



CANYONS SCHOOL DISTRICT
MINUTES OF BOARD OF EDUCATION MEETING
June 21, 2016

The Board of Education of Canyons School District met in a board roundtable, discussion and study session on Tuesday, June 21, 2016 beginning at 4:00 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 Shill, Board Member
James Briscoe, Superintendent
Leon Wilcox, Chief Financial Officer
Dan Harper, General Counsel
Excused:
Charles Evans, Director External Affairs

1. Board Roundtable, Discussion & Study Session -- 4:00 pm

- Superintendent Jim Briscoe: The binder of information is a summary of what we have worked on over the last year. It reflects the hard work of the administration in coming forward with recommendations to the Board. You as a Board should feel good about what is in here, if something is successful it is because the Board approved it. This is a celebration of what we have done. The documents in the binder are from the many departments in CSD including Instructional Supports, Research and Assessment, Dr. Hal Sanderson did a lot of work, along with others on the administrative team. We put together the key documents that reflect the priorities that you set last year.
- We took the Board priorities from last year and grouped them by topic.
 - Vision / Mission Statement
 - Board Committees
 - Academic Framework
 - Financial Information
 - Enrollment Projections
 - Student Learning – Science is included here.
 - CTESS
 - This is not a complete document but Steve and Sandra have been working diligently making adjustments.
 - Gifted and Talented
 - Culture of CSD
 - Technology Plan
 - Facilities
 - Current projects and timelines and a simplified form showing long term options for a new bond.
 - Board Self Evaluation, Superintendent and CFO Evaluation
 - Accountability System
 - Title One & Summer Programs
 - United Way information
 - History of Canyons

- Starting with student learning and looking at where the District started and where we are now. The bar was set high on mapping and aligning curriculum to hit benchmarks, differentiated diplomas, using student data to monitor student progress, getting more students in advanced programs and having students' college and career ready. Creating the instructional coaches and specialists internally was critical because instruction was a major focus. The team started by mapping the curriculum and aligning it with the standards. Teams were put together to use student data to monitor student progress. Teaming has been a very powerful thing but we need to improve PLC's in the high schools. Overall student progress is increasing in all areas. I would like our team to break down data by core tiles. We need to identify, at each core tile, where students are progressing. Core tile is the top performing students (top 25%). We have tackled professional development and improving instruction. Science was a top priority and we brought that forward this past year. We hired a full time science specialist, increased professional development and provided incentives to teachers to be involved in those trainings and monitored student progress. Through your approval, we will see continued improvement. My biggest concern, in terms of student learning, is hitting the benchmarks at the high school level. Another priority is to improve our overall graduation rate. We have seen significant growth at the middle school, it will be very critical to see that growth in the ACT benchmark and in the 11th grade SAGE, if you choose to continue to do it.
- There was a discussion and recommendation at the Utah State Superintendents Association meeting regarding testing. When students are preparing for the ACT and AP tests that is their top priority and SAGE becomes a very low priority. I think it would be a disaster to eliminate the SAGE from grades K-8 but I see no reason to give the SAGE test in 11th grade. My argument would be to use the Explore ACT, the Plan ACT and the ACT. That is what is important to the student and to the parents. Let's align our standards better, use our PLC's better in high school, develop common formative assessments to measure the growth from 9th through 12th grade. I have been asked to serve on the committee with the State Assessment Coordinator. I advocated to keep the SAGE and downsize the amount of testing time and revisit the quantity of questions. The State is still looking at options for testing.
- We need that longitudinal data in this state at the elementary and middle school level. Our ACT scores need to reach higher levels. We have outstanding high school teachers but our PLC's need to improve and focus on student progress. Steve Wrigley also believes that getting rid of the SAGE in high school makes a lot of sense.
- We have spent a lot of time discussing **CTESS** and I could have given you a lot more data. I gave you documents based on feedback. This is a work in progress. Whenever you roll out a new evaluation system it will be challenging. The hundreds of pages of feedback and the teacher satisfaction survey feedback reflects what teachers want. With some of the changes being made you will see improvements.
- The **Culture in CSD** is a real important item as it relates to almost everything. I want to commend the Board because you insisted from the very start that community and stakeholders be included. The Board wants both the pros and cons and you want to hear from teachers, parents and SCCs. That has had a positive impact on the culture of this District. There are still some people that feel they cannot give input. The feedback that I receive is that things are improving. The way we work is that I meet with the Cabinet on Mondays and we anticipate four or five board meetings down the road. I always ask if they got feedback from the people that will be impacted, then it goes to the Leadership Team from all of the different departments and they give feedback and then it goes to Board Leadership. I feel that this has helped improve the culture from top to bottom. We are getting feedback all along the way. A good example is the summary and results of the first teacher satisfaction feedback. I would like to hold focus groups to go deeper into the survey. We need people to feel part of the game plan and part of the decision making. Another example is standard based grading. I believe in standard based grading. We have to include the teachers that are being impacted. If we continue this process, like we did with the elementary schedule, involving everybody, we won't get a lot of negative feedback.
- **Strategic Technology Plan** was discussed in May and will not be included in this meeting.
- The Board has spent a lot of energy on the **Facilities and Boundaries** issue. We had a problem with overcrowding at Corner Canyon. I feel we have a good plan for what we need to look at next. Boundaries are critical, if we have any growth of the west side of I-15 we will be in serious trouble. If these enrollment projections hold out, there is a real balance over the next few years and our high schools even out. We should technically be okay and I wouldn't panic about enrollment right now. You may need to talk about a moratorium at Draper Park Middle. We will send out official letters from Dr. Floyd Stenstrud so that parents are aware what will happen a year from now.
- The **Accountability System** is a good system to do an analysis of the whole district. We have staff that is capable of pulling that together but I would recommend spending some time an expert from the outside.
- I would like to see a **History** of participation of extracurricular activities and athletics and the success they have had at each school.
- I want to thank Amber Roderick-Landward because she did a ton of work on this. She did the Science, the Math and the Accelerated.

