

CANYONS SCHOOL DISTRICT
MINUTES OF BOARD OF EDUCATION MEETING
May 10, 2016

The Board of Education of Canyons School District met in a study session and business meeting on Tuesday, May 10, 2016 beginning at 5:30 pm at the Canyons Support Services Building, 9351 S. 300 East, Sandy, UT 84070

Those present were:

Sherril Taylor, Board President
Steve Wrigley, Board Vice President
Nancy Tingey, Board Second Vice President
Clareen Arnold, Board Member
Robert Green, Board Member
Chad Iverson, Board Member
Amber Schill, Board Member
James Briscoe, Superintendent
Leon Wilcox, Chief Financial Officer
Dan Harper, General Counsel
Charles Evans, Director External Affairs

1. Closed Session -- cancelled

2. Study Session -- 5:30 pm

A. CTESS Update--Sandra Dahl-Houlihan & Steve Dimond

- Sandra Dahl-Houlihan: I was reflecting that I was appointed to the position of Administrator of Evaluations and Leadership Development one year ago. Boy what a year it has been! I have learned so much and I am grateful for the experience. It has been a year of the good, the bad and the ugly. Board members should have received information prior to the presentation, including survey results. Steve and I have talked on the phone, exchanged emails, met with Nancy Tingey, Amber Schill and Clareen Arnold in Steve's office and discussed what will be shared tonight. Please realize as we are moving forward that CTESS is truly a collaborative effort here in the District with Human Resources, Instructional Supports, Jeff Murry (who is a legend in our minds), and School Performance. We have also been fortunate to team with CEA. Everyone has worked together and shared thoughts, successes, frustrations and challenges and discovered new celebrations as well as new struggles.
- We have a lot of data and information to share based on the work that we have done this year. Trainings, modules, information on our website, school visits, canvas course, visits with groups of teachers have given us a lot of good information to share with you tonight.
- PowerPoint presentation: Why CTESS?
Changes in the State law necessitated a change in licensed educator evaluations including administrators. Any system that is adopted by the Board of Education must be valid and reliable. That was very important to us as we worked on CTESS development. This is also based on Utah's teaching standard; we do have record that every single standard, there are 12 standards, is connected to the states standards. We can get that information to you. Something interesting about our standards is that other districts in the state are asking about our system. Steve and I visited other district about their systems. We did a little show-and-tell with Davis School District. Ogden School District has been down a couple of times and met with Jeff Murry to look at our CTESS Dashboard. The state office has approved our system and said it is a great model because it is so thorough. It looks at so many pieces and it is a way to commend the teachers for their hard work.
- I would like to give you a brief history of CTESS. Last year, 2014-2015, was our field test year. We started with a large manual and have honed it down to something much smaller. Hats off to our ISD folks, Laura Grzymkowski, Laura Tuesday-Heathfield and Rob Richardson for working so hard to get this document in place. This document went through multiple revisions and the expectation is that all educators be effective.

Another document was produced that works in tandem with the first document and discusses all levels of effectiveness. The first document was released in July; second document was released in October.

- Clareen Arnold asked for clarification on the two documents.
- Sandra Dahl-Houlihan: The July document just shows effective and the second one came out later with additional clarification and wording changes and also all of the ratings. The document was available on the canvas course for teachers and it was sent to administrators.
- Clareen noted that they never got the second document in hard copy and that they had to go look for it. Steve Dimond said that they received the first document in hard copy and second document was available electronically.
- Sandra Dahl-Houlihan: Our teachers requested something available at their fingertips. The blue 'i' buttons for information were developed by Jeff Murry. Teachers can quickly tap on the blue 'i' and find what they need. That has been a real source of help for both teachers and administrators. It makes it quick and easy rather than having to go back to note the benchmark criteria, you can hit an 'i' and it automatically pops up.
- We received some feedback that our building administrators truly should be our instructional leaders. We believe building administrators provide quality feedback to educators to improve student learning. Student learning is what it is all about. Focus professional development on instructional priorities and improve the quality of time spent on productive conversations with educators regarding teaching and learning. HR has worked hard to remove some duties from administrators including removing reference checks and custodial and nutrition worker evaluations. That is now taken care of at the district level. This gives building administrators more time to work with teachers and with students.
- Graphic: CTESS vs JPAS -- On CTESS we had 18 career educators that were identified as ineffective or in the minimally effective range. On JPAS we had 21 that were ineffective or in the minimally effective range. Different systems but similar results. Based on data provided by ISD, 93% of our educators are effective or highly effective using our CTESS system. I believe this is exemplary. That is great work happening at Canyons School District in our classrooms with our students. To break it down we had 19 that were highly effective, 226 that were effective, 16 minimally and 2 that were ineffective.
- Building administrators have worked with their teachers that are ineffective or minimally effective on their IQRs (Instructional Quality Ratings). If there is growth made, an administrator can come in and petition that probation be rescinded for that teacher for this year. Two happened just today. With supports teachers are improving and teachers are happier. One teacher thanked their administrator for this process. Our goal is to provide the support to remediate not to terminate.
- For provisional teachers, by law, they are evaluated twice a year. Provisional teachers are in their first three years in the district. We had 87% of our provisional teachers that were effective or highly effective. Again, I think this is outstanding for our students. Steve noted that we anticipate provisional teachers to be emerging because they are learning their craft.
- Steve Wrigley: If there is a teacher that comes to us from another district is there a way for teachers to 'clep out' if teachers have caught the Canyons way, so they don't have to be provisional for three years?
- Steve Dimond: By policy they are provisional for three years.
- Steve Wrigley: Yes, but if they are provisional then they do not get tenure for three years. I've had comments made to me by seasoned teachers that have been around for a long time. I can see that it takes a while for them to understand what we are doing but once they demonstrate that, do they have to demonstrate that for three years?
- Clareen Arnold: Is that policy new for Canyons, since Canyons became a school district? Because when it was Canyons and Jordan, this was not the case. When the split was made was it modified?
- Steve Dimond: Jordan had it where you were provisional for one year for career educators that were coming back. That was modified here four or five years ago. At the split we kept the policies for the first year. After that we could make modifications.
- Clareen Arnold: That is what I am saying. You guys changed it after that.
- Steve Dimond: Yes, because our goal is to make certain we have the very best teachers for our students and we want to make certain we are evaluating and making certain they are the best.
- Steve Wrigley: I was wondering if we have ever taken a look at how many seasoned teachers we keep out?
- Clareen Arnold: I believe that after the first year we should be able to tell if teachers should be career.
- Steve Dimond: Actually, I disagree with you. It is generally within two to three years if that truly is the persons continued practice.
- Chad Iverson: It takes three years to evaluate someone?

- Steve Dimond: Yes, you can do very well your first year, you can do well your second but you may not always be able to keep the practice up on a consistent basis. The goal is to keep great teachers for our district. Our students deserve to have the best teachers.
- Chad Iverson: We don't disagree with you on that. I think what we are having concerns about is, does it really take three years to evaluate someone?
- Robert Green: Chad when you say 'evaluate' you mean keep them on provisional status and do two evaluations per year?
- Chad Iverson: Yes, and grant them tenure or career status. They could have worked for twenty years in California and been a great teacher.
- Clareen Arnold: And then they come here and they have to be provisional for three years and go through six cycles. After the first year you should pretty well know if that is going to be a functional teacher or not. We will agree to disagree.
- Chad Iverson: It is in our policy right now? Clareen: Right.
- Steve Dimond: That would have to be something that would have to revisit.
- Slide graphic showing growth from Cycle 1 to Cycle 2: Highly effective for the first round there was 2% that received the highly effective rating, the second round it went up to 4%. The same is true with our effective teachers. That is really exciting the arrows are going in the right direction. For our emerging teachers it went down, which is what we want to see. This shows that what we are doing is working and that growth is happening in the right ways with our provisional teachers.
- Clareen Arnold: So the emerging moved up to the effective? Sandra: Yes.
- Sandra Dahl-Houlihan: We have received much feedback from teacher and administrator surveys. All 400 plus pages. Clareen has read most of it. We spend a lot of time in our schools talking with teacher groups and administrator groups about CTESS. From all of the data, we have received a lot of positives about CTESS.
- The positives: It truly supports our academic framework. Teaching standards are widely supported as well. We heard so many great comments about the iPops. Teachers like the iPops overall. Administrators are enjoying the iPops. It is a good way to get a quick look at what is happening in the classroom with an opportunity for feedback later and face to face conversations. Feedback has led to improvement in the classrooms which translates to student learning being increased.
- The concerns: iPops – they love them and they hate them. Fifteen minutes is too limited of a time. Too few observations and there is no option to postpone. We know that. We want our teachers to be on their game every single day but we also know that real life happens and we may have a teacher that is having a bad day. We need to have an option for postponement.
- Clareen Arnold: Sandra, so those didn't happen last year, right?
- Sandra Dahl-Houlihan: That's right. But we are going to have that in place for next year. That is our goal, to have an option to postpone. Another concern is the parts of the documentation are redundant and time consuming. Lesson plans were a big concern. We are looking at the lesson plans already. Also, iPLCs. We believe in the PLC and iPLC's but how do they work together with CTESS and with our standards?
- Clareen Arnold: Do you want me to ask a question as we go through this or do you want me to wait until we get all the way through?
- Steve Dimond: If you could wait that would be awesome.
- Sandra Dahl-Houlihan: One of the redundancies was how the information was put into the data dashboard. We are flipping it to the documentation. It will be much simpler for educators to enter the data.
- Other concerns are the highly effective rating. We want to give the teachers the opportunity to reach that goal without it being too far out there. We want to make that real. Right now it is dependent on limited leadership opportunities so we are looking at changing that. Our provision educators come to us so excited, especially those that are straight out of college. They are ready to teach and want to be successful. We don't want to add an extra stress to them with CTESS. We want to support our brand new teachers. Also we learned about our trainings, we thought they were great but others did not. Some schools were getting different messages from different people. The message was not clear at every school so we need to work on that. If you want to read it all Clareen has a hard copy. We have developed some refinements that we are going to work on.
- CTESS priorities - Four big areas we want to work on:
iPop Procedures
Benchmark Criteria

Final Effectiveness Rating
Provision Teacher Process

- Of all the information that we gathered these are the four areas we still need to work on. This is where we will spend a lot of our time and energy this summer.
- By law, we need to show that all of our administrators that do evaluations have been trained. That they are at a certain level across the board and that it doesn't matter who does the evaluation.
- Steve Dimond - CTESS Academy: To support brand new teachers, understand Canyons and to understand the academic framework we have CTESS Academy. The goal is to help teachers learn more about the district and how to prepare to be evaluated. Educator portfolio, there will be one class on the data dashboard. They will also offer a CTESS refresher for career educator. Similar to JPAS classes, provide support and give them a place and contact list for where to go for questions.
- Sandra Dahl-Houlihan: We are excited because ISD has already started working on a framework for the Academy including so many classes or session that our new teachers would attend. We will have our ISD staff teach a lot of those sessions along with our building administrators. We want the same message going to everyone. This would cover the first cycle of evaluation for new teachers. So they wouldn't have to worry about completing everything for that first round. This could be a great recruiting tool. Pay them for their time to come to workshops.
- Nancy Tingey: Will other teachers be welcome to attend on space available?
- Steve Dimond: Yes, of course. Our priority is for provisional but career teachers can also attend.
- Sandra asked if there were any additional questions. Clareen said she has five pages full, where should she start?
- Robert Green: There was a concern about iPops being too few, having two a year and they were each 15 minutes. The coaches and the principals do the iPops so do we have staff to do longer evaluations or more observations?
- Steve Dimond: We are planning to modify IPOP from 15 to 20 minutes in the future. We believe this is doable and gives teachers more time to be able to hit some of those criteria that are being looked for. The 15 minutes, we believe is sufficient but we want to give teachers every opportunity to be successful. Having an iPop postponement will be offered once within an evaluation cycle.
- Robert Green: They can only do that once within an evaluation cycle.
- Sandra Dahl-Houlihan: To clarify, the only iPops used in an evaluation are formal iPops and they must be completed by building administrators who are certified.
- Steve Dimond: We are working on time frame. We are looking at congruency so having an iPops in October and your next iPop in March is too far apart those two need to take place within a 30-day timeframe. You have the first one and then you have feedback to work.
- Clareen Arnold: So you're going to do two iPops on provisional teachers within thirty days?
- Steve Dimond: Yes, within 30 days of each other.
- Clareen Arnold: That is really stressful. I am being serious, that is very stressful.
- Steve Dimond: On your JPAS observations, how far are they apart?
- Clareen Arnold: Well I have two and those two are done within 15 days. Are you saying you are going to do the two rounds and then in 30 days do more rounds?
- Steve Dimond: No, you have two iPops that are part of an evaluation cycle. They need to be done within 30 days.
- Clareen Arnold: Okay so they come in and watch math one time and 30 days they come back and watch the reading?
- Steve Dimond: Any time after 5 days and before 30 days.
- Clareen Arnold: So you are not doing all four within 30 days? Okay, that is what I wanted to clarify because two full rounds within 30 days would be horrible.
- Sandra and Steve: No, we would do two within 30 days and then another two later in the year. Another thing we are working on is the iPops summary so when an IPOP is finished the teacher gets feedback from principal and a color code. It would show where they met the benchmark or if there are areas of concern. Quickly identifies areas that need to be worked on. The other thing is iPop congruence between iPops. If the first two are not congruent then a third iPop will be done and the two that are most congruent out of the three will be used. The goal is to see growth. We are working on more refinements. Small changes will make a big difference.

