

- Kevin Cromar said I remember when we were first married I bought a car in the middle of winter in January and trying to save money we didn't think we had to buy air conditioning in that car. That was a big mistake. I am very concerned. My sense is that the temperatures keep getting hotter over time. We have a lot more days with 100 degree temperatures and when you say 92 degrees average, you have to figure 10 degrees more in that building. So when it is 92 it is probably almost 102, especially when you get a lot of warm bodies in there. I know this year we had about 4% of our students opt out which is also a significant cost as far as not getting an education during that time. The cost of that… I know at Albion at least one day 76 students opted out. When we discuss this, maybe it is like buying that car in the middle of winter. I just think we ought to look at next year starting after Labor Day. Given the fact that the safety and health of the children come first. I know many, many teacher educators buy units out of their own pockets to install in their windows. I think we should get a report on how many of them are doing that and maybe they need to be reimbursed for that. Also, I know some buildings with air conditioning parts of that building are either extremely cool or hot still even though they have air conditioning. One question I have even in this heat thing have we really monitored during these last two weeks what is the temperature in those buildings—inside the building in different rooms. Like even those that are air conditioned, have we looked at monitoring if it is too air conditioned in some parts of the building and not enough in others? Keith Bradford responded by saying yes, during this process we have been monitoring classrooms and buildings for temperatures. Not necessarily all buildings but those buildings where we know there are issues we have been monitoring and checking on them.
- Dr. Doty said he would like to place this discussion about air conditioning in a larger context. Going backwards, you will all remember that the MHTN study we commissioned identified $650 million of renovations that needed to be made to the facilities in this district. That included not just school buildings but district office buildings and bus garages. We made a decision to start where we could. We made a decision to start what we could fund without property tax increase to patrons in a tough economy. We are doing that. We all realize that that is not satisfactory to those who attend Union or Alta View that are not getting done at this very moment in time. But, let's just remember that we are working and working quickly on this problem. We have five major projects underway right now—all of which will have state-of-the-art air conditioning when they are done. That is five more than we had before we had a successful bond election. We have to start where we can and do what we can and hopefully our patrons and employees will understand that. Moving forward, with that amount of deferred maintenance liability still sitting out there, we are going to never be able to pay all of that with cash. We all recognize at some point probably in the relatively near future we're going to have to go out for another bond election so that we can do some of the other projects that still need to be done. Let's keep in mind that the best way for us to accomplish that is to follow through the very best we can on these twelve projects that we have identified. That is the best thing we can do for the future. I just get a little nervous when we start talking about let's add this project or that project to things we have already agreed to fund not only because our facilities staff is really stretched thin as it is but our fund balance in our Capital Facilities Fund is not unlimited. We need to keep a reserve and a way to backfill when we go out for another bond election. If there are things that we can do that will be effective for the money that we put into it, that is fine. I get nervous about putting in air conditioning immediately on all of these buildings and then not being able to recoup those investments when we are going to tear those buildings down in five years. There are a lot of factors to consider here as a Board in terms of being prudent with the taxpayers' money, providing a good climate for working and learning and also doing this in a way that is thoughtful in terms of our long-range facilities planning. We have basically a five-year plan laid out right now with these bond projects that we are currently funding. Keith and I have talked about how we would really like over the course of this next year for the Board to really

stretch that out to a ten- or fifteen-year plan so that we can identify not only for ourselves but for our patrons when certain projects might be coming along and what our plan is to fund those.

- President Cowdell thanked Dr. Doty and Keith Bradford for looking at this. He asked Mr. Bradford to keep them posted as they are studying this issue. Dave, your question about keeping the big picture in mind. There might be some of these schools where we want to consider putting these very items on a future bond election. If you would keep that in mind as you are planning.