- I hope with this baseline of information that we can have a good discussion tonight. The binder gives you something to look at and it provides evidence of what we are doing. I commend the Board that set the high standards. You did an amazing job. We need to revisit the benchmarks so that they are attainable. They need to be attainable so staff can see success. I thought they were very high benchmarks, which is great. We have a system in place that will see results in the future. We are seeing significant results in elementary and middle schools. We need to pay close attention our high schools and see growth there.

Roundtable Discussion:

- Regarding **SAGE** testing, Nancy Tingey mentioned that the Board will need to make a determination on what we are doing for this coming school year make an official decision and report to the State. The State at this point has not made a change in their requirements. This is a state school board and legislative decision. There was legislation passed last year giving local districts and high schools the opportunity to decide if they want to do ACT or SAGE for this coming school year. We as a Board need to get a recommendation from the administration and make a decision in August or early September.
- Jim Briscoe pointed out that we don't want to lose longitudinal data on our high school students. We need to see where we are improving and where we are not hitting the mark. It is critical that in grades 9, 10, 11 something is happening and we have assessments that reflect our standards and our expectations. Chad Iverson asked Dr. Briscoe if it was his recommendation to drop SAGE for high school and use the ACT and keep the SAGE for K-8. Jim said that is his personal opinion and he has not discussed it with others. To completely change the test would be disastrous but we can downsize it. Some kids are opting out to spend more time on AP tests and the ACT. We need a plan to monitor student progress before we make any decisions.
- President Taylor noted that if they try to mandate the SAGE test the parents will rebel. His interactions with high school students is that it is a total joke. They go in and mark every other one. They don't care what the score is because it is meaningless to them. The only way it would be meaningful is if the state mandated it. We need to do away with it as much as we can. The students take the ACT and SAT seriously.
- Claren Arnold said that the ACT and the SAT are the tests that colleges use and she thinks we need to move away from SAGE.
- This needs to be an agenda item and I would like my whole team to chime in on it, said Dr. Briscoe. We need to align our standards with what we are teaching. The issue with that is measuring the progress. I want suggestions on how to measure progress if we move away from SAGE in 11th grade. We need a plan. Amber Shill requested numbers on how many students are taking the test and how many are opting out.
- President Taylor thanked everyone that worked on the binder and providing the information the Board needs in one easy to access place. All of the documents have been previously posted on BoardDocs.
- **CTESS:** There has been a lot of discussion on CTESS. Chad Iverson said we need an assessment tool to assess our teachers. He thinks we have had some challenges in the building and the implementation of the tool. He would like to think about the continued use of CTESS as our tool or if we should take a step back and look at the State tool or another tool. We have already put a lot of time and effort into it but do we want to be in the assessment creation business? He's not sure we are experts at creating assessment tools.
- Claren Arnold has re-read everything that was changed and what will be changed. The evaluation was supposed to be a pilot two years ago and she doesn't believe that we should have a living, constantly changing evaluation tool. It is a tool that is being developed but it's not fair to teachers to keep changing it. Teachers are saying that it is more than just being new, it is confusing and overwhelming and that feedback is not being given to them. Teachers want to be highly effective and they have little chance of getting there. Are we trying to make what the State requires fit into our academic framework? It is like putting a square peg in a round hole. There is not enough flexibility in what lesson is presented when being iPopped. Claren believes it needs to be simplified and she went over the numbers of positive and negative reinforcements and correctives. This cannot be maintained by teachers. She said, "I can't do all of this and I am an awesome teacher". I think people have tried really hard to make it work but she wants to look at another alternative. Claren agrees with Dr. Briscoe that we should do it for one more year but after next year we need to have a timeline to evaluate another tool. It was discussed that this was the first full year of CTESS.
- Dr. Briscoe pointed out that we did get feedback and adjustments are being made. One more year will be a tell-tell sign for us. If we get the same type of results, then we will need to look at options. The changes our team have made are very positive. Over 90% of teachers were effective or highly effective. With the changes it will be another 20% that move to highly effective.