- Steve Wrigley: It is like dropping their lowest grade.
- Steve Dimond: We will use the two most congruent. If there are two showing struggling and one good one, then we would throw out the good one because that is what is congruent. Similarly, if there are two excellent ones and one struggling then the two higher ones would be used.
- Clareen Arnold: So you are not averaging them?
- Steve Dimond: No, we are using the two. Instructional quality of reading, educator portfolio we worked on, meeting participation checklist, one of the concerns that came up was it did not meet standard, met standard or exceeded standard. Feedback was how do you exceed whether you are ethical or not? And so we will modify that. So that is what we have worked on for the moment but there are more refinements that we will work on. Even though they sound small they are very significant on how someone will do on their evaluation. It provides opportunities for growth and support for teachers.
- Nancy Tingey: I realize that IPOPS are unannounced and unscheduled. What is the rationale on that? Because I know some people think they should be planned and I realize that if they can postpone it helps with some of the issues with the unplanned visits.
- Sandra Dahl-Houlihan: We want teachers to do their best everyday not just because they are going to be observed. We want them to be exceptional every day and it shouldn't matter when the administrator comes in to do the iPop.
- Steve Dimond: Teachers just need to teach like they do every day. Celebrate what teachers do on a daily basis and see what happens every day.
- Sandra Dahl-Houlihan: Nancy, by having congruent iPops that will help us really see the pattern of teaching.
- Clareen Arnold: But it is going to happen, to be honest. There are people that are going to say they know they are coming to iPop so they will have a lesson ready. The way everything is structured the teacher doesn't get to choose what to teach during an iPop. Teachers giving a not so great lesson vs a great lesson. Even though my math lesson may be much better than my vocabulary lesson, if you come in during vocabulary that is what I will be evaluated on. I will have to finish an awful lesson and suffer the consequences of my iPop. That is what is going to happen. Teachers will say they are not going to suffer that consequence. It is much much too risky so they will start putting in their minds a lesson that would be a little more dog and pony show. But if it's not so risky, I don't think they will do that.
- Sandra Dahl-Houlihan: We are looking at opportunities to respond, looking at student engagement, which can happen at any lesson. We know that some lessons are much more exciting than other lessons, that is reality. But we also know that good practice, good teaching, using instructional priorities, those strategies in every lesson consistently regardless of the 'woo-hoo' is what we will measure. We are not looking for the dog and pony show; we are looking for teachers to do their best.
- Steve mentioned again that 93% of our career educators are effective or highly effective this year.
- Nancy Tingey: I'd like to talk for a minute about the weighting of each of the components of the evaluation. I know the state set up that 70% is to come from the IQR, 20% from student growth and 10% from stakeholder input. So I know we have to follow that but within the instructional IQR's, the 70%, it seems to me there is a potential that a couple of iPops could be translated into several of those different components and therefore it carries more weight than maybe it should. Help me understand this.
- Sandra Dahl-Houlihan: Nancy, you bring up a great point because we are going to look at that. This is what we call the benchmark criteria in the IQR. We are going to look at how things are figured.
- Nancy Tingey: An effective evaluation is going to be over multiple points of time and demonstrations. I see this is how we want to assess our students. Not just on one little test but on everything. There should be multiple opportunities for teachers. So you are going to look at how this is weighted?
- Sandra Dahl-Houlihan: Absolutely we will look at and weigh our benchmark criteria to see how the IQR is weighted.
- Nancy Tingey: Will there be more weight given to the second round if they show improvement and if the improvement is substantive?
- Steve Dimond: That is why we have the congruency piece. Evaluation is weighted heavier to standards one, two and five, which are the instructional priorities. Canyons is looking to see if some things need to be tweaked or refined and if we make those refinements what effect does that have on the overall system.
- Clareen Arnold: So the iPop is in six of twelve of your standards. So it carries a huge amount into what the evaluation looks like.
- Steve Dimond: The observation is a huge piece of how the teacher is doing.

- Rob Richardson from ISD: In looking at how to measure each of the standards some things are well measured and others aren't. For example, our depth of knowledge, for teachers to show evidence through student work, may be something you see or don't see. So in order to show evidence the teacher could show student work or a rubric or a lesson plan. It's important to keep in mind that the IQR is a bunch of things and not just the iPop. Since we are not averaging things we are looking for evidence of teacher skills. The way the system is built it recognizes that some teacher qualities are measured in different ways.
- Jim Briscoe: Probably the most subtle thing is the 15 to 20 minutes. It is very significant. First let's think about 93% of our teachers being effective or highly effective. Most of them are effective and we want to increase the highly effective which will happen with their plan. The thing that is subtle in here is that 20 minutes. As they look at the criteria it's going to take some pressure off the teacher to hit that criteria. From my perspective next year when we roll out all of these changes, if I were a teacher and you walk in my room and last year I just kept getting effective, I know I've got that 5 more minutes to hit the highly effective benchmark. The way I approach my lesson and the way I approach all of the indicators you are looking for to hit certain benchmarks, you have that better opportunity. This will cause the teachers a little less stress when someone walks in to do an iPop. That is just my opinion but the 5 minutes is fairly significant.
- Clareen Arnold: I don't disagree, and I have read this and re-read this and your teachers go through training. But if I was to ask you to tell me all the things I have to do on a IPOP in the next fifteen minutes, could you do it? Because according to all of this, the teacher can't do it, they don't even know exactly what to do. You must have awesome teachers but they are telling us they don't understand and they don't know and they don't have it straight or clear and yet they are effective.
- Sandra Dahl-Houlihan: But you also need to remember that as many teachers said that, there were as many that said it has gone great, love the iPop.
- Clareen Arnold: I read it and I tallied it and there were not as many that felt that way. And we are missing 45% of the people. I have a huge concern about how this is rolling out and if it is really clear and valid and if it is really doing what we want it to. Does it just happen that we really just have great teachers?
- Steve Dimond: It comes back to the educator training for new and career educators. We understand there are some deficits this year that we need to work on and we are going to work on it this summer.
- Clareen Arnold: Why don't we just have provisional and career? You have four categories: provisional teachers, career one teachers, career two teachers and career three teachers.
- Steve Dimond: It starts out as three years provisional then they move into career status. There are three phases in career status. One of those phases is the full evaluation the other two years is a simplified system where it is goal setting and reflection. The rating they received as provisional or summative for their career evaluation is what is used.
- Clareen Arnold: What I want to know is why we don't just have provisional and career. Why do you have the other two parts? Teachers don't know what the three phases are and will have to go back and study to see what each phase is.
- Sandra Dahl-Houlihan: I think that is human nature. By state law we do an orientation every fall and If I was being evaluated, I would prepare for that. If it's not your full evaluation year, you may forget some things.
- Clareen Arnold: I get that. I just want to know why so many teachers said "I had no idea and now I have to study". We are going to make changes for next year and I know it is an improvement change and it is a process but why can't we just have provisional and career rather than phase one, two and three? The state is not the one saying we have to do that.
- Steve Dimond: The cycle is the same, there are two iPops, so what occurs is the same whether you are career or provisional. You are not relearning a system. State says we have to provide a rating on every single educator, every single year. We can do a partial evaluation for two years rather than full evaluations every single year. Last year we did full evaluations on every teacher and it about killed everyone off. Full evaluations for everyone are too hard on principals. The teachers know which phase or cycle they are on.
- Clareen Arnold: So this is an interim situation? Are the two interims the same? So phase two and phase three are exactly the same?
- Steve Dimond: Yes, it is a simplified version. Every teacher will do a self-assessment and goal setting every single year regardless, that is part of their cycle. Certain pieces are the same every year but we want to keep it simple for folks. We will provide some graphics to make it simpler as well.
- Jim Briscoe: There will be a new document. They are working on it and it will be provided as it is developed.

- Steve Wrigley – I appreciate, and the Board appreciates the work that you have done. We are asking a lot of questions. There has been a lot of things done since the last time you've come here. You've been open enough with us to share the good, the bad and the ugly of CTESS. Thank you for the process and allowing us to meet with you. CTESS will continue to evolve and change. Our role is more at the 30,000 ft. level. As I sit here and look at that, my 30,000 ft. question is I want to be sure our teachers are not being discouraged and that they are feeling valued. We have an ideal of what we want and we need to be sure we are nurturing people along. Some teachers are still not understanding the process. I still have some problem with this; if I was to have people that I gave exceptional to for the last 15 years, then I say you are just standard, but our standards have been raised so you should feel good about that, I would have staff that would be upset. They would say I have been exceptional all my life and now you have changed the bar and I am standard. So when I look at that it is almost like and A, C, D and F and we left out the B. We have 93% of our teachers being effective but only 14% or so are highly effective. Is it possible to take a look at that? Possibly a bell curve or something? But also say effectiveness can change over the years? This is our standard but could we move that up each year?
- Steve Dimond: Highly effective rating is a smaller group so we are looking to see what we need to modify so more people can reach that level.
- Steve Wrigley: That is a big jump from effective to highly effective.
- Claren Arnold: Actually, it is 3 or 4 points when you look through all the criteria. If you changed three or four things on here, like the one to be a leader you had to be in specific programs and if you weren't in those programs then you weren't a leader. Well you are a leader in your classroom, you are a leader if you took professional development, you are a leader if you gave input at the board meeting. A lot of people didn't get highly effective because of that one thing. They didn't have the leader part and it needs to be fixed, it needs to be changed.
- Steve Dimond: We are looking at changing that.
- Steve Wrigley: We have the ideal of where we want to go but there is not time to get there.
- Jim Briscoe: No, we are getting there next fall. There is no question in my mind, I'm not saying it is going to be perfect, we will give you all the feedback, but you are going to see less stress for two reasons, the twenty minutes will have an impact and another reason is that it is the second year we are running through this and there is going to be better training. We are going to have our first year teachers go through a whole round of practice before they ever have a principal walk in, that is huge. You are going to see an increase in highly effective percentage. If those things don't happen then we are all going to have a problem next year. But I believe, based on the changes they are making, that is what you are going to see.
- Steve Wrigley: We may want to convey that to persons that were effective. I know teachers that have not done very well on CTESS but are effective teachers as far as I have seen and my kids are saying they are effective. It was developed for elementary schools so we have some of that perception going on. We talked about the grading, take into account the teachers that go the extra mile. We have teachers doing all kinds of extracurricular things, staying late, coming early. Is that being picked up? I want to make sure teachers are getting credit for going the extra mile.
- Jim Briscoe: The only problem with that rationale is that it goes against everything that this district was set up for. First of all, our teachers do work day and night. I bet most of our teachers put in hours that are ridiculous. We are assessing the effectiveness in the classroom. The high schools, middle schools and elementary might be a little different but they have this period of time, to teach to a standard. At the end of the day these things were set up by the state to focus on effective teaching practices in the classroom. If I'm a principal and I know I have a teacher working day and night, I'm certainly going to consider that. It's going to be in the back of my mind. But I also have a responsibility to tell the Board of Education, as a principal, if a teacher is effective to get our kids college and career ready. That is our responsibility. The critical component is the instructional piece, that is why the state weighted that at 70%. This is hard and it is a change of pace, we used to give teachers a warning that we were coming in and they would be ready for us. This does make people uncomfortable but it will continue to improve and be effective. The focus is that our kids get the best instruction and it is not going to be perfect and there are going to be mistakes and these folks gave you all the feedback and we are making the corrections. We are going to try to do it better and there is an expectation from me that the feedback we get next year; we see improvement in what teachers are saying about this instrument.
- Steve Wrigley: So for the iPops, we go in for 20 minutes and there are a lot of things they are being graded on. Do we go at the beginning of the class, the middle of the class? This can ruin the timing of the lesson for

a teacher. It is a lot to do. Are we just looking for the core things that everybody should be doing? How individualized can it be?

- Sandra Dahl-Houlihan: It is very individual experience for the teacher and we have kept things very transparent. Once an iPop is finished the teacher sees everything. Teachers know what we are looking for. We know that some lessons will not meet ever criteria.
- Steve Wrigley: Some of these things may not fit my lesson structure for that particular day.
- Clareen Arnold: Speaking of iPops, where do I go to see the whole list of what you are looking for on that iPop? I could not find it. Where is there a place that says iPop?
- Sandra Dahl-Houlihan: Every teacher has their own CTESS page. Jen Buttars showed her page to the Board. Also, the July and October document has these listed.
- President Taylor recommended a break from CTESS to listen to the remarks from Representative Cutler, then pick-up the CTESS conversation. President Taylor thanked Representative Cutler for being at the board meeting.

B. State Representative Comments--Representative LaVar Christensen and Representative Bruce Cutler

- Representative Christensen was unable to attend. Representative Cutler addressed the Board. It's great to be here, as you know I am very pro public education. In reference to the session that just ended, I will discuss some of my bills that passed that deal with education. HB 142 and 147
- HB142 – In code removed the terminology Utah State Office of Education from all of the education code and changed it to the Utah State Board of Education. The Board is in charge now in the state, they always have been but we've had the USOE, and we still do, the USOE reports to the Board of Education.
- Also the auditor, that audits the State Office of Education, reported to the State Superintendent but now reports to the Board of Education. Both of those were suggested by the State Board of Education and I ran the bills for them.
- Another bill I will be working on this coming year is making the Charter Schools and District Schools equal, so that we don't have this competition. Funding will come directly from the State rather than coming from the local school board. I think this is a good idea because now we are funding them directly from the state. Also being recommended is to change some common terminology such as Charter Board or District Board. Make this equal footing
- The question was asked if there will be local charter school boards.
- They will stay the same but the terminology will change. Some sections of code address just district schools and some address just charter schools. To clarify, this is really more of a clean-up bill and no new entity.
- This is the one I want to run next year since I did not have time to run it this year.
- I have visited all schools in my district. All of the elementary schools, Union Middle and Midvale Middle, East Midvale, Copperview, Hillcrest High. I do have a question about Hillcrest High and the ARL program. Can we simplify the process of transitioning into teaching from the private industry, particularly in technology? I am finding there are a lot of requirements to move into that. I am working with the State Board to see if there is something can be done about taking all the course requirements. Can they count years of service in an industry?
- Robert Green noted that Jim's daughter just got a teaching job and they counted her professional work as teaching experience. Steve Dimond mentioned that was for salary and not licensure. There are people that are retired that would consider teaching if the road to licensure wasn't so onerous.
- Representative Cutler has an education advisory committee that meets once a month. Everyone is invited to attend. It's a good chance to visit with those in the education field. For instance, the governor is considering adding to the special session the dropping of SAGE testing. I am not terribly opposed to that.
- The challenges with SAGE testing are that students do not take it seriously, especially middle and high school students. It doesn't affect the grade, so not much effort is given. Teacher's performance is not based on SAGE testing so we need to get everyone to have a vested interest or get rid of it. It has got to be important for the students, the school and the parents. I would look for your advice on what to do with this.
- Steve Wrigley: We appreciate your support of the Canyons School District and what you are doing in education. Sounds like you have got good common sense and it is really impressive that you have gone out to the schools. There are a lot of legislators that never go into the schools so you've got some kind of idea what we are doing. Thank you for that.

