

Board Retreat (Friday, January 30, 2015)

Generated by Shelley R Shelton on Tuesday, February 3, 2015

Members present

Julie Rash, McKay Jensen, Jim Pettersson, Marsha Judkins, Michelle Kaufusi, Shannon Poulsen, Taz Murray

Staff members present

Keith Rittel, Superintendent; Ray Morgan, Asst. Supt; Stefanie Bryant, Business Administrator; Gary Wall, Executive Director of Human Resources; Jason Cox, Director of Human Resources; Gary Wilson, Executive Director of Student Services; Alex Judd, Director of Elementary Education

Guests

Wayne Parker, Provo City Chief Administrative Officer; Dixon Holmes, Provo City Director of Economic Development; David Walter, Director of the Redevelopment Agency; Todd McKee, Timpview High School Principal; Karen Brown, Provo High School Principal; Lani Quisenberry Steadman, Independence High School Principal; Caleb Price, Communications and PR Coordinator; Morgan Anderson, Director of Special Education; Charity Williams, After School Programs

Meeting called to order at 8:10 AM

1. 8:00 Opening Items

- A. Welcome: Vice President McKay Jensen
- B. Roll Call
- C. Upcoming Calendar Items

2. 8:05 a.m. Supt. Items

A. Wayne Parker, Provo City Chief Administrative Officer: Redevelopment Agency (RDA) Projects

Mr. Parker introduced Dixon Holmes, Director of Economic Development and David Walter, new Director of the Redevelopment Agency. He excused Mayor John Curtis, who is traveling.

Mr. Parker outlined the following future RDA projects for the board's consideration:

1. *Duncan Aviation* is one of nation's largest companies that manages, maintains and repairs commercial and private aircraft, including everything from avionics to furnishings and interior decor. Duncan has facilities in the Midwest as well as several satellite locations around the country. What Duncan originally hoped to do upon coming to Provo was to replicate the facility in Grand Rapids, Michigan, a 350,000 square foot facility with huge hangars. 35-40 Duncan representatives spent the better part of four days evaluating the Provo area for things such as the quality of life, education, religious environment, outdoor recreation facilities and resources, etc. Several things surfaced following the subsequent formal proposal the City made to Duncan:
 - Provo City owns 40 acres on the north end of airport where Duncan was interested in locating. Part of the arrangement was the City would lease the property at low cost to Duncan on a 70-year lease.

- The City agreed to build an access road from Center Street that would go straight back to the Duncan facility.
- Utility infrastructures were installed for sewer, power and water.
- Connecting the Duncan aviation campus to taxiways at the airport has been a daunting project. The concept would be that someone who wants their aircraft taken care of would be able to fly into the airport, taxi across a large concrete ramp and then access the Duncan buildings. Part of the challenge is that the concrete ramp would be a \$10 million investment for the City.
- As the City began the process of working with other taxing entities - the school district, water conservancy district and the county - they looked at the question of how to finance getting the ramp connection installed. The financing numbers were updated and refreshed so the City knows what they're facing.
 - A federal grant of \$3.5 million was recently awarded the City.
 - Surplus materials from other projects around Provo have been utilized to begin forming the base for the ramp, saving the City approximately \$2 million.
 - A tax increment deal of about \$3.5 million over 20 years would likely be needed. A tax increment bond would net close to a match amount.
- The City anticipates getting back to the board within the next 60 days with a formal proposal for tax increment participation.
- Duncan is taking property that produces no taxes for any of the taxing entities and putting it back on the tax rolls.
- Duncan would bring in about 600 jobs with the potential of expanding to 1,000. They have a long standing history of great partnerships with local school districts and community entities. They would end up being one of top 10 employers in Utah county.

2. *Freedom Plaza Project*, north of the downtown Convention Center. The board was originally approached by the City in 2007 to participate in the project with tax increment financing. It was going to be a mixed-use project including a convention hotel, residential and office development. The developer had locked up the property and with the low-interest Build America Bonds provided by the federal government, the City thought they had a great deal, and the school board had agreed to begin the tax increment process. Within a few weeks of that discussion the developer's option on the property expired, he went to renew it and found the property had increased in value by 20%. It was a "take it or leave it" deal from the property owner, and by the time the developer tried to finalize the negotiations, the Build American Bonds were not re-authorized by Congress and the deal fell apart. The City has now been notified that the property owner has a developer under contract who's interested in doing a similar project. Details are still forthcoming and the City may need to have a conversation with the board in relation to "resetting the clock" on collecting the tax increment from the district.

3. *North State Community Development Area (CDA)* would include the intersection of Bulldog Blvd. / 5th West and Columbia Lane. The City would like to establish a CDA that would allow the City to, at a future point, begin development projects that would run from that intersection to 1700 North. It would include the areas around Deseret Industries, west of Columbia Lane, and the Brough Trailer Court, south of 1700 North. In addition, the CDA would extend across 5th West and pick up the area that includes the two small strip malls near Macy's and Big Lots. The City may have a project for the Brough Trailer Court area to create some additional tax value.

4. *Provo River Redevelopment* to revitalize the area could possibly encompass the area north of Macy's and Big Lots, making it river-facing residential property as opposed to backing up to the river.

The Municipal Council, acting as the RDA Board, is in the public outreach process period. The Council will consider creating the CDA project area over the next couple of months and will seek conversations with the Board as projects are developed.