- Clareen Arnold feels the tell-tell sign is if teachers understand what they are being evaluated on. Teachers are just doing their job and doing their best. The new highly effective benchmark will help a lot. Are we evaluating if they are following the academic framework or if they are effective teachers? We need to go through the year and keep correcting and then we need to take another look at it. When do we look at a new evaluation? Robert Green stated that if we are going forward with CTESS we need to address concerns. We should find out if the Board wants to move forward with it. Clareen, if people have raised issues, why don't we get them answered? We need to figure out what we are going to do and then work with what we have.
- President Taylor asked whose research are we looking at? We know people respond better to positive feedback but negative reinforcement can be beneficial in some situations. Steve Dimond said that it is based on the Academic Framework. Amber Roderick-Landward shared that it is coming from two big bodies of research. We have relied on information from the John Petty book. We look at corrective feedback as part of the learning process and teachers do not get marked down for a corrective feedback to a student. We follow-up with re-teaching which is a positive. President Taylor wanted to know the ratio of positives to negatives. Do teachers have to do four to one on positive vs negative? To be highly effective it is four to one and to be effective it is two to one. Mike Sirois pointed out that you need to separate feedback that is going to academic activity vs behaviors. Negative feedback does not need to be harsh or sarcastic. Jim Briscoe, everything in this District has been based on what is a proven best practice. This is a reminder to our teachers every day that we have a high expectation. Over 90% of our teachers are getting the message. President Taylor wondered if we are expecting our teachers to make too many positive feedback comments. You can reach a point with kids that it becomes irrelevant. Are the positive comments too much? Amber brought up that the positive feedback is part of the overall culture and relationship between the teacher and the student and better learning outcomes.
- Clareen Arnold wants something that is sustainable. The same thing with the OTRs and the correctives. How did we come up with these specific numbers? Chad and Clareen both want to know if that part research based? Sandra Dahl-Houlihan shared that as an administrator, five years ago we started working on positive feedback in the schools. Our goal was four to one years ago. It does take time and it does take practice. We are building this into the Academy to help our new teachers. We started with two to one and then upped the ratio. We know that this makes a difference. This is not brand new to our teachers. Clareen added up the numbers and there are about 1000 times when you need to give feedback. Is it taking away from instructional time? Teachers are struggling with keeping all of this information in their head.
- President Taylor: Everyone has listened to our comments and concerns. I think we need to give them more time. I would suggest we give them one more year and then look at it. Nancy Tingey said she would support that. There is a lot of value here. Maybe we are about 75% there. We are not perfect and we are not there yet. We are always looking to up our game and improve. I would like them to look at having some adjustments in the elementary and secondary classrooms. Even some of the different subjects may need adjustments. Teachers are staying in Canyons because of the support they are getting from CTESS. Some people are solidly behind it.
- Robert Green: What are the N/A marks on the survey? Sandra explained all received some trainings but not everyone received all of the trainings. Some are required for everyone. Robert is wondering if that has anything to do with some of the problems we are having with the teachers. Is the data accurate? Is this a communication issue or a training issue? Are the problems teachers have is because they haven't taken the training? Clareen tagged onto the conversation explaining that Special Education, PE, and other specialties do not meet the criteria for iPops. The State already has different evaluations and observations for different groups. We can make it is simple or as complicated as we want. The bottom line is, are we evaluating what we want teachers to do and student gains?
- Steve Wrigley: I'm seeing that this tool is the core of a lot of things. I like that it ties in with our values and our philosophy. We have some teachers that don't want to be teachers anymore because so much is demanded of them. As a District we want to help them and we may need to focus on other things within the system. This tool is more than an assessment tool. If this tells us where we need to go then I think it has some value. We want our teachers to feel this is a positive thing. I don't know what the answer is but I hope this is reflected in the goals we are setting as a district.
- Amber Shill: I think we should give it another year. The changes are good and headed in the right direction. This should be a support for our teacher and I would like to do another survey at the end of next year.
- Chad Iverson gave an example of a Customer Relationship Management tool where the homegrown tool that was built did not meet the standards. I want to make sure we are not so set on doing things our way that we are not using industry standard tools. Second point, we already have a standard in the ACT for the students. I don't want us to revisit this again in a few years. I do support giving it another year and I would like to see another survey. At what point do we cut bait with CTESS and try something else?