- Representative Cutler: The other issue I see as I visit schools is that we have a serious problem with teacher morale. We've got to retain them. We need to bring up the respect level of teaching and pay them more. Teaching should be a highly respected profession. I welcome any thoughts that you have.
- President Taylor: One thing that is very important to us is local control and we would really appreciate it if the legislature would help us gain more local control. We are effected very much by what parents think and say and do, more than anybody. The best education is under local control.
- Representative Cutler: That is one of the primary reasons I ran for the legislature. I haven't been on a board for a lot of years so please provide me information.
- President Taylor: Some years there is so much that comes down from the legislature that we can't keep up with it and I know that teachers feel that way. We hold our breath until the session is over to see what is going to come down on us.
- Representative Cutler: Please communicate any particular area that you feel that we are stepping on your toes.
- President Taylor: You hit on one thing and that is testing. Are we over testing the kids? Are we cutting into instruction time? Testing is a topic we need help on. Thank you for coming, we appreciate that you have our best interest at heart.
- CTESS CONTINUES: President Taylor would like to invite CTA to come back to address the Board at some time. All board members agreed.
- Clareen Arnold: A lot of my questions will fall into the criteria of what you are going to be looking at for the next year. I went through all of these and wrote down what they said and I tried to make my tally marks to figure out what people are really concerned about. I got through about 400 and thought I can see exactly that you are seeing the same thing. Last year we sat here and had this discussion and we asked you to please make a two-page document for these teachers that they can put it up and can see where they are effective or where they need improvement. A two-page document they can put on their wall where they can go down and make checkmarks. I read all your criteria and I believe that I am an excellent teacher and I could not keep all of this in my head when you walk in. With iPops teachers cannot keep everything that they need to do in their head, teach the lesson, manage the kids, etc. Last year I went through this whole document and gave you a whole bunch of comments. I went back through it and about 50% is about benchmark criteria. What does prominent display your classroom rules mean? What is the difference between prominently displayed and displayed? Because one is highly effective and the other is not highly effective and it is going to effect the highly effective person.
- Sandra Dahl-Houlihan: I have been in classrooms where I have seen a large poster at the front of the room with class rules. That is prominently displayed. I've been in classrooms where the class rules are displayed on paper posted by the door as you leave the room. That is displayed.
- Chad Iverson: So do you go with a tape measure? How do you measure it?
- Sandra Dahl-Houlihan: I look at it through the eyes of the student. It is not front or back of the classroom, if there is a large poster somewhere in room I would say that is prominently displayed.
- Clareen Arnold: And if you have a traveling teacher that goes around with a cart then they are not highly effective because their rules are not prominently displayed?
- Steve Dimond: I was a traveling teacher and my classrooms that I shared had my classroom rules in that classroom. That is where you work out a partnership with the other teacher. Steve also noted that the number of teachers that did not meet that criteria was very small. Once we gave the feedback it was rectified. Once the expectation is there, teachers will meet that expectation.
- Chad Iverson: If the number of people that haven't met it is so minute why are we even measuring it?
- Steve Dimond: Because of the importance. Kids need to know what the rules are.
- Sandra Dahl-Houlihan: We are a district that is using PBIS (positive behavior intervention system) and part of that system knows the rules. Schools have rules and positive behaviors posted all over the place.
- Chad Iverson: And they should be, it's just why are we measuring the size of the rules?
- Clareen Arnold: One of the suggestions I had was; instead of saying prominently we say 'Classroom rules are posted and displayed in a manner that the students can easily see them and that classroom rules are readable and readily accessible to students'. So that we are not trying to guess what prominently means.
- Steve Dimond: We still need to go through all of your feedback. We were able to implement some things and that is one of the things we will do this summer.
- Clareen Arnold: Do you want me to go through the 10 pages of feedback now?

- Steve Dimond: My recommendation is that we make copies. We need to have a hard copy.
- Clareen Arnold: They all have a hard copy and I have hard copies for them. I have new feedback and a lot of questions. Sherril what would you like me to do?
- President Taylor: We have until 7:15.
- Robert Green: Can we have a checklist of items for teachers at the beginning of the year? So that we can walk into a classroom without the teacher even being there and have a checklist of what should be in the classroom? Have a checklist that is not part of the iPop? Complete the checklist because its needed but it's not dealing with the effective teaching and it muddies the waters and makes it so complex. That is my suggestion.
- Steve Dimond: Thank you, we will go back and review that.
- Sandra: Clareen, I would like to address one more thing. Some people say 'you keep changing and changing and one of goals this year was not to do much changing because our teachers have been through so much. So we have taken a lot of notes and done some simple refinements but no major changes this past year. We did not want to go in the middle of a cycle with changes. We will make changes this summer. Jen Buttars: To add to this, Steve mentioned that CTESS has continued to evolve as we get more experience and that is actually what we see as one of the greatest benefits of making our own system because it can be this transparent and we can collect lots of feedback from our stakeholders to continue engaging in this kind of dialog about how to be fair and equitable with our evaluation process. We are viewing all of these refinements as an opportunity to engage with you and the teacher and a huge opportunity to continue to make the system better to support teachers, which was our original goal.
- Chad Iverson: I have a few comments more directed to my fellow board members. Looking at this holistically we have been doing this for a couple of years and I want us to consider an alternative viewpoint. Based on the data that was shared with us, over 50% of our teachers say that the tool is very good at helping them to meet the standards. That is very good, that is what we want. Over 50% of the teachers said that it is too complex, it is not helpful in evaluating teachers, it is not helpful in helping great teachers become better or poor teachers become better. Just under 50% said the dashboard isn't helpful. In other words, we have been doing this for over two years and it's not really working. It's still too complex and some questions that I have, that I want us to think about, who is the expert that has built an evaluation tool before who is building it for us? If we are not going to use a tool from the state or from a 3rd party, then who is the expert that is building this tool for us? At work we have gotten into a pickle several times because we thought we were an expert at doing stuff. What does Canyons School District want to be the best in the world at? Do we want to be the best at building evaluation tools? I think we have spent a lot of tax payer dollars trying to develop this tool and a lot of time and a lot of energy. Maybe if we spend another five years we will get it to a certain point but I am starting to have my doubts. This is just one person's opinion out of seven but I would suggest that we re-evaluate this process as a Board. Let's think about if we are taking the right approach to build our own tool.
- President Taylor: Thank you. Let me just say something on behalf of the Board. We appreciate you and all of your work but when I was talking to Representative Cutler about local control, I was talking about all things. A lot of people don't understand that board members are really in touch with the public and with the teachers. Teachers wont dare go to their administration but the will go to a board member. We feel a responsibility to the teachers, to hear what they have to say. I sense a level of concern with the board right now. We are going to have a retreat this summer, and I don't know if that is soon enough to go into this more or what you want to do in the meantime.
- Chad Iverson: It is only a month away right?
- Robert Green: It sounds like we need to put a lot of time into this one thing and that is what a retreat would be useful for.
- Clareen Arnold: I think it is as important as the policies. If we are going to go through the policies one at a time, which governs what we do here then we need to go through this evaluation, the pros and cons, and then decide which way we want to direct this. I don't feel we have a direction as a board.
- President Taylor: I will give you an example that I received last week. I won't mention names or schools. This teacher that has taught for a while, their student scored highest in the school and they received ineffective and all the teachers in the school wonder what is going on, how can that happen. How can someone whose student is scoring so high be ineffective? That is what is coming to me from teachers.

- Clareen Arnold: We did a CTESS on a librarian and we put in her file that she was ineffective. I'm not sure why we are evaluating a librarian and so these are questions that we as a board need to talk about and address.
- Steve Dimond: For clarification, all licensed employees, by state law, need to be evaluated.
- Clareen Arnold: But why CTESS? Why not an evaluation for librarians?
- Sandra Dahl-Houlihan: We do have a separate evaluation for librarians. We have worked closely with Barbara Hopkins who is our teacher librarian specialist in ISD. We are working on other things.
- Clareen Arnold: The same thing with kindergarten teachers and resource teachers – this tool does not meet all the needs of all the different people. We asked last year and the year before and we were told that yes it would meet the needs and so there are concerns.
- Sandra Dahl-Houlihan: I just want to go back to the 93% of our teachers that are effective or highly effective.
- Clareen Arnold: I get that part but there is something else that is not working because I have 400 pages that say it isn't.
- Jim Briscoe: Obviously you have some concerns and we need to talk about it more. The issue would be timing and next fall is right around the corner. I would recommend that our team makes the recommended modifications and continue to use CTESS for next year while the board are discussing if this is the direction you want to go, if you want to look at the state instrument, if you want to do something different. I think that we have to think about next year. We cannot drop this on our teachers next fall, a whole new system, that is impossible. But you as a board, if you decide something or need something specific and you have that discussion as we work through the changes we could coincide that with significant changes. We need to make the changes but then you as a board have that discussion on how you want to look towards the future. It would probably take another two to three years of training and implementation if we made a major change.
- President Taylor: Is everyone okay with that?
- Steve Wrigley: I think dropping it would be catastrophic but do we need a consultant to come in and look at it? Maybe they could aide or speed up the process as you are saying.
- President Taylor: I think it would be good to hold the discussion until the retreat. We would like to give CEA a few minutes to talk to us now. Thank you Sandra and Steve.
- Jen Buttars - CEA President: I appreciate you asking me to make a few remarks kind of off the top of my head in response to this conversation. I want to start by saying how grateful we are as teachers, and I am also a patron in this district and my kids have grown up in Canyons schools. I'm going to have a Beetdigger graduate in less than a month, which is frightening and exhilarating at the same time. I have a lot invested in what we do here and in recent years as I've come to know all of you. Your interest and your involvement and your dedication to our students is so evident. Thanks to Sandra and Steve for the work they have done on this system. And I am going to call it renovations. I don't think you need to mince words or try and call it a little refinement. CTESS has had a major overhaul since it was first launched. Last year the running gag was building the airplane while we are flying it, and we are still doing a little bit of that or a lot depending on where you fall in Clareen's four hundred pages. As CEA president I have read 500 comments about CTESS that came in from my members that thought it was safer to tell me than to answer the district survey. I know that we have had lots and lots of feedback. We are in the second year of something and anytime we have major changes we are going to have some hardship. There is new vocabulary in CTESS that wasn't in JPASS and even learning that different vocabulary there is a learning curve. I appreciate the hundreds of hours everyone has given including Steve and Sandra and school performance and Jessica and Laura. And this guy, Rob Richardson, the data behind his presentation to the principals is astounding. I think our administrators, our CEA people that have been at the table, HR, ISD. We have our finger on the pulse and we are really close to getting this done well. Just like we have done with the instructional framework that I believe puts us as one of the premier districts in the nation. Building CTESS aligns with our instructional framework. I've been fortunate that my principal has worked really closely with Amber for a lot of years. So the things that are part of iPop are things that we have already been working on in our building. As I listen to Clareen's concerns to come in and how to hold everything in my head, well I feel like I am good enough at it now that after two years of CTESS, I think I can go into any classroom in this school district and still get a pretty similar IQR. I could do it because I know what to do. I know that it is about engagement, it's about getting my students to respond. It's about reminding students about what we are doing and why we are doing it. It is about asking a level of questions from the easy recall to the deeper questions. With the changes that happened this past year it is becoming more accessible, it's easier to get there from here. Last year it took a

lot but this year it is feeling better and more accessible. It is really close, it is doable, you have a wonderful, amazing team of people that are doing the work and they are listening to all of the comments. I know a teacher personally that is a great teacher but came up ineffective but Steve and the directors were on that and really worked hard to remedy that. Thank you for listening to me be impassioned about what we do in Canyons District. I really feel that CTESS is going to get there and it is really close. Honor the work that all of people have done.

- President Taylor: It would be good to have you come back at another time but I do appreciate your perspective on this and I thought it would be good for the board to hear that and I also think it is good for the board to continue this conversation at our retreat. We appreciate all the work the administration has done but we feel our responsibility as board members to do our job and that is all we are trying to do and I appreciate the board, they have really studied this out and they have talked to a lot of people, and that is not to be taken lightly. We will talk about this in the retreat. Superintendent just keep on what you are doing with the refinements and the suggestions that have been made and we will talk more about it at the retreat. Thanks administration and everyone.
- Close: 7:20 pm

3. Business Meeting -- 7:30 pm

4. Opening Items

- A. Welcome
- B. Approve Agenda for May 10, 2016

Motion: Chad Iverson moved to approve the Agenda for May 10, 2016. Steve Wrigley seconded the motion. The motion passed unanimously.