6. Consideration of Board Resolution (This item was not considered.)

7. Staff Reports

A. Superintendent Report—Dr. Doty had no additional comments

B. Chief Financial Officer Report—Keith Bradford had no further comments.

8. Board Reports

A. Kevin Cromar said: I read the Superintendent's Report today and he mentioned in that report to the Board about commemorating 9/11 and remembering 9/11—the tenth anniversary. That is the comment I want to make tonight. Yesterday on Labor Day, I was actually at the World Trade Center site. My wife and I were in New York City over the weekend. What is interesting is this year is our 35th anniversary and ten years ago we were also in New York City just a few days before 9/11. This is a photograph of my wife with the twin towers behind her. It was just a few days. Our wedding anniversary is August 26. We were there into September. I am on the Brooklyn Bridge with the twin towers. We were in New York City this weekend, ten years later, because our New York grandson was born and my son as you know attends New York University finishing up his Ph.D. He has recently been offered a teaching position there. We are very proud of him. I was also there because my son was put in the bishopric of the L.D.S. West Harlem Ward and I ordained him a High Priest Sunday and with the stake president set him apart in that bishopric in our faith. It was quite an event. So, yesterday, Cathy and I spent our Labor Day –which there had to be about a million people, seemed like at the site getting ready. President Obama will be going there on Sunday and I think George W. Bush. Security was very tight, a lot of New York police officers fully automated weapons. That was kind of sobering to see that. I was amazed. A year ago, we visited that site in New York City when we were visiting my son a year ago and it wasn't quite up yet. Now, a year later 84 stories are completed on the tower. It will be 104 stories when it is completed in one World Trade Center. Of course, the other building I think that is called the Fourth World Trade Center. Unfortunately, the memorial that they have planned won't open to the public until the day after 9/11. I was disappointed because I wanted to see that. It has the pools and the memorial you can plan your visit there. You have to have tickets. This is what it looks like so far. I just want to read this one brief couple of sentences. "Because we can never forget. (This comes from what they handed out at the memorial there.) It is probably one of the most awful days in the history of the United States. If that day shouldn't be memorialized, then what should be? It was an attack on the fabric of our country so I believe it's very important for us never to forget. There has to be a constant reminder that somebody was willing to give their life so somebody else could live to tell the story about what happened. Those in future generations we don't want them to forget. We want them to realize that on this day, this country was attacked and some brave individuals lost their lives. Families should not have to go through what we have gone through. It has just been terrible. I think it is important for the entire country. One of the significant events for all who were living at the time who will remember where they were that moment. How it threatened the United States but how also it pulled us together as a community and as a country. The country became more cohesive, less divided. " I just want to honor tonight in commemoration that ten year anniversary for 9/11. The only other thing I want to mention in my report that I did mention last time at the Midvale Elementary groundbreaking my daughter and my one six-year-old grandson and our two-year-old granddaughter from California were able to be there. My grandson was able to turn some dirt. The first thing he told his dad that night, who came up a week later,he said: Dad, I turned some dirt on Midvale Elementary. That is something that will be memorable for our family. My grandson will be able to go past there. This week we have the Butler Middle School groundbreaking and another grandson will be helping me there who is four years old. I think that is what it is all about. I am a grandfather now and that is probably the most important thing I can be about doing besides trying to help the children of this district.

B. Steve Wrigley said I really want to express my appreciation on the ACT stuff we saw tonight. I have an eighth grader, a ninth grader and a twelfth grader and I am depending on them to go to college and I can't afford it. I am fighting with my twelfth grader. She is very smart but she can't take the tests as well. So, I think what you have been talking about will help her in that process of taking several tests—at least the other kids that are coming too. Thank you for doing that. It is nice to get this data to know those things so we can prepare our kids to be able to take the tests—4.0 student, difficulty in taking tests sometimes. Hopefully ,the more they take them the better the kids will be.

6. Closing Items

A. Adjourn.

<u>MOTION:</u> At 9:15 pm Tracy Cowdell motioned that the Board adjourn. The vote was unanimous in the affirmative. The Board will reconvene two weeks from tonight.

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ATTEST _____ President
Tracy Scott Cowdell

_____ Chief Financial Officer
Keith Bradford