- President Taylor: To sum this up, I would recommend to not have this so rigid that it falls under its own weight. Try to look at some of the suggestions and see if we can make it more friendly for the teacher. A year from now when we have our retreat we will look at your new survey. In the meantime, go full bore ahead with it. Jim mentioned that he would like the survey done earlier next year in case the Board wanted to make decisions regarding CTESS. February or March would be a good time for the survey. President Taylor thanked Sandra and Steve for all of the time they have put in and all of the extra work.
- Moving on to the next item from Steve, Nancy and Amber is **Mission, Vision and Values**. Nancy Tingey reminded the Board about the graphic that was created showing the items the Board had worked on. These principals guide what Canyons District is doing. This is what we as an elected board should be focusing on. I would like to get some feedback on this topic. What do people think about our vision and mission statement? I would like to come up with some indicators that can be consistent. Benchmarks and goals that have not been met need to be revisited.
- Steve Wrigley shared a document with the board members. Three major areas of focus -- What do they mean by college ready? What do they mean by career ready? What is meant by life ready? Another document showed the eight characteristics of a school board. Goals, priorities and key indicators. We talked about forming a committee to work on this. Our mission statement “celebrating the highest standards of educational excellence” doesn’t drive me. We may want to refine these. Nancy thinks it serves our district well. Do we want to work on this more? Do we want to have a committee? Or do we want to fill in some of these spots tonight?
- Chad Iverson: I think it is very important and I like a lot of what we have already. I really like the performance goals that we have. I would suggest we keep the goals and revise the dates. I agree with Steve in that I don’t really like the word “celebrating” in our mission statement. I would be in favor of a committee to tie-up some of the loose ends and put everything together.
- Claren Arnold also thinks the vision statement needs to be clearer and not so broad.
- Nancy Tingey had some ideas for indicators such as graduation rates broken down by sub-groups, the ACT benchmarks with indicators along the way. Amber Shill added that we should include AP participation rates and pass rates. Nancy said we should look at AP enrollment and participation even if they don’t pass the test. Those three data points would be important. There is still a great deal of benefit in taking an AP class even if a student doesn’t take the test. We can go into so many things such as CTE participation, measuring extracurricular activities, not just competitive things but memberships in clubs, etc. Then again we can get overloaded with indicators and targets that we get overwhelmed.
- Amber Shill: I think we should have a committee or subcommittee look at it. I want to set some goals that will measure something. Look at the numbers and see if we are going in the right direction. I would like to see student achievement on every single board agenda, have a placeholder for that, because that should be our focus. I like what we have started here and I think we can be a little more specific in our vision statement.
- Robert Green: I agree with what everyone is saying about the vision statement. I see the vision statement is that every student is college and career ready. As a Board we defined our goals. I would like to have smart goals. Specific numbers on specific goals by specific timeframes. I’ve wanted to do that in the past.
- President Taylor: We have a really good framework here. We just need a little more work to finish it off. A committee is a good idea. I recommend that Steve Wrigley, Nancy Tingey and Amber Shill be the subcommittee to meet and continue the process.
- Jim Briscoe: I really like having smart goals but make them attainable goals. Attainable goals build momentum and it builds success. We need short term celebrations. As you build goals and targets make them attainable and timely so that we can hit that 75% in 2025.
- Robert Green: I would like to be able to submit my suggestions to the committee. I believe we should have year to year goals as well as long term goals. It would be nice if we can get our goals in before this school year starts so we can say ‘for this school year we have these goals’. This will be our rally cry and at the end of the year we will have celebrations of our successes.
- President Taylor: Everyone, please give input to the committee. College and Career Ready has served us well and I want to stick with it.
- Nancy Tingey: I like the direction we are going. Start jotting down your thoughts and ideas and send them to the committee.
- Steve Wrigley: Plan for continuous improvement. Who are we? Where are we going? Where do we want to go? How will we know when we have arrived? How do we get there? I think this is a good format. We need to get to this. We get a lot of data and it has to be tied to a goal.