- C. Pledge of Allegiance--Luke Fryer, Cole Fryer and Ethan Clark, Butler Middle School
- D. Reverence and School Highlights -- Paula Logan, Principal, Butler Middle School
President Theodore Roosevelt once said:

"It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who know neither victory nor defeat."

Everyone in education is in the arena—lunch workers, cashiers, custodians, secretaries, teachers, administrators, and board members. There are days we each feel the battle and days we revel in the glory. Being involved in education provides each of us infinite lessons in hard work and humility. It takes commitment, creativity and courage. It necessitates a willingness to carefully examine our strategies and refine our practices along with a strength to search out and find the very best for our students.

Recently a graduation speaker on a TV show shared something I found intriguing.

In this world of relentless self-promotion, we've all been raised to think that the limelight is the only light worth seeking. But that isn't the case. . . . [The] small, simple truth ... [is]:

Achievement is often anonymous. Some of the greatest things have been done by people you have never heard of. . . quietly dedicating their lives to improving your own.

I am privileged to work in a career filled with people quietly dedicating their lives to improving the world. And the miracle is that we so often achieve this lofty goal.

I pray that our intentions, our efforts, our vision for the future of our students will be realized. I pray that we will fight the good fight and strive with all our energy to see our students succeed beyond their dreams. I pray that we will take pride our successes and learn from our failures with humility and an eye toward the future. I pray that we will strive valiantly and dare greatly, so that at the end of each school year, we may be marred, we may be covered with dust, sweat, and blood, but we will find triumph in our achievements and we will know that our every effort was spent fighting in the arena, in the battle of making the lives of our students and our society better. There is no greater devotion, no worthier cause than the education of our students. Because they are our future.

Thank you.

Butler Middle School —

Three years ago, Butler Middle School moved into a new building. This move along with the grade reconfiguration, gave us a chance to reinvent ourselves. So this is Butler Middle School by the numbers:

2 is the number of dual immersion programs that we have at BSNS—Chinese and French,

3 is the number of years we have been in our new building

6 is the number of teams we have—the gummy bears, cinnamon bears, panda bears, polar bears, Kodiaks and grizzlies.

41 is the number of teachers in the building

923 is the number of students we have

Now let's talk numbers in literacy.

3 is the number of years we have focused on literacy strategies in our building with direction from our SCC and BLT.

6 is the number of teachers on the literacy committee who meet monthly to plan trainings for our teachers

22 is the number of literacy trainings our staff has participated in over these past years

Now let's talk SRI

896 is the number of students who took the SRI in the fall and spring of this year.

15% is the whole school growth of readers in the proficient and advance ranges over this past year.

6th grade saw an increase of 17% in the proficient and advanced ranges.

7th grade saw an increase of 13%

And 8th grade saw an increase of 13%

So, with our 8th graders, who arrived at the building 3 years ago with only 48% reading in the advanced or proficient ranges, we have moved this group of students to 83% in the proficient and advanced ranges with 8 students who will move on to high school in the below basic range. Of those 8, all have specific reading barriers, with 6 of the 8 still making solid positive progress this year.

Congratulations to our students and our staff. Thank you to our SCC and BLT for making literacy a focus and providing and plan and supports to help us achieve our reading goals.

So after all the numbers that I have given you, there is one more. The number 1. Because all of these numbers represent many good things, we are about the 1. We became educators at BMS because we wanted to help the one. Over the past week as we have seen tragedies with two of our former students, we truly have realized, it is always about the 1. One more student to help; one more smile to give; one more heart and soul to touch.

Butler Middle School is a great place. We have great students, we have great parents and we have great staff members.

Which is why we say, “it always a GREAT day to be a Bruin.

5. Recognitions--Jeff Haney

- A. We're grateful for the opportunity to spend a few moments during Board meeting to recognize students, faculty and staff in the Canyons community. We hope everyone is having fun in the nice May weather, even though it turns rainy and cold the minute Friday rolls around. Lately, our weather seems to have taken a cue from Mark Twain, who once said, “In the spring I have counted 136 different kinds of weather inside of 24 hours. “This may well be true because as I tried to write this Board Recognition scripts, I went outside to a park bench to enjoy the sun, and it quickly turned to cold wind and rain. But only for 15 minutes. Then it was back to a nice sun again. By that time, I was soaked and back inside by office. Today, though, we recognize bright students who have worked with the force of a hurricane to earn their achievements. We honor a group of students who know their CTE stuff we honor the Oscar-and Tony-bound thespians of the Hillcrest theater troupe a piano prodigy and the next group of leaders who will make a great impact on the lives of the students in our schools We also cannot forget the great impact of a very special woman who literally has had a front-row seat for the founding of Canyons District. While she's one of the few members of the “startup” team still left, we wish her well on her new adventures — ones without Board meetings, and minutes, and scheduling, and phone calls from angry parents, and communications directors' sons who raid her chocolate stash every day as he makes his way from Mount Jordan Middle to the entryway at the CAB-East and then down the hallway to my office. I owe you three big bags of chocolate, Gaylene, for all that Jayden has consumed over the years. You may well be the reason he grew 6 inches in the past six months. As I call your names, please come forward to stand up here next to me. We will brag on you for a few minutes, then you can follow the path to the rostrum. Please go first to the Superintendent, then shake hand with the Board of Education. You'll also get your photo taken with your representative on the Board. Please, please please ... don't let me forget to ask you if you have an item for our Canyons Achieves trophy case. You may have seen it as you came into the meeting tonight. In the case are mementos of the achievements of our students, faculty and staff as Canyons has sought to become a district of distinction. We have original pieces of music, photos of students on “American Idol,” tennis balls, and autographed jerseys.

Again, please, when you're up with the Board, stop and pose for a photograph with the members of the Board of Education. My colleague, Kirsten, is capturing the event tonight so we can profile you all on our Facebook, Twitter, and Instagram pages and the website. A big thanks to the External Affairs team for helping put together tonight's recognitions: Tyler Toone, Jeff Olson, Kirsten Stewart, Amy Choate Nielsen, Makayla Hopkins, Susan Edwards, Laura Barlow and Marilee Ostrowski.

Our first honorees of the night are the winners of our Career and Technical Education competitions.

- B. **First Place champions, DECA, FBLA, FCCLA, HOSA, SkillsUSA**
If Career and Technical Education prepares students with real-world knowledge to become career- and college-ready, then these First Place champions — all winners of competitions gauged to test their skills in categories ranging from accounting to hospitality and tourism — are truly poised to become the Future Business Leaders of America. Please join me in congratulating them as I list their names, their competition and winning category.
- C. **DECA**
Kaitlyn Curtis, Creative Marketing
Suraj Ramkumar, Travel and Tourism Team Decision Making
Rylee Brown, Travel and Tourism Team Decision Making
Michelle White, Buying and Merchandising Team Decision Making
Emily Li, Buying and Merchandising Team Decision Making
Christopher Turner, Accounting Applications

Jalen Rasmussen, Principles of Hospitality and Tourism

Valeria Rodriguez, Food Marketing

D. Future Business Leaders of America

Evelyn Le, Accounting

Brady Hartog, Graphic Design

Nityam Rathi, Insurance and Risk Management

Vivek Vankayalapati, Introduction to Business Presentation

Annabelle Oliver, Introduction to Business Presentation

Stephen Yu, [two categories] Introduction to Business Presentation & Management Information Systems

Suraj Ramkumar, Business Procedures

Annabelle Oliver, Management Information Systems

Eric Yu, Management Information Systems

Soyoung Jeon, Social Media Campaign

Kimia Moeinvaziri, Social Media Campaign

Merry Joseph, Social Media Campaign

E. Family Career and Community Leaders of America (FCCLA)

Amber Campbell, Career Investigation

Mikayla Smith, Hospitality, Tourism and Recreation

Carlee Culberson, Hospitality, Tourism and Recreation

F. HOSA, formerly known as Health Occupations Students of America

Karissa Lui, Knowledge Test in Behavioral Health

G. SkillsUSA

Gareth Miller, Technical Computer Applications

Zachary Clausen, Telecommunications Cabling

Luke Davis, Team Works

Zack Forsyth, Team Works

Jason Nelson, Team Works

Heath Stephenson, Team Works

Luke Davis, Team Works

Bethany Woodruff, 3D Visualization and Animation

Collin Kirk, 3D Visualization and Animation

Kyla Williams, Nail Care

Courtney Anderson, Cosmetology

- Students presented their items for the trophy case.

H. *From Hillcrest Theater — First place at UHSAA state Theatre competition*

Standing applause! From humorous and dramatic monologues to classical and contemporary scenes, Hillcrest Theatre is a force to be reckoned with. They dominated the competition at the Utah High School Activities Association's state competition in those categories and more, including pantomimes, musical theatre and one-act plays. The group earned 296 points to come in first place. Keep an eye out for these students — today they're state champions, tomorrow they'll be starring on Broadway.

I. Junhao Wang, from Hillcrest High School: First place winner, Music Teachers National Association Performance competition. Anthony Chang two major scholar awards (Board member: Robert Green)

We have had some breaking news from Hillcrest High this past week received notification that a Hillcrest High student had received two major academic awards. Anthony Chang, who has been here before as the National Coca-Cola scholar and for the overall general scholar in the Sterling Scholars competition, just this week was named the National Merit Scholar and a US Presidential Scholar. He is not here today but we will have him back at another time. Congratulations to the Huskies.

Junhao Wang, a freshman at Hillcrest, has the magic touch. As other performance pianists have learned in competition against him, when Wang's fingers touch the piano keys — no matter how complicated and difficult the score — he is unstoppable. After taking first place last year in the Musical Teachers National

Association Utah State Level Piano Solo competition, Wang recently advanced to the Southwest Division competition, where he competed against pianists from California, Nevada, Arizona and New Mexico. Wang won that competition too, then took second place at the National Finals conference in Texas in April. Congratulations, Junhao!

J. Gaylene Halverson — Administrative Assistant and Secretary to the Board of Education

There are few people who know more about how to keep Canyons School District running smoothly than Gaylene Halverson. She arrived at work on the District's second day with her sleeves rolled up, ready to roll. As the assistant to Canyons' superintendents, she's helped happy parents, angry parents, teachers who were pleased — and plenty of people who weren't. Now, after 17 years of being irreplaceable, Gaylene insists she's ready to retire and move on to her next adventure. With a life that has already taken her to see everything from the steps of Machu Pichu to the spires of Big Ben, you'd think Gaylene has already done it all, but we have no doubt she'll find someplace new to fill with the light that beams from her smile. Congratulations Gaylene, and we will miss you.

Gaylene wanted to say a few words and thank so many people that have helped her at Canyons School District. It has been such a joy to see the District evolve and become what it is today. Thank you Julie and Eric for the help in board meetings and Kathryn Myer for the catering. I wanted to thank the Board. We have been through a lot together, President Taylor and I have been through most of it together. Boundary changes and grade reconfiguration, truth in taxation, angry parents, standard based grading, we have been through so many things. I didn't realize what it meant to be part of a board. The members of the board are passionate people and you are very lucky to have this board. They are passionate about athletics, under privileged children, SCCs, fine art, teachers, students and when you put them all together it gives the students a team that advocates for them. As I've watched the board make decisions on a variety of things I have seen them make the decision that is best for the students of this district. Thank you for the privilege and opportunity to work with you. I also want to thank Superintendent Briscoe. His joy is being with children and his passion is making sure teachers are taken care of and it has been such a pleasure to work by his side for the last two years and I am truly grateful to have him in our district. He has helped me see Utah through some different eyes. And lastly, I want to thank my husband who has kept the light on for me when I would get home from board meetings at 11:00 at night. He helped arranged their lives around board meetings for the past seven years, all vacations, activities, celebrations have been based on when board meetings are being held. It has been a joy working with so many of you. Thank you very much.

The Board of Education presented Gaylene with an award for her years of service.

The next honorees are those who will lead our schools in the coming year. There will be new faces in CSD schools in the fall.

- K. Will the Victory Light be on tonight to celebrate the arrival of **Darrell Jensen** at Corner Canyon High? He's currently principal at Albion Middle. In just a few weeks, he set to become the chief Charger, replacing **Mary Bailey** who is retiring. Bailey was the first-ever principal of Corner Canyon High.
- L. Kelli Miller, currently an intern assistant principal at Alta High, will be reassigned as an assistant principal at Brighton High, replacing Cindy Hanson. Hanson is being promoted to principal at Mount Jordan Middle, replacing **Dr. Molly Hart**, who will become the principal at Albion Middle.
- M. Bruce Eschler, currently an intern assistant principal at Corner Canyon High, will become an assistant principal at Corner Canyon. Bruce has done a marvelous jobs working with the Corner Canyon Chargers and will come back for another year at the school.
- N. New at East Midvale will be Angela Wilkinson. She grew up in Utah and has been in education since graduation. She's worked in the Granite Direct, the state Board of Education and as a STEM Director for a private school in Indianapolis. She has two master's degrees and a Ph.D. and is passionate about education

and the potential of all young people. Welcome, Angela!

- O. Shelly Karren is entering her thirteenth year in the field of education and couldn't be more excited for the new path that lies ahead. After finishing her bachelor's degree at the University of Utah in 1999, and finding that the business world in which she was working was not an ideal fit, she pursued her secondary education certificate at Westminster College. Upon graduation she was hired as a full-time English teacher at Alta where she spent five years teaching American literature and assisting with the girls' volleyball and basketball teams. She moved back to Utah in 2013 to be near family. We're happy she's back and part of the Canyons family.
- P. Let's hope that Heidi Long is an avid fan of the Denver Broncos. With all that blue and orange in her wardrobe she will fit right in with Brighton High Principals Charisse Hilton and her team. Long will start soon as an administrative intern at Brighton High.
- Q. President Taylor mentioned that it was great to have so many students, parents and administrators at the meeting. It gives the Board a chance to recognize all of the great things going on in our district. President Taylor also thanked Gaylene for everything she has done for the Board.