- Robert Green: **Gifted and Talented Program** - is it serving the students well? Is the curriculum aligned with the standard curriculum? We also talked about limiting SALTA in middle school and I would like to know how that is working out. I would like the Board and Administration to get a status report on this. Clareen wanted to know how this fits with the CTESS schedule, please add that in the report.
- Nancy Tingey: I appreciate the information that was put together on the gifted program. Now that the Salta program is a qualifying, not opt-in, for middle school I would also like to know how that is working. I would also like to hear about the high school classes and the variety there. I would like a report on those programs and concurrent enrollment to know what are the offerings and participation rates over time. This coming year seniors are part of the group that started high school as freshmen. It would be good to see if this change made a difference. Jim Briscoe asked what information should be reported. Nancy stated she wanted participation and enrollment. She understands some of these programs are dependent on an instructor that will drive that program and make it successful.
- Robert Green: At first glance at this, I hope students don't step down in math by taking Math 1010 just for college credit. We hope counselors can steer students the correct way.
- Chad Iverson: I would like a report on the traditional Honors Program in middle school. What are the enrollment numbers? Is it working? Is it helping our students?
- Amber Shill: I am curious why some schools have more concurrent enrollment and AP courses.
- Steve Wright: We have 408 Salta in elementary, and 221 in Salta in middle school. How do we make sure students are challenged in their neighborhood middle schools? The Salta numbers are pretty low for overall District numbers so we need to know what we are doing for the students to keep them challenged if they are not in Salta.
- Jim Briscoe: One thing that impressed me is that our students do have a lot of opportunities to get into advanced programs. I see why our students taking AP has tripled over the years.
- Robert Green: Are the honors classes in middle school open to everyone? Yes, except for accelerated math. I feel every student can succeed if they put in enough time and effort and have enough motivation to do it. I challenge that personally, and maybe the Board wants to revisit that. It's important to me that people can take the challenge if it is open.
- Chad Iverson: We hear a lot about **funding for school districts** from the legislature and I hope as a State that we can do more to truly fund public education. Rich from Prosperity 20/20 had some interesting comments. Is there something we can do?
- President Taylor: I think our letter back to the legislature on what we have done with the money is a good start. It shows the money is not going in a black hole. Our Board is leading out in getting these letters out. It would be helpful if other districts in the State would also send letters.
- Nancy Tingey: USBA has encouraged every district to write to their legislators.
- President Taylor: We are using our money wisely and we need more.
- Clareen Arnold: We have so many children but we do not spend the money on them. We do give them excellent education for the money we get.
- Robert Green: If it was up to me, would I raise taxes? Some people in Utah may give up some of their tax break for education. It should be something that we consider.
- President Taylor: People wonder if they raise taxes will it go to education?
- Nancy Tingey: There is a lot of talk about how can we do this in a prudent way. It's not all about the money but some about the money. What Utah educators do with the money is amazing considering the resources. Flooding more money into the program may not help.
- Clareen Arnold: We have to be thankful for who we are and what we have. And thanks to Leon for keeping us in check.
- Robert Green: It's not just schools that teach kids, it is a family thing. The school district will not teach a child everything they need to know. There are a lot of things that you cannot measure. Utah is family oriented and it is one of our strengths. You can see the success rate of our students. You can't buy your way into a successful school.
- Clareen Arnold: I want an update on **CLASS**. It was piloted this past year. I haven't see the new documentation and what the feedback was from administrators.
- JoAnn Ackerman: The feedback was very positive. We have leadership quality ratings and a summative overall rating for the year. Out of fourteen schools, I had one principal during the first LQR that was highly effective. At the end of the year I had five of the seven move up to highly effective. Similar outcomes for Alice and Mike. I didn't have anyone complain about the process. We could go into CTESS and see the feedback they were giving to the teachers.