6. Patron Comments

- A. President Taylor reviewed the guidelines for Patron Comments.
- B. **Jen Buttars** – President of Canyons Education Association. I wanted to thank the members of negotiating team. Dan Rosannas, Mallory Record, Erika Bradshaw, Mark Besendorfer and our directors Laura Arnold and Jessica Dunn as well as the representatives on the other side of the table. It was a successful negotiation. We appreciate your willingness to honor our process as the bargaining agent for certificated staff. I am pleased to inform you that we have completed our ratification procedure. 98% of the members that voted, voted in favor of the contract. Which we look forward to you adopting tonight. The Board leadership has demonstrated that CEA is not only at the table but you have assured that we are helping set the table when it comes to important issues faced by our district. Such as CTESS, recruiting and retaining efforts and also policy issues. Canyons District is truly a leader among our peers for our collaborative and progressing ways of working together. Like a three legged stool, each of our roles, the school board, the district leadership and association leadership function together to ensure the best outcomes for our students. As we look to next year, I want to introduce to you my executive board and many of them are here in attendance tonight. Erica Bradshaw is the Vice President, Carla Mooseman, teacher at Hillcrest, is on the board, Leslie Harper is a teacher at CTEC and Diamond Ridge, Jody Deland is joining us from Union Middle School, Debbie McDonald from Sprucewood Elementary, Karen Pedersen from Willow Canyon Elementary and Mallory Record from Jordan High who serves as our liaison to the UEA board. Looking forward to another fantastic year collaborating with you. Leading our state and our nation is student outcomes. Thank you.
- C. **Chase Dalton**: Yellow Bus Media out of Provo. We have created a company to handle the contracts with school districts for school bus advertising. HB199 was passed by the Utah Legislature in 2011 allowing school bus advertising. The company sells the ad space, place the ad and removes the ads, distribute funds, etc. Currently we are working for the Provo School District and the Nebo School District and also for Jordan School District. We just wanted to come introduce ourselves and let you know we are here, local and motivated to work with more school districts in Utah. We help schools offset the cost of transportation and education costs. I have brought some brochures for the Board and the superintendent. Visit their website or call him if you have any questions. We would like to present to the Board in more depth at a study session at a later time.
- D. **Tammy McMaster – Butler Middle School** - I attended a PTSA meeting two years ago and took the lead on trying to get an assembly at our school called 'Fight the New Drug'. Over the past two years a few parents have come forward that want this type of education. This year a grant was found that would cover the cost of the assembly which is about \$3000 per school. We have decided to postpone the assembly due to some parent concerns. I am here to explain what we are planning on doing for the coming year. Fight the New drug has many presentations in addition to what they do for students. We will invite parents to a parent meeting first. Some parents of students that are going on to high school will be included in the discussion and also some parents of students at Albion Middle. We will then schedule an assembly for our school and schedule an assembly for Brighton at the same time. This assembly has been presented to half of the schools

in Salt Lake County. Salt Lake County has a board member by the name of Amy Winder Newton and she is working with Zions Bank to provide the grant. They have \$6000 set aside for the schools in our area including Brighton and Butler for this assembly. This assembly has already been presented at Alta, Corner Canyon High, Jordan High, Albion, Indian Middle and Union. There is already a lot of interest from parents to have it presented at our schools. Governor Herbert recently signed a resolution declaring pornography a public health crisis. He calls on educators the change the way we are educating our children. I would like to invite you as a Board to view a presentation designed for board members. We ask that the assembly be approved for the entire district and we can allay some of the fears for Butler Middle School situation. They would be happy to come at any time and present.

7. Consent Agenda

- A. Approval of Minutes from April 26, 2016 Board Meeting
- B. Approval of Purchasing Bids
- C. Approval of Student Overnight Travel
- D. Approval of Hire and Termination Reports
- E. Approval of April Financial Reports
- F. Approval of 2016-17 LAND Trust Plans

Motion: Steve Wrigley moved to approve the Consent Agenda Items A-F, Approval of Minutes from April 26, 2016 Board Meeting, Approval of Purchasing Bids, Approval of Student Overnight Travel, Approval of Hire and Termination Reports, Approval of April Financial Reports and Approval of 2016-2017 LAND Trust Plans. Chad Iverson seconded the motion. The motion passed unanimously.

8. New Business

- A. Academic Framework Update--Dr. Kathryn McCarrie and Dr. Amber Roderick-Landward
 Kathryn McCarrie: Thank you for giving us the opportunity to review the Academic Framework. As you know it is the Academic Framework that Canyons had in place from the start. The purpose is to provide the best instruction in our classrooms for all students. It is focused on student achievement because we believe, as does this board, that teachers are there to provide the best instruction to students. Teachers want to provide that instruction. As we talk about instruction I think of it like driving a car. It's complicated but It's automatic until something doesn't go right. With teaching it is that way, it is automatic until something is difficult and the data tells us whether things are difficult or not. The Framework outlines what is automatic to teachers that they can do without thinking, as complicated as they are, and it is about things we need to focus on when the sailing is not going as smoothly. The purpose is to align our resources, align our curriculum and align our practices to get the best outcome that we can. If there are things that we want to do better we know how to focus our resources and our professional development.
- Amber Roderick-Landward: The Academic Framework has been guiding us since the start of the school district. This is what has made CSD a premier district in the state. When we present across the state and the country the most common request of a resource to share is the Framework. This has been shared across the country for districts to have a roadmap to help guide their excellence. I would like to walk you through the components of the Framework as a refresher for the school year coming up. The CSD Framework was built on the premise of creating a multi-tier system of support for all students. We want to have a continuum of supports for students so that we can meet them where they are, providing high quality core instruction. Also providing them the interventions that they need if they are struggling or need enhancements to their curriculum. The first box highlights those three components of a multi-tier system of supports which includes: Quality Instruction, Using Data Over Time and to Make Important Educational Decisions.
- The next row shows Student Achievement Principals. These were collectively developed across all academic departments in our district in 2009. These became our core beliefs in driving everything that we do. They include things like believing in a proactive system to support all students and teachers. Believing in evidence based practices and programs to support instruction. Believing in data to guide our instructions. Believing that our data should be instructionally relevant, reliable and valid. Believing in collaboration to problem solve around student needs. Those are the things that continue to drive what we do. In order to support our students, teachers and administrators we've operationalized what those three components, as well as our student achievement principals, what we do every day in our classrooms
- The Framework is organized into three main areas.

- Instruction – We are looking at what the standards are for the teachers to teach. These include the standards by the State Board of Education. Our curriculum maps that help support the teaching of those standards as well as the research based programs that you have supported us in adopting as we move forward.
- It also includes instructional priorities which are those instruction, planning and assessment techniques that happen on a regular basis in our classrooms. These are things you hear a lot about and people refer to. These are the ongoing practices for our teachers to be implementing to be able to support teachers. The third component that we focus on with regards to instruction is looking at how we are allocating our time. How we are building our schedules to support students, how we are organizing our planning time to be able to organize lessons and how we are organizing our day in general.
- The second category is about how we use data. There are two types of data that we use regularly in Canyons School District that drives what we do. They are teacher learning data and student performance data. We use data to guide instruction.
- The next section is using our data in decision making. We have outlined some of resources available to teachers. This drives professional development and continues to be our roadmap to student instruction. This is a dynamic document so as we continue to implement and learn more we continue to add precision to those techniques and practices that we have listed. We continue to gather feedback from across the district.
- Steve Wrigley: How do your other goals fit into the framework?
- Amber Roderick-Landward: What we are doing drives the work in all of our departments. We look at the gaps and drive to fill those gaps and provide support.
- Steve Wrigley: Is that written up annually for the board to see? Is there a report on the goals?
- Leon Wilcox: We tie our budget to these goals.
- Steve Wrigley: I know the budget portion. It would be nice if we could get a copy of our academic goals. This is a great framework.
- Amber Roderick-Landward: We can do that in a more simplified version. We share that through the Utah Consolidated Application, as Leon mentioned, that is part of our budget process. We outline the goals that we submit to the State but we can certainly detail them more to the board.
- Steve Wrigley: That would help us more as a board to support you with those goals and support Leon with his goals.
- Kathryn McCarrie: This is in the budget book but each department talks about their collective goals for their department, and then you look at the instructional piece when it is talking about a pro-active system for all students. We have discussions on how we are using our resources. Departments are working together so that we are singing together with one voice.
- Steve Wrigley: We would love to support you with these goals and also make sure they are in line with the budget. That would be very helpful.
- Chad Iverson: Question on the performance goals. I know our long term mission is to have every child college and career ready. Our performance goal for 2015 was to have 50% of high school students meeting ACT benchmarks. We did not meet that. We also didn't meet all four high schools being in the top 100 high schools. So what are we doing to meet those goals and reevaluate? I am concerned about our ability to meet our next goal for 2020 of 75%.
- Kathryn McCarrie: I would suggest that the board take a look at that at their retreat. The goals were set out of the gate and I'm not sure anyone knew at that time how realistic they would be. As an academic team we continue to work on the best instruction and put the best resources in place. I would really like the board to look at those goals and tell us how you would like us to focus.
- Nancy Tingey: I also noticed those goals and was thinking about our retreat and as I study through this framework, many of the things that our expressed here fall into our discussion at the retreat as far as values, indicators, and targets. I appreciate all of the good work you are doing I look forward to a good board discussion on what some of those items are that we can help support you with.
- Clareen Arnold: I know we set this really definite schedule for elementary school and it is pretty precise in time and in content. Some of the teachers have said to me that there is not enough time for science or hands on science because of what happens with the language and the math. One of President Taylor's concerns was what are we doing about science and I feel it begins in elementary. This year as we are looking at the alignment and how much time we are allowing for different subjects we need get more minutes for science and make sure that reading is integrated into science. I know we are using Reading Street but there are many other forms of reading that we could integrate into the science. Are we looking into that?

- Amber Roderick-Landward: We are looking into that, we started two years ago with a scope and sequence for content integration to be able to support a better integration for science. We have made a start, but we still have a way to go. We now have enough feedback from teachers to know how we need to tweak those resources. Part of the challenge is the teachers do not have the resources available for the science experiments and the specific lessons. They do not have the text that goes with the State core. We have been pulling together resources and the State Board has been organizing some free resources that we can use. We hope to have that tightened up over the next few years.
- Robert Green: I like how the framework is written. I like the student achievement principals using data to guide decisions, align curriculum and allocate resources. That is really awesome and that is a guide for all of us. I think a lot of the principals should be a guide to the board in making decisions for student needs. Align it with data and align it with the needs of the students.
- President Taylor: Thank you very much.

B. Full Day Tuition Based Kindergarten Proposal (First Reading, Possible Action)--Dr. Amber Roderick-Landward

- Full day tuition based kindergarten is something I am very passionate about. Starting in the early years being proactive helps build a solid foundation. Our kindergarten model is exemplary across the state and we have the absolute best kindergarten teachers in the state. Our kindergarten teachers have put in hundreds of hours of professional development since we started our kindergarten initiative in 2010. We raised kindergarten achievement in one year more than 25%. We have maintained those gains since then. Our teachers put in the time to improve their skills, they continue to transfer those skills to their students. They do all of this in two hours and forty minutes and I'm excited to think about what they will be able to do the option of having a full day kindergarten in their building.
- The legislative session introduced a bill this year about the possibility of districts offering a full day tuition based kindergarten. That bill did not pass, which was disappointing. But what we learned is there is nothing preventing a school district from offering this program. In conversations with Cabinet and Dr. Briscoe we thought it is something we should really look at. We continue to hear from the community that this is something they would enjoy and see this as a need.
- Tonight I am here to bring to you a proposal of a pilot program for the upcoming school year.
- One of the questions we get in our department is why don't we have a full day kindergarten? When we are thinking about full day kindergarten you can think about how we can better prepare our students for the rigors of first grade. Think about what we are asking our students to do today versus 15 years ago in terms of college and career readiness. That preparation begins as early as first grade. Kindergarten is the place where we lay the foundation for the academic rigor that they are going to be expected to do. What becomes really challenging about providing that foundation in the kindergarten classroom is about more than just teaching about reading and math. You have the responsibility to teach the social emotional and the language piece, we are asking our students to do critical thinking, conflict resolution. They start those skills in kindergarten. With the short amount of time in kindergarten it is really easy to just focus on the academic rigor but then we would miss out on the holistic approach to reach the whole social and emotional skills that our five year old students need. Having a full day program as an option gives our students the opportunity to engage holistically in their education experience to be prepared for first grade and beyond.
- Benefits of full day kindergarten: In general students become more prepared to do better work in first grade. Students that participate in full day kindergarten show gains in socialization they have higher academic achievement in later grades, we have also seen students have better attendance in their kindergarten year and that continues through the primary grades. Some families view kindergarten more as preschool. Research also lets us know that students have faster gains in their literacy over time as compared to half-day students. They have enhanced social and emotional and behaviors. Full day kindergarten has reduced the rate of remediation across the country. These are general benefits for all students that participate in full day kindergarten, these are significant for students that are in poverty or at risk. For these students it becomes even more critical for them to have more time. We are already funding full day kindergarten in our title one schools.
- Robert Green: There are spread out populations across our district that fall into that category. Are we going to talk about fee waivers?