We would also go into data dashboard to review information. It was based on how they were doing their jobs. The evaluation itself was written based on state standards. They didn't need to do any extra work.

- Claren Arnold: Did you find any differences in any of the schools with lower socio economics or more resource students?
- Mike Sirois: That didn't seem to make a difference. Two things they really valued and took to heart were the parent comments section and the teacher surveys. Overall the comments from the middle school people were very positive.
- Alice Peck: I had fifteen provisional principals and by mid-year I had two that were highly effective and by the end of the year the other thirteen were highly effective as well.
- Jim Briscoe: I got highly involved with the parent and teacher feedback. School Performance Directors worked very closely with those principals based on the feedback they received. They did a good job and reviewed the information and found the common ground.
- JoAnn Ackerman: They appreciated the whole process. As a result of the surveys principals already know what their goals will be for next year. The process is already started with their goal setting and self-assessment.
- Mike Sirois: That piece is very valuable and was not available in JPASS. Goal setting for themselves.
- Alice Peck: We had some really good strong feedback and some negative feedback from our principals. If they had more provisional teachers, or a larger group of teachers, it required an adjustment with the timelines. There won't be any huge changes for next year.
- Jim Briscoe: When it comes to the culture piece of this, the number one thing you can do as a Board is make sure we have effective principals in our schools. Outstanding principals have a huge impact on our families, our students, and our teachers. We need to get the best fit in our schools with leadership. I feel they have done an outstanding job.
- Mike Sirois: I've been doing this a long time and we have by far the best principals in the state.
- Claren Arnold: I did hear about the time crunch for principals with ESL students and IEP's and the extra work involved from them.

- Steve Wrigley: I would like to see the **different goals for the different divisions** that are on the budget report. Steve gave an example to Jim from another school district. Can we see the top two or three goals for every department?
- Jim Briscoe: The Boards vision should drive everything we do. My goals, as the superintendent and every departments goals should coordinate with that. What Leon has done independently for the budget book was have departments define their goals. We do discuss as a Cabinet how everything fits in.
- Steve Wrigley: We should do what we did last year and have the goals re-ranked. This would be key and foundational. I really liked the process we did last year of listing our goals and then ranking the goals. I felt it was very helpful.
- President Taylor: I think it is key that we don't have 39 goals.
- Jim Briscoe: Once you get the vision statement created, and the Board has approved it, come up with goals and then we can work on the specific tasks. Some tasks are on-going but we need the indicators. This will help keep us focused.
- Chad Iverson: It's great to see how much has been done. Thank you, Jim to you and your administration. Thank you for listening.
- Jim Briscoe: It happened because of the administration and it happened because of Board approval. It's a matter of continually getting better.
- Steve Wrigley: The Board led the process. You did what the Board asked you to do.
- Jim Briscoe: I would like to organize tasks with the overall vision in mind. When asked, why do we do these tasks? The answer will be, to meet the goals set by the Board. The next process is measurement and attainable indicators.