- Amber Roderick-Landward: These are just some of the benefits that are outlined by research. I believe in our district that we have the best teachers in the state and our teachers are able to teach the depth of this program.
- Benefits to CSD Community: A full day program would triple the time of instruction a student would get. They would go from two hours and forty minutes to six hours and thirty-five-minute day in most cases. Because they are trying to teach all of the standards in that short time means that would have a longer time to do that. This would ensure they are getting the depth and giving students individualized attention. A full day would not be doing more of the standards or more of the curriculum it would just give them the time to go deeper into the curriculum. It would also provide our families that have siblings in the same school an opportunity to access our full day program rather than going to a private school or going to a half day program and then to a day care program. This would provide a service for our families that have risk factors such as poverty or low language or for the families that have both parents working. We would offer consistent system support for the children. The children would be in the same classroom with the same teacher and the same classroom rules.
- This would also help us sustain our student enrollment. We have a number of students who access other kindergarten programs and then re-enroll in first grade.
- No one in the state has looked at the tuition based program quite the way we are proposing tonight. In that regard, we would be the leaders in this. Since it did not pass in the legislature many school districts are looking at options with a tuition based kindergarten. We would likely be among the first with this type of model. There are a lot of full day kindergarten options across the country. Currently 78% of students are enrolled in a full day kindergarten program. In Utah only 8% of our students are enrolled in full day kindergarten. Eleven states fully fund kindergarten and the other 39 offer full day kindergarten with combined, federal, state and local dollars, including tuition. To date we have only had two districts that have done some form of tuition based kindergarten. Park City has a tuition based extension program, that has changed and for the upcoming school year they are going to full day at all of their schools for free. That is a lot easier to do with only five schools. It is easier to reallocate resources for a small amount of schools; Canyons has 29 elementary schools. Because of the success in their tuition based program they found a way to fund that at all schools. Salt Lake is also offering an extension program. Students have the opportunity to attend half day kindergarten and then a tuition based extension after school. These are the two hybrid models that we have seen across the state. What we are proposing is a little bit different.
- We are proposing that we pilot a full day tuition based kindergarten program in six schools. Altara, Bella Vista, Brookwood, East Sandy, Edgemont, Oakdale. This would run as a full day program similar to our Title Ones. This full day session would be just one of the sessions in the schools and it would run simultaneous to the half day programs that they already have. Locations were chosen because there was an interest in the community and there was space available. The other reason is that they were spread across the district. Dr. Briscoe recommend that we start small and we tried to get a school in every middle school feeder.

The tuition that we would charge is \$2950 or \$295 a month over 10 months. Leon has done a lot of research on this. We would like to offer 10% discount if paid in full and fee waivers will be available to those students that qualify for free and reduced lunch.

- Robert Green: Can we offer 12 month payments? To make it more consistent across the year and to help families with budgetary concerns.
- Amber Roderick-Landward: We choose 10 because that would be the time they would be in the program. We could explore a 12-month payment option.
- Steve Wrigley: Do you have an idea of how many students would be on a fee waiver where we have to make up the difference?
- Amber Roderick-Landward: It depends on the school. We have a mix of schools that have a varying degree of the free and reduced population. We have anywhere from Edgemont that is around 46% compared to Brookwood that has about 10%.
- Leon Wilcox: Roughly these schools average about 25% of students get fee waivers. We are looking at keeping our classes the same size which is 22 students. We would make this program feasible we would need 16 of those students to pay.
- Steve Wrigley: Do you have any increased teacher costs? And what is the \$10,000 for startup costs.

- Leon Wilcox: We would have increased teacher costs. The startup costs are basically for furniture for a couple of the schools.
- Steve Wrigley: So 16 of the 22 kids would need to pay to break even?
- Leon Wilcox: Keep in mind that would be for all schools. If one school had 20 students pay and another school had 12 then we would average that out. It doesn't have to be 16 in each school.
- Steve Wrigley: So if I was on free and reduced and I didn't have to pay for regular daycare then I would come to your program for nothing.
- Clareen Arnold: This brings up a couple more questions. Anyone in the district can come to these it doesn't have to be the kids in that school.
- Amber Roderick-Landward: We will give priority to in boundary students.
- Clareen Arnold: So then will you bus them because you bus the regular ones?
- Amber Roderick-Landward: If they are in the boundary they would bus just like they do now. If they are out of boundary we will not bus students.
- Leon Wilcox: There will be no special bussing routes for this program.
- Amber Roderick-Landward: I apologize, I should have made that more clear. The tuition is covering the additional FTE costs. The startup will be for furniture and supplies.
- Leon Wilcox: The main cost is for teachers and benefits. There will also be more indirect costs, for supplies, utilities, etc.
- Steve Wrigley: I like the idea but I want to figure out the costs.
- Leon Wilcox: We did break that down based on personnel. One of the reasons this bill did not pass at the state capital was that we do not want to compete with private companies. We want to charge what is equitable and close to what they charge.
- Steve Wrigley: On the free and reduced is that on sliding scale or just totally free? If they were paying a private entity why couldn't we have a sliding scale?
- Leon Wilcox: It is totally free.
- Robert Green: Steve the people that can't afford won't take their kids there. I think free lunch is if you have a family of four and make \$30,000 dollars a year. Families at that level would not be able to afford school. Reduced lunch is like \$44,000 a year. Certain families can't afford certain things and if it is something extra they don't get it. It's not like they will be taking their kids to a day care. They will find a way to watch their kids. I don't think people will go to that alternative. That would be way out of certain people's price range.
- Robert Green: I have a question that maybe Karen Sterling can answer. At the Title One schools there is federal funding but if you qualify for free and reduced lunch not at a Title One school then do you not get the federal funding for a full day kindergarten?
- Karen Sterling: You must be identified by State as Title One. The poverty rates for these schools are around 92% poverty. The State also gives us fund for early intervention grants to serve the students who are most at risk. In addition to the money that our district provides to everybody, we have additional money from the early childhood grant but it is not enough to serve all of the full day kindergarten students so Title One funding supplements the Title One schools and that is how we are able to have services there. If there are students that are in dire circumstances such as the McKinney Vento students, they also qualify for a fee waiver and would be able to access this support. Even though it might be at their local elementary rather than at a Title One school.
- Robert Green: I understand there might be a lot more than we think of McKinney Vento students that live with mom and dad. That is the kind of situation we are looking at.
- Karen Sterling: This would offer those enhanced academic supports to all these children. This is very valuable for the children that are emerging bi-linguals. So they can have a jump start on learning English and be more proficient in school all the way through. This is really important for that population.
- Clareen Arnold: But we can't guarantee that is who is coming, it is first come, first serve and those are not the families that will be going because of the language barrier. Those families will not get papers, they are not going to get the phone message.
- Karen Sterling: Here is the good thing. We do translate everything that goes home from Canyons. We also have refugees and we know what languages are spoken in each school. And parents indicate what language they want information sent home in.
- Clareen Arnold: So are you going to send those a day early?

- Karen Sterling: We have done that in the past. We will be pro-active in getting information to those families. Clareen Arnold: I agree if we are searching for those kids but then it presents another problem. If the class is loaded with those kids then we foot the bill, correct? So this is a two edged sword.
- Amber Roderick-Landward: In a perfect world, if we were not talking about this coming fall, we could look differently about our application process. This can be enhanced once we get past the pilot program.
- Clareen Arnold: If we are really trying to reach out to the students that really need it then what about the other families?
- Karen Sterling: We really need all of the communities coming. Some to cover the 16 we need for each classroom to pay the tuition and others that can take advantage of the waivers.
- President Taylor: So that brings me to my question. For example, if someone in Willow Springs or Draper Elementary we wouldn't invite those parents to bring their students there? Is that what you are saying?
- Amber Roderick-Landward: For these particular pilot locations, and again, given the time, the application process is for 2016-17. As we move forward we may want to look at how to be more inclusive of all the communities in our district because we cannot offer it at every school.
- President Taylor: I'm aware that you cannot offer it at every school. Are you telling those people on a first come first served basis if they transport their kids they can't get in it.
- Amber Roderick-Landward: If there is room.
- President Taylor: Don't you determine room by first come first serve?
- Amber Roderick-Landward: It's got a twist. Priority is given to in boundary students.
- President Taylor: I don't think parents will see the twist. I think if they want to get in this new program and you can't tell certain people in the district they can't get in. Are you willing to field those calls? Amber said yes and President Taylor said he was not.
- Clareen Arnold: You may have to put a moratorium on those schools and the students that go to those schools.
- Robert Green: Sherrill, are you suggesting we should expand this whole thing?
- President Taylor: No, but I feel if it is on a first come first serve basis it should be for any child in the district no limits.
- Amber Roderick-Landward: And that was originally what we wanted to do.
- President Taylor: First come first serve does not mean you limit the south end of the district.
- Amber Roderick-Landward: Again, that is something that we would love to do. A number of these schools would love to have the additional enrollment because they are at the lower end of the enrollment. However, given that it is May and the potential impact on the FTE, we thought it was most responsible to start with the pilot year as having the applications draw from the in boundary first then from out of boundary. This would not be as much of a disruption to the other communities.
- Robert Green: You are saying this will affect the FTE?
- Amber Roderick-Landward: It could, because of taking some of the students to the full day kindergarten from other schools.
- Steve Wrigley: You still have to fund the kindergarten teacher to teach the half day kindergarten class and pay for an additional teacher at the other school. So you would be double paying for teachers.
- Chad Iverson: Building on Sheril's point. How is that equitable to kids in lower income houses?
- Amber Roderick-Landward: That is a fair question, and right now it is no. We do not have the program in their neighborhood school and can't guarantee that they will have access.
- President Taylor: It appears to me if it is on a first come first serve, if it's going to be equitable, you should open it up to everybody.
- Clareen Arnold: And/or we need to put a moratorium only for so many students in that boundary for that school.
- Amber Roderick-Landward: I agree with you 100%. We were just looking at what is feasible given that it is May 10th. If we want to move forward with a pilot, we have to make sure it doesn't drastically impact another school's ability to provide a quality half day program.
- President Taylor: Board, I would ask that we do not have an action on this tonight. I think we need to think about this and bring it back.
- Robert Green: I agree, if there is a concern we need to address it. You and Chad bring up very important concerns.

- President Taylor: I would ask the board to give this some deep thought and we will put in on our next agenda.
- Nancy Tingey: Thank you for your presentation. You have answered most of the questions that I made notes about. I had another question come to mind during this discussion. First of all, kindergarten is not required by the State of Utah. As I am recalling the discussion that happened on this topic at the legislative session there were some parents that were concerned that full day kindergarten, as it expands, that it will be the new norm. My question is, do we have any type of indicators to help parents determine if the child needs a full day kindergarten vs just a convenience thing? Some parents want to do what is best for their child but they also don't want to send their child off to full day of school at that stage in their life. Is there anything out there to help parents determine if their child would benefit this extra boost?
- Amber Roderick-Landward: Other states that have offered these programs have worked through questionnaires to see if it is appropriate for their families. I would anticipate that we would want to do something similar in our district.
- Clareen Arnold: I have one more question. When you talk about curriculum you talk about wanting to go deeper but not giving them more. But if you are going deeper, you are giving them more. I would rather keep the curriculum as it is for the short day and the afternoon curriculum would be dance and play and art and exploring science and even a nap. If we are not going there, then I do not want to put them through it. They are better off at day care and playing. I'm sorry but they are. They do a half a day and then go and play. Do we have plans for that curriculum for the afternoon?
- Amber Roderick-Landward: Yes, we do and it includes everything except the nap.
- Nancy Tingey: Is that daily schedule similar to what they are doing in Title One schools.
- Amber Roderick-Landward: It is similar but one of the things that would be slightly different. For Title One we've got more time organized in the school day for intensive interventions for language development with a specific evidence based program that may or may not be as widespread of a need. We will assess that once we know who the students will be and work with the teachers to tailor that schedule accordingly.
- Steve Wrigley: Leon can you put together some situations for us to look at if it is not 16, if it is half of the class what the cost would be for us? Some kind of idea as far as budget.
- Leon Wilcox: It is budget neutral.
- Steve Wrigley: We may not be budget neutral if we do some of the things we have been discussing.
- Nancy Tingey: I would like to make a suggestion. You asked us to bring it back next week. We have a study session scheduled. Could we add this as a second reading. We could make it a short business meeting as well. If we feel like that gives up enough time for consideration. I do respect your time constraints.
- Chad Iverson: It is okay if we don't do it for 2016-2017.
- Nancy Tingey: But we could come to a resolution for the administration.
- Robert Green: I do think this would benefit all of the District if we were able to have it in all of the district. I think it is an important thing. We want to come to a conclusion to have all students have the ability to do this. Even though we haven't done this in the past doesn't mean we shouldn't do it. I think the way we are going is great.
- Clareen Arnold: When I was a principal we had an all day and two half day. And it was a really rough year. Everyone wanted their kids in the all day program. There was a contention between the half day and full day parents. For a lot of the all-day parents it was because they didn't want to pay child care and it was free to send them to all day kindergarten. It was a huge conflict. There was also a conflict with the teachers. The teacher that has two classes vs one class and they are getting paid the same. We need to think about all of these things as we move forward.
- Amber Roderick-Landward: I agree and I appreciate the opportunity to share the proposal and I would just add that while you are considering this, look at this as a pilot and that we are starting small. Many of us share the ideals of what we want long term for offering a full day program that is accessible to all of our communities in what way or the other. As a pilot we can work out a lot of the kinks for the 2017-2018
- President Taylor: Amber, I want to conclude by thanking you for all of your work on this. We will bring that back. Thank you board for your insightful questions.