- Nancy Tingey: **Board Evaluations** – The construction of this piece was to focus on the five areas that boards have responsibility for. I feel like our board is doing a really good job on these performance indicators. There are a couple of things we can use improvement on, such as defining our vision/mission and goals and driving the direction of the district. Some things we are doing really well. We message really well, we work for high quality education for every child and we believe every child can learn. Another strong point is that we advocate well for public education at both the community and state level. We provide opportunities for stakeholders to address the Board and provide input. Regularly communicating student performance, expectations, and goals is something we can improve on. We work well together and with the superintendent and administration.
- Steve Wrigley: Maybe we could go through the evaluation as individual board members and complete this evaluation and set our own personal goals. I think we should rate ourselves and then look at the top three things that we want to focus on.

- Nancy Tingey: I don't want to spend a lot of energy and effort on this. I do like the idea of going through this individually and ask ourselves 'how am I performing as an individual board member?'. If there is something we need to work on as a Board then a board member can bring it up.
- Steve Wrigley: We have all of our administrators' giving themselves top goals and maybe we should do that as well so we can be like the rest of the employees.
- Amber Shill: The most important thing is that we set Board goals.
- Amber Shill: **Standards Based Grading** – In May we had a Brighton Community Forum and it came to light that different teachers are grading different ways. Do we want to create a grading policy?
- Amber Roderick-Landward: We do have committees going and we are exploring the process but we are waiting for a formal direction.
- Steve Wrigley: We may want to add this as an agenda item to get an update on what is officially going on?
- Jim Briscoe: If you look at the history, elementary rolled out standard based grading a few years ago. We could create a policy that reflects what we are doing for elementary right now. Middle school principals started making modifications and the biggest issue is that grading is not consistent. Grading is consistent at the elementary level but it is not consistent at the middle school level. It has got to be consistent or you will have people coming to board meetings to complain. They are working on that, there has not been a formal approval for any grading system in the middle or high school level. High school will be much more difficult.
- Amber Roderick Landward: Our current policy is pretty benign. Teachers are doing what they are doing as best practice.
- Robert Green: What is inconsistent? Some people are doing standards based and others are doing what?
- Jim Briscoe: Consistency to me is how are they are getting a letter grade, what is being measured. It is all over the place. I have never worked anywhere where we haven't had a grading policy. I'm shocked we don't have more issues. Grading has been a heated issue. We need to get input from SCC's, principals, teachers, parents, etc. People are passionate about this. We had one school not using homework to grade and the other school was using 25% home work grade. Parents are savvy and they will send their children where they can get the best grades. Consistency will be a process. We are set at the elementary but we are not consistent at middle and high school.
- Chad Iverson: Should we get some feedback first or have the Board come up with a policy? Or, do we want to come up with a policy first and then share that out? Clareen said that we would need feedback from the middle and high school teachers.
- Nancy Tingey: There are two different approaches. The Board can look at the big picture and let the detail be filled in by teachers and parent groups so that the policy is a guiding document not a prescribing document.
- Jim Briscoe: I don't think it's right that two Honors English classes at two different high schools are grading different. I don't feel good about that; it is not fair to all kids. I want to say they all had an equal opportunity. Chad mentioned that you can even have that in the same school between classes. Jim continued that he thinks the Board will need to look at this and approve a middle school and high school grading policy. We need consistency.
- Nancy Tingey agrees with consistency as long as we are not too prescriptive. We cannot refer to standards based grading as a package we will adopt. It is a philosophy, it is concepts that we will encourage and set parameters around and it is contained and not all over the place.
- Steve Wrigley: We want some basic parameters. Within the middle schools there are some concepts we are thinking about doing. In general, the Board needs to hear the concepts first. We need an overall presentation on grading policies to the Board and get approval to move forward.
- Nancy Tingey: What is the time frame for those committees that were set up a year ago?
- Amber Roderick-Landward: They are in different places. Middle school is hoping to finalize a report card this year to pilot next year. We need to start looking at what a report card will look like. At the high school, they are looking at how do we accurately assess teaching of the standards before we tackle grading and reporting.
- Mike Sirois: Different principals are implementing items from the book '*15 Grade Fixes*'. Each school is in a different place and they need direction from you. We cannot go any further until we know what the report card will look like. No one wants to jump out there on that. Some schools are further along than others. Eastmont has been doing this for a while. We need to figure out what our philosophy is and move forward. Everyone sees the value of this, we don't want the grade to be meaningless. We need to bring our patrons and teachers along and help them understand what this looks like. Amber Shill and Nancy Tingey went to Tom Shimmers presentation and he talked about the report card being the last thing. We have to change the way we are teaching and the way we are doing homework and some other things before we can get to report cards. Mike said that we are much closer than we were. The middle schools have done a good job of standardizing themselves. The big issue is homework and how much it counts. Also, kids that don't test

well, how do we deal with that when the grade is based on the final exam? Is a student being penalized because they don't test well?

- Amber Shill: We need to get teachers and parents on board, we need everyone educated on this. I want to use best practices. Chad Iverson noted that we need to define what standards based grading is.
- Nancy Tingey: Is it something you want to us to do as a policy committee? Jim said, yes the elementary level would be a good start. The Board's feedback is critical as the committee moves forward. I'm sure Jesse and Mike will get this rolling in the fall. Claren believes the Board needs training on standards based grading first and background information on what the different schools are doing.
- President Taylor: We know that parents want homework. Mike pointed out that the Butler community struggles with this. The other schools have accepted the standards based report cards but we are on a hold until we figure out what the report card looks like. Amber Roderick-Landward agrees that parents want to know what the report card will look like. It's hard for parents conceptualize at the secondary level.
- Amber Shill: When Jesse presented last fall we had a lot of issues and concerns. We need Jesse to present an update.
- Chad Iverson: At what point do we set policy? I've heard from many people that they need direction. Nancy said that we will start with an elementary school policy and that will lead us to the next level. Jim mentioned that we can't do anything at the middle schools without the Board's blessing.
- Mike Sirois: We have addressed the issues at Albion and Butler. We utilized grade fixes in the middle schools and that is as far as we can take it for now. There are fifteen different fixes and some are emphasized in one school more than another. A good thing middle schools have done is working with PLC's.

- Discussion on **Lagoon Day**. Chad feels that he said what he wanted to say at the last board meeting and we are good with Lagoon Day. In the past, we did a parent survey and it was agreed on that we should keep it. It is a rite of passage.
- All students even those in lower socio economic area can attend. Lagoon offers some free passes to students. One thing to consider to move it closer to end of school but not on graduation day. Kids tend to check out after Lagoon Day.

- Discussion on **stress on students**. Claren brought up that we need kids see that school is more fun. Academically, are we stressing our students? Find little things to help kids de-stress such as one-minute joke telling, stretching, walking or moving a little bit. Jim pointed out that he has seen this in our schools. One teacher had an aerobic video and had kids move for a couple of minutes. We have teachers doing that and we could do more to encourage it across the district.

- Nancy Tingey: Does the Board want continue participation with the **National Federation of Urban / Suburban School Districts**? It's \$4000 per year. It is an organization of about 30 districts within the U.S. that are similar to ours. They get together once a year at a host district location to tour schools and get ideas. It's not a bunch of outside speakers. It's a chance to see how districts like ours are handling issues in their district. Board Members, superintendents, lead administrators are invited to attend. They talk about what they are doing locally. Steve wanted to know how this was different from just visiting some of the top districts in the nation on our own. Nancy wasn't sure we could just call up another District and do that, this association facilitates the visits and they do have local speakers. Last year it was at Granite School District. Jim said that he wasn't interested in participating this year. Nancy felt it was very interesting and helpful. Historically, it was started by Jordan, Granite and Davis Districts and they reached out to other districts across the country. Jordan withdrew this year. The conference is back east in the fall and it is in West Virginia this year.
- We would need to pay the \$4000 and then decide who would attend and arrange travel.
- Many Board members and Jim feel that the NSBA is more helpful. It was decided that we would not renew for this year but will consider it again in the future. President Taylor liked that it was small and that you get to meet people from other states and districts. Jim will call them personally and explain that we will not be joining this year.

- Nancy Tingey also wanted to discuss **committee assignments**.
- The policy committee needs to step it up. We are finishing up some of the HR things and are looking at the instructional and student sections. These type of policies are very tied to community and any changes will directly affect communities.
- Some updates need to be made:
 - Is the Facilities committee dormant?