C. Approval of Portable Transfers (Action Requested)--Leon Wilcox and Mike Sirois

- Leon Wilcox: Before we move portables into a community school we want the board to give approval for that. With that in mind we have three schools have requested portables for next year. If approved they would be moved between May and June to be set up and ready to go before school starts. We need a few months of lead time to make sure they have power and data out to the portables. Butler Middle has requested two portables, as has Draper Park Middle and also Lone Peak has requested two portables. Portables have been a Lone Peak in the past but we don't have them there now. We do have access to six portables from other locations. We would need to rent or lease or buy any more portables. We would use the ones that we currently own.
- President Taylor: Let me give a little background information. Board members for your information. When I saw this I asked the schools to assess how many empty classrooms they had during the day to make sure we are utilizing all of the classrooms using roving teachers, etc. I also asked them to look at Draper Park being put on a moratorium.
- Robert Green: How many portables do we have that are not being used?
- Leon Wilcox: We have roughly 80 portables districtwide. Some are used for various PTA or parent organizations but we do have a few vacant ones. We have two vacant ones at Midvale Elementary that would be available to move, they are at the CAB West building. We have two at Alta View that are used for PTA and school conferences. Crescent View Middle School has five portables. Of course, Midvale Middle is being housed there this year and next year and they are being used for storage. We could possibly free up two of those. Probably have around 70 in use out of 80.
- Claren Arnold: What is the cost of moving them?
- Leon Wilcox: Cost to move and set-up, carpet and run power is around \$20,000 each.
- Mike Sirois: We are asking for portables to be moved that are available. We have looked at options to protect the enrollment at these schools but unpredictable things happen. In this case it is new programs that have been added to schools and the growth of the programs. We believe that providing these portables is the best option for the teachers, the students and the school. I have brought some people to give you the details of what is going on in their schools and why they need the portables. I will turn the time over to Mary Anderson, Principal of Draper Park and then Paula Logan from Butler Middle.
- Mary Anderson -- Draper Park Principal: This is my first year at Draper Park and I realized we were short on classrooms. I came up with the idea of using the choral room as a classroom when it wasn't being used. We put a reading class in there and quickly found out that the instrumental music class was next door and it didn't serve well to have the class in that room. We then moved that class to a conference room. Then the district built a room at the end of a hall for a very small class. We had that about half way through the year. We already have dismantled two computer labs and replaced them with Chromebooks. We've turned two copy rooms into classrooms over the past couple of years. Currently there are no traveling teachers but we did expand our programs. Dual Language Immersion for both French and Chinese. When we talk about needing the classroom space it has a lot to do with adding programs to the school as they go up through the grades. The good news is that at the end of next year the programs are complete. In terms of permits, we only had 26 requests for incoming 6th graders, 11 were granted. Permits carried forward but there were no additional new permits for grades 7 and 8.
- Chad Iverson: How many current seventh and eighth graders are on permit?
- Mary Anderson: I do not have total number of seventh and eighth graders on permit but I would be happy to get that for you. All eleven of the permitted students are part of the dual language programs. They are current fifth graders going into sixth grade. We have 1520 students and 11 permits out of 110 sixth grade dual immersion students in the programs, a total of 10% of those students are on permit.
- Chad Iverson: But there weren't any kids that were not dual immersion?
- Mary Anderson: They are on the waiting list.
- President Taylor: Mary, I have a question. You say you are not using roving teachers at all? How many classrooms are you estimating that are sitting idle any one period during the day?
- Mary Anderson: Only when the teachers have one period of conference are they sitting idle. I would say about 57 teachers so one period a day for 57 classrooms.
- President Taylor: Have you thought about roving teachers to fill those classrooms?
- Mary Anderson: I haven't really explored that and part of that reason is that when I started my career I was a roving teacher and I know how difficult that has been on teachers so I have tried not to use them.

- President Taylor: All of us that went through the Jordan system did roving and we all understand what it means. From an administrative point of view, with classrooms sitting idle and then to request portables to come in when you have classrooms that can be used makes me wonder if it is a good use of the money.
- Mary Anderson: I understand that perspective. I don't think our teachers would consider the classrooms idle because they are in there preparing and grading papers.
- Steve Wrigley: What is the capacity of this school? I thought it was capped at 1400 and we are already at 1520.
- Mary Anderson: Our adjusted capacity 1478. That is what I am able to take permits up to. Past 1478 has to be neighborhood students. Currently we are projecting about 1520 for next year as well.
- Steve Wrigley: Is your building able to handle that? Such as your cafeteria and gyms
- Mary Anderson: We are doing fine with the gym. I would love to have you come visit during lunches. The cafeteria is a problem.
- Steve Wrigley: At some point we may need to do something about the capacity of this school. We did not expect it to be this high and we have voluntary programs in that school that add to that. How many total kids in the dual immersion program?
- Mary Anderson: We have about 360 students in dual immersion.
- Chad Iverson: So the capacity challenge is a boundary student issue not permits. Of the 1520 students it sounds like in the high 1400's for boundary students.
- Mary Anderson: I would agree. I did take the data on the sixth grade and we only have 10% of the sixth grade dual immersion students, 11, coming in on permit. The majority of our dual language program are boundary students.
- Robert Green: Sometimes fire code sets limits, the capacity that you gave us, is that how many students we can have in teaching or is there a fire chief that said this is how many people can be in this building?
- Mary Anderson: The numbers I have gotten are from Dr. Floyd Stenstrud and he has looked at this.
- Robert Green: Have we looked at other options such as moving students? Midvale Middle will be open next year.
- Chad Iverson: I want to understand what you are suggesting; it sound vaguely familiar.
- Robert Green: Figure out new boundaries, etc. Are we looking at all of the options?
- Mike Sirois: That is a dramatic option and we certainly talk about it behind closed doors. In this scenario we did not consider that. That is something the Board would need to consider because it is so dramatic. We are looking at a short term solution to a problem. Those of us from Jordan did travel around with carts and, in my own personal opinion, there is something about a teacher having a space to call their own. Financially it would be cheaper to do that. I don't think that it is the best option for a new teacher. I believe it effects their capacity to perform and ultimately effects the student's ability to learn. We will certainly go with that if that is what you want us to do.
- Steve Wrigley: What is the projected growth in the next couple of years for that school? This is really time limited to put up two portables at a school that probably doesn't have space. If we put the portables in and we can't grow any bigger. I have relatives at this school and they tell me how difficult it is to get around in this school.
- Mike Sirois: Traffic is bad, hallway traffic is bad. It may be where I am back next year asking for another portable. I don't know the exact number in my head. I would like a little more time to look at a moratorium but that is something that we might want to consider. The issue with that is how it impacts dual immersion kids. Can we keep the numbers up with just boundary kids?
- President Taylor: We just passed a policy that says they can come even on a moratorium.
- Clareen Arnold: Can we put the dual immersion somewhere else?
- Mike Sirois: I would love to put it at Eastmont but that is another one of those huge things. It is a great school with great administration, centrally located and it would be perfect but that is a big deal.
- Chad Iverson: We talked about this last fall and we decided to leave those two dual immersion programs in Draper because we got a lot of feedback.
- Clareen Arnold: Do you have a location for these portables that is acceptable.
- Mike Sirois: Yes, Rick's department has done a great job finding a good location for the portables.
- President Taylor: Mary, would you say you have 60 kids there on permit?
- Mary Anderson: That would be a good guess but I can get you a solid number.

- Nancy Tingey: Have you had this discussion with your SCC? Are parents aware that you are considering this?
- Mary Anderson: Absolutely. School Community Council is aware and so is PTSA. The concerns were less about the portables and more about drop off and pick up with cars.
- Nancy Tingey: Have you come up with solutions for that if these portables are going to be in that area?
- Mary Anderson: Just north of the building is a grassy area and just in front of that is the full bus lane. The portable will be on the grassy area, there is power to that area and right inside the door are the restrooms. We have real good access to everything right there.
- Chad Iverson: Do we have traveling teachers at other middle schools in the district?
- Mike Sirois: There are not any that we are aware of.
- Clareen: I thought there were some at Corner Canyon.
- Mike: At high school they might but not in the middle schools.
- Rick Conger: I just wanted to say something on the fire code issue. It is not a big issue at Butler Middle School or Lone Peak but it is an issue at Draper park. Most of it is at lunchtime. I have been there and what happens is that they don't have the space and they fill in the corridors. That is where you get into a problem with the fire marshal. If he were to come there during lunch and those corridors were blocked off or had cafeteria tables in them, that could be an issue. The other problem is the number of restrooms for the kids by plumbing code. We are getting close to the number of fixtures per students.
- Steve: Doesn't the fire marshal have an occupancy rating for that eating area? They usually do.
- Rick: Yes, they do. Generally, you are ok unless you encroach into the corridor. One other point of clarification. All of our schools have boxes in the ground for power but wire would still need to be pulled. We don't go to the expense of pulling power. Both schools have boxes but It would cost extra money to pull the wire.
- Sherrill: How many lunches do you have Mary?
- Mary Anderson: We have 3 lunches with approximately 500 students in each lunch.
- Robert Green: This seems like it is a larger issue. We might need to have a later discussion on this because we are just buying ourselves time. We will need to discuss this as a district or some sort of subcommittee.
- President Taylor: Before we move on, I just want to remind the board that we need Crescent View Middle for Indian Hills to go there while we remodel it. That is not an option.
- Paula Logan: Our issue at Butler is really the same issue Mary is having. Our adjusted capacity 1098 and we have 920 kids. The problem for is isn't that the classrooms are full, we are not full to capacity. We need the portables for the dual immersion programs. There is not another elective to put those kids into. We do not have traveling teachers. To put a new teacher as a traveling teacher is tough and we are having trouble with teacher retention. They have replaced all of the dual immersion teachers this year because it is a challenging program. Butler is not taking permits on the sixth grade. Currently we have 112 permits as a whole school and 51 going out. All of the permits for seventh and eighth graders are continued. For sixth grade, beyond dual immersion, they had 36 requests and they have accepted 5. Otherwise it puts our teaming at more kids per class than our teams will allow.
- In looking at sixth grade permits, we have 54 kids in our French program for the coming year and we have 52 in our Chinese program. The majority of the kids in the French program are boundary kids, about 90%. In Chinese we have about 52 students coming in and 50% of those are boundary kids.
- Clareen Arnold: What about having career teachers be the traveling teachers rather than the new teachers?
- Paula Logan: We could look at that but traveling teachers just brings up a whole other issue. Then we would start making decisions that are not in the best interests of kids or teachers. That is just an ongoing problem because this is program based.
- Steve Wrigley: What is it looking like for your growth?
- Paula Logan: We will be pretty stationary. Dual immersion growth for one more year. Population went up with new school and we are getting more kids back. This current year we have 112 coming in and only 51 going out.
- Steve Wrigley: Dual immersion used to go where there was room. Now we have this idea to keep everyone in the south or everyone in the north and that is causing all kinds of trouble. Because now we have overcrowded schools in the north and south and we have schools in the middle that are vacant.
- President Taylor: But we know populations tend to equalize over time.
- Steve Wrigley: Yes, but we could move that program around.

- Amber Shill: Of the 112 permit, what percentage of those are dual immersion? Do you know that? It sounds like the majority.
- Paula Logan: I can get that information for you.
- Amber Shill: Are any of your other grade levels on moratorium?
- Paula Logan: No, we are accepting permits for seventh and eighth grade. It is just sixth grade that we have created that waiting list. If we took all of those kids my average class size for core classes would be at 40 in sixth grade.
- Amber Shill: What is the location you are looking at for the portables?
- Paula Logan: North side. They would be dual immersion seventh and eighth grade and that is where the seventh and eighth grade academic halls are, so there is easy access to the building to transition in and out of classes.
- Amber Shill: Have you talked to the SCC and parents about needing the portables?
- Paula Logan: We have. We talked to both our SCC and our PTSA. They have been concerned that this would happen.
- President Taylor: Did they ok this?
- Paula Logan: That is a tricky question. Ok is in they know there is a need. OK as in we have a new building that they don't want portables outside of? Maybe not as thrilled with that idea. But our parents are great and want to do what is best for kids
- President Taylor: One thing I think we are overlooking, we lost students to Granite for so many years and now we have programs that they want to come back. I think it is positive. Yes, we have more kids in the building but we are happy they are there. And Mike, shame on you for brining principals. I have a hard time saying no to principals.
- Mike Sirois: I was hoping for that. Thank you for listening to us tonight and your consideration of this. It is our recommendation that we move ahead with portables but we will do whatever you decide and make it work. As far as the moratorium piece, I don't think it is an issue because after this year it stabilizes and the growth in the dual immersion programs will cap out. I'm a little worried about Draper Park and the continued growth. I need to talk to Floyd and see what the projections are. I need a little time before I come back to you with a recommendation.
- President Taylor: This is something the Board can be thinking about. We may reach the time when we need to do that for that school. Mary and Paula thank you. Thank you for what you do every day with the kids. We appreciate you so much.
- Board, they are asking for a motion on this. I call for a motion at this time on the approval of the portable transfers. Nobody?
- Nancy Tingey: Can I ask one question? We did not really talk about Lone Peak. I don't know who knows that.
- Mike Sirois: That is JoAnn's school.
- Nancy Tingey: It says the portables will be used for Brain Boosters and other programs. Is that because their classrooms are all full?
- Leon Wilcox: There is an open floor concept at that school which makes very difficult to run the brain booster programs. They have tried it this year and it did not work well.
- Nancy Tingey: You mentioned that they had portables there previously so there is already power and the location is one they used before?
- Leon Wilcox: Yes, they should be all ready to go. They do not have portables currently.
- Clareen Arnold: Why can't they collaborate outside their classrooms in other spaces.
- Leon Wilcox: I am not an expert on that.
- Mike Sirois: That is a possibility but it is not the most convenient for the school and the teachers.
- Clareen Arnold: We collaborate in the library all at the same time and the same place.
- Mike Sirois: I do not have an answer for that one tonight.
- Jim Briscoe: The library at Lone Peak is not closed in, it is a completely open space and then you go right to classrooms. The kids are doing brain boosters right outside the classrooms.
- Leon Wilcox: She sent an email and said there are two classrooms that are wide open. It has been a disruption problem.
- Steve Wrigley: Mr. President, can we put this on the May 17th agenda and give us some more time to think about this?

- President Taylor: Is that what the board would like to do?
- Nancy Tingey: I'm ready to make a decision tonight.
- Clareen Arnold: I'm fine with making a decision on Butler and Draper Park but not Lone Peak.
- President Taylor: Maybe we should think about it and bring them all back on the 17th.
- Nancy Tingey: What does that do?
- Leon Wilcox: We are probably ok for a week. There are only two companies that move these portables in the valley and so we are competing with other districts to move them. I think we are ok for one week but after that it would be a crunch to get them moved. We have to get them moved and then add power and data and make sure AC works.
- President Taylor: There has been a lot of discussion tonight and I think the board needs a little time to work through it. We will put it on the next agenda.

D. 2016-17 Budget Update -- Leon Wilcox -- slide show

- We are not asking for any motion on this. Our budget hearing will be on the June 14th meeting. The first thing we will talk about is property taxes, it is the most important thing we will talk about tonight. For the seventh year we will not have a property tax increase. We do expect the certified rate to decrease due to an increase in our A/P. When our assessed valuation goes up our rate goes down. Just a reminder, with the new senate bill 38, charter school local replacement will now be on the tax notices but that will be for FY18 not for this upcoming year. The notice for this July will look the same then July 2017 will have that notification on them. This next piece is something I thought would never happen to Canyons. As you know there is a Salt Lake County equalization program that has been in effect since Canyons was created. All five districts pool money to help out those districts that are growing. We have always been a contributing district. This is the first time we are a RECEIVING district. We had the highest growth of any district in Salt Lake County from a three-year period. We received basically 959,000, which we are very grateful for. It came from Salt Lake School District. We will send them our deepest thanks. Last year we contributed almost 2.1 million to this program. Because of that contribution coming our way we will have to lower our tax rate because we received more money. We don't keep it. That is the whole problem with the county equalization. If we are a receiving district next year we can keep that money without doing a truth in taxation hearing. There is some language that will go on the tax notice that says the District is being kept whole.
- Steve Wrigley - So next year we will decrease taxes then increase taxes after that?
- Leon Wilcox: It will depend on if we are a receiving or contributing district. I am hoping we are still receiving and I suspect we will be. If we return to a contributing district, we could collect that revenue that we are contributing but that would require a tax hearing. Tax payers will be kept neutral; they are paying the same but the money they are paying to the other districts would come to us. Therefore, we would be increasing our revenue and would require a tax hearing but that is a year from now.
- For this year we will be requesting a .5% increase in expenditures. That will cover the Envision Math books. The good news is that our revenue will increase by about 1% to more than offset that.
- When we bring the budget to you in June you will see the employees are the biggest part of our budget -- 86 to 87% as it always is. Again, the district will pay 50% of the health insurance increase. We have always maintained class sizes and will continue to do so. We will have a cushion of 30 FTE to support middle school teachers and dual immersion as well as elementary for split classes. We will include the Hillcrest feeder proposal, the University of Utah agreement with Alta High, also increases for utilities, supplies, technology and equipment. We will be reducing the high school and middle school text book allocations because they have pretty high carryover balances and we don't have any big adoptions for the next few years.
- We always budget for our 5% economic stabilization under our State law, called the rainy day fund. That will be about 12.5 million that we set aside for emergencies. We will always maintain 105% for our Gatsby for our retired employees who are tired and those that are eligible to receive that and compensated absences.
- Nancy Tingey: Are the compensated absences the cost of providing substitutes?
- Leon Wilcox: No, that is for all employees that qualify for vacation time. If they leave they have to be paid out their vacation time. We have to set that money aside because it is an obligation that we have.
- Capital fund is where we talk projects. These are all projects, based on the consent agenda, that the board has approved now or in past meetings. Playground upgrades, replacing carpet at Bell View and Silver Mesa. East Midvale needs a walk in freezer. You had approved five buses back in February.

- Nancy Tingey: One question on the busses. Is that through the grant program?
 - Leon Wilcox: Yes, that is through the EPA. We get \$100,000 back for that.
 - Leon Wilcox: We have renditions of the new fields at Alta and Jordan High. At Alta the track will be red. Jordan High will have a black track with a Beetdigger sign on it. These are upcoming projects that the board has not approved yet but they will be coming once we get the bids. Eastmont will get a locker room upgrade and some ADA restrooms, a big utility upgrade. Hillcrest will do restrooms and concessions for the baseball/softball field. We will replace vehicles including an old dump truck, some IT projects. One project that we originally planned to do that we will not be doing is the entrance into Lone Peak. We will have to wait until next year, the summer of 2017 and it will be in the FY18 budget.
 - The bond projects are finishing up Butler Elementary that will open this August, Midvale and Alta View open a year from now. Indian Hills Middle will continue planning and designing and will open August 2018.
 - On our debt service fund. I always want to update you on the old Jordan debt it will retired in FY22. A couple years ago we met the half way poling on dollar amount, this year we met the half way point on time. We owed on the debt for 13 years, we will have paid seven after this year, so we will have six more.
 - We are looking to transfer 250,000 from capital. We will put that in the budget but we will not execute that until we get the certified rate and then we don't plan on any transfers for FY17. We think we can generate enough just off the tax levy. A few years ago we were transferring up to five million from capital to pay our debt. We don't like doing that because we want our capital funds going to projects. Our debt rate will not exceed the .00169. That is what we have always promised, that it will not go above that highest rate it was to pay off the Jordan debt. It has been that rate for the last five years and will be that rate or lower next year.
 - We don't plan to increase school lunch. This will be the seventh straight year with no increase.
 - On our budget practices, we always like to stress this, we ask the board to authorize a budget but then we have our actual spending. We are always 2% to 4% under budget. When we give out the budget to the directors, we always say you got to bring some back. After seven years they are good at that. We always show a small deficit in our general fund, more expenses than revenue for that reason. But we do expect it to be balanced in total.
 - Our budget will be adopted at the June 14, 2016 meeting. A revised FY16 and the original FY17 budget will be presented. We have to have public comment since it is a public hearing. We must allow for comments and we must have that available 15 days before we adopt it. It will be posted on the website. By June 22nd we should have our certified rate done. We may have it done by June 14th but it is somewhat unlikely. We need to get information from the county and state tax commission.
 - Nancy Tingey: Back to the debt service fund. Remind me, as that old Jordan debt pays down we are layering some of the new bond issuances, correct? So it is the same amount we have to pay every year.
 - Leon Wilcox: Correct, yes. It is basically the same and then it will start to drop down. We will level out. We have had so much growth in assessed valuation that rate will probably start dropping off in FY18.
 - Nancy Tingey: And when you say growth in assessed valuation that is not just how much the value of individual properties have gone up, it's new properties being built. It's not an increase in property value, it is the new property being built.
 - Leon Wilcox: Yes, that is correct.
 - Amber Shill: Please do a chart sometime showing what you are talking about?
 - Leon Wilcox: Yes, we will have one for the budget meeting. With that I think we are good
 - President Taylor: Thank you, Leon. Good job.
- E. Approval of 2016-17 Student Fee Schedule (Action Requested)--Dr. Robert Dowdle
- Dr. Robert Dowdle: The fee schedules you received on BoardDocs for 2016-2017 reflect no changes from the current fee schedules. The previously proposed online fee requests have been pooled and we will monitor the costs of those programs and report back to you next year. So at this time we would request that you approve the 2016-17 fee schedules as submitted. Do you have any questions?

Motion: Nancy Tingey moved to approve the student fee schedule as presented for the school year 2016-17. Amber Shill seconded the motion. The motion passed unanimously.

- F. Approval of FY2016-17 Negotiated Agreement with Canyons Education Support Professionals Association (Action Requested)

Motion: Chad Iverson moved to approve the FY 2016-17 Negotiated Agreement with Canyons Education Support Professionals Association. Robert Green seconded the motion. The motion passed unanimously.

G. Approval of FY 2016-17 Negotiated Agreement with Canyons Education Association (Action Requested)

Motion: Nancy Tingey moved to approve the School Year & Fiscal Year 2016-17 Negotiated Agreement with Canyons Education Association. Steve Wrigley seconded the motion. The motion passed unanimously.

- Discussion:
- Clareen Arnold: If you will turn to page two in the policy manual under section G, it reads: Teacher's without a duty assignment during their lunch period may leave the school site for the period of time after notifying their principal. The problem is a lot of times there is not principal to notify that you are going to lunch. I needed to know how we fix that if a principal designee, a text message, or send them an email? It doesn't say that we can tell a secretary. Do they tell the secretary to tell the principal? I didn't know that it said only principal. Usually it is principal or designee but lots of times principals are not there at lunch when you go.
- Nancy Tingey: Could one of our school performance people come and talk about what current practice is, because this is not a change in the policy.
- Bob Dowdle: The primary purpose is not to get authorization to leave but to notify administration to where the teachers are and that can easily be done through a text or a phone call. All of our principals have a phone that they carry with them at all times.
- Clareen Arnold: Okay, I just wanted to make sure they were someone that the teachers could get a hold of and not get in trouble. Does that make sense?

H. Approval of FY 2016-17 Negotiated Agreement with Canyons School District Administrators (Action Requested)

Motion: Amber Shill moved to approve the FY 2016-17 Negotiated Agreement with the Canyons School District Administrators. Nancy Tingey seconded the motion. The motion passed unanimously

President Taylor: Thanks to all those who worked so hard to make this happen. I appreciate all of you.

9. Staff Comments

A. Superintendent Report

I want to thank the CEA representatives, ESP representative and the Administrator representatives, you showed a lot of class and professionalism and it was a real honor working with you. It has been a privilege and honor working with Gaylene and I will miss her dearly and I wish her the best as she moves on to her travels and family and grandchildren. We will miss you. Thank you.

B. Chief Financial Officer Report

I just want to add to what the Superintendent said. I want to thank those that are here from the ESPs, Brandon, Lynn Ann, Kathy and Bob Martin, Carl Banks for their negotiations and as well as the teacher negotiations, Jen, Dan, Mallory, Ericka, Laura and Jessica. Negotiations are somewhat difficult but we always had civil talks and we appreciate the work and being able to work out an agreement. Also, I will miss Gaylene terribly. With mother's day just passing, Gaylene is not a common name, but it is the name of my mom. My mom passed away four years ago and this past mother's day Gaylene reminds me a lot of my mom and I will miss her greatly. I know her and Brad will have a great time. You are one of the only people that can decipher mine and Jim's handwriting.

10. Board Comments

A. Chad Iverson: no comments

- B. Clareen Arnold: I did attend the arts consortium; it was an awesome meeting. We talked about all the different programs that are going on in Canyons School District and all the different students that are involved in the different programs. The elementary concerts and different theater resources that we have. Draper donated \$12,000 worth of costumes and props that we are going through and trying to put together. We talked about Brain Booster and they are working great and should be a successful program next year.
- C. Steve Wrigley: I'd like to make a motion that we do not allow Gaylene to leave. I also want to express to all that participated in negotiations, it was a good year. I appreciate everyone that took a beating from us on several questions, we had a lot of hard questions tonight. Thank you for staying here and answering our questions.
- D. Nancy Tingey: I wanted to thank the Canyons Education Foundation for sponsoring the Gala. It was a wonderful evening and I appreciate all that they do to help support what happens in our classrooms. I have been thinking about how we are all a team and all working with the sole focus of what happens in those classrooms. If we are talking about teacher evaluations, negotiated contracts, moving portables or some of the other things, we have to look at it with perspective and through the lens of how is it going to strengthen and support what happens in our classrooms. I appreciate everyone's hard work and their willingness to dig deep and explore and study and come up with all the information and answer our questions. I just appreciate what everyone does because we are all on the same team and we do want the same outcomes. I am thankful to my fellow board members for all the effort and work that they put forward as well. And finally, I just want to thank Gaylene for being so patient and kind and organized I appreciate her personally and I know as a Board we appreciate all that you have done for us.
- E. Amber Shill: No comments because of the late hour.
- F. Robert Green: I wanted to report on the conference that I went to. I attended a Disrupting Poverty session and it was interesting to hear that there are some myths about people in poverty and I wanted to share those. Some of the myths are, they are unmotivated and have weak work ethic, another myth is that they are uninvolved in their children's education because they do not value education. Another myth, people living in poverty tend to abuse drugs and alcohol more than people in other socio economic classes.
- I also went to a session that talked about return on investment. Talking about the benefit to society in having an education system. There was a lot of data that was very interesting and I would be happy to show it to you. I want to thank the Board of Education and the administration for showing love to his wife and his family at this hard time. It means a lot to me. I will miss you Gaylene, you are awesome. The thing I will miss the most is the beaming smile that would always cheer me up and you always had good encouraging words. I will miss you.
- G. President Taylor: I would like to mention a few names tonight, I usually just recognize groups of people but tonight a lot of people did a lot of work for us and I do deeply respect and appreciate you. Sandra, Amber, Mike, Kathryn, Steve Dimond, JoAnn, Alice, Karen, Jeff, Kirsten, Paula and Mary, Bob and Rick. I want you to know how much I appreciate and respect each one of you. Thank you for being willing to field tough questions from the board. All that we are trying to do is the best we can for the children and we know you are too. And I too want to thank Gaylene for being patient with me. Welcome Denise and we appreciate you as well. Thank you and keep up the good work.

11. Closing Items

- A. Adjourned at 10:30 pm
Motion by Sherril Taylor to adjourn, second none.

/dh

ATTEST _____ President
Sherril Taylor

James Briscoe Superintendent

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