5. *The RC Willey Outlet Store* block is not currently an RDA project area. The City is waiting to see what types of proposals come in before determining the need for redevelopment. The store is consolidating and the outlet store is moving to the new University Place location in Orem in March.

6. *Court Building*: The State Court system has figured out a way to fund construction of a \$90 million

courts building without having to go to the legislature for an appropriation, allowing the court system to utilize their own revenue sources. The City has been told the old courts building will be given to MATC. MATC's intent so to bring all of their medical, biomedical, dental assisting, and other medical programs back from the Thanksgiving Point MATC location to the downtown location. The City is working with the state court facility representatives on parking, transit, pedestrian and biking access solutions for both the new court building and MATC students.

7. *Retail Sector:* There is a challenge with having lost two big box stores, ShopKo and K-mart; both companies are in consolidation mode. However, the new neighborhood Walmart on University Parkway generates more sales tax revenue than both ShopKo and K-mart combined. The City has hired consulting firm Retail Strategies that works with both cities and retailers, assisting retailers in relocating to profitable locations. The firm is currently finalizing a strategic plan to assist the City in attracting the right kind of retailers to the right kinds of locations to meet Provo's market demographic. A community retail forum will take place Feb. 11 at 7:00 in the Provo Recreation Center.

Orem has concentrated their retail traffic flow on University Parkway and State Street. The area in front of In & Out Burger on University Parkway has the highest amount of traffic in Utah County, which facilitates retail buying. Provo has concentrated retail development and traffic in several locations to minimize traffic congestion, which has been good from a quality of life standpoint, but has not encouraged retail development, as illustrated by Mayor Curtis's lament that, "there isn't a single place in Provo to buy a soccer ball."

History of RDAs: When tax increment financing was created it was focused on areas of blight, investing future tax dollars to redevelop the area and eliminate the blight. Utah's definition of blight is very loose. Orem/Provo originally considered virgin, undeveloped areas like orchards to be blighted areas. Ten years ago the state started a process to redefine "blight" in an effort to end what they felt were abuses by entities declaring undeveloped land blighted areas and creating, for example, shopping centers. In addition, as part of early redevelopment law, city councils could force every taxing entity to pay whatever tax increment the council chose, up to 100%. Legislators changed the landscape of RDAs; today there are three redevelopment options: traditional option (blight) with much stricter requirements ; EDA (Economic Development Area) opt-in; CDA (Community Development Area) entirely opt-in.

There is no protection against businesses leaving an area once an RDA runs out, as in the case of Nordstrom's at University Mall. The minute the RDA ran out, Nordstrom's relocated. The city has a long-standing commitment to not approach the district with retail RDAs; retail projects can stand on their own without tax increments.

B. Camp Big Springs

The district needs to move ahead with whatever the plans are and is looking for final board direction. The Provo Foundation will create scholarships for kids who cannot afford Big Springs tuition. Notices promoting the scholarship option will be distributed to all elementary schools and will promote the scholarship option.

Board members provided feedback regarding the options of continuing the district's Camp Big Springs program or turning it over the Utah Parks Council (Boy Scouts) for a STEM camp:

- We're going to be subsidizing either way; would rather subsidize our district program. The district can make Boy Scout literature available; would rather keep it in-house.
 - Chad: Big Springs curriculum will have more focus on STEM. Risk Management is going to inspect Big Springs facilities and provide feedback. Food is prepared at THS and brought to camp. The camp and staff will be compliant with food handlers/services requirements.
- Could the STEM camp be replicated by Big Springs?
 - Chad: There is a need to nail down a long-term commitment with Provo City about the property, which the City owns. Discussions could include a swap/negotiations with City & RDAs.
 - Big Springs curriculum will be increasingly STEM based.
- Tuition could be raised, allowing more scholarship opportunities for students. Patrons want to retain

the length and experience their kids have had.

Chad, Keith and Caleb will work on a statement to distribute to schools.

C. Website Suggestions from Board

Board member feedback:

- It would be helpful to have the school construction page a separate listing rather than on the slider.
 - Chad: Administration needs to make sure school employees know website expectations as far as updating sites, etc.
 - There is a need to do more attendance training for secretaries. Elementary secretaries feel they spend too much time taking attendance.
 - Supt. Rittel : We may need some help restructuring technology.
 - Need to encourage people to sign up with Twitter, FB, etc. to be able to receive school notifications.
 - Twitter training for Board?
 - Chad: Tech department is setting up Twitter accounts for schools. Accounts for board members could also be set up.
- Schools need to start with updating calendars, then move to social media. Are calendars on the front page of the school websites?
- Create a link to the state assessment site for student performance data.

D. 2015 Master Board Training Discussion

Board member comments:

- Keith, Julie & McKay will report on what they learn about Master Board training after the new Pres/VP workshop on Feb. 7.
- The Board handbook is on BoardDocs but needs to be updated.
- Combine master board training, open meeting law, board handbook review in a future meeting.
- Richard Stowell will be contacted about sending the Master Board training website link.

E. Student Travel Guidelines (Policy/Procedure 4006)

Supt. Rittel expressed concern about the constant exceptions to the allowable number of school days missed. A high school band teacher is now requesting three missed school days for a band trip that would include a side trip to Disneyland. Supt. Rittel visited with the teacher, telling him that no requests would be approved that are outside of current policy language. There are core teachers who will be held accountable on their evaluations for how students perform. Teachers of core subjects (Math, Science, Language Arts) have asked that students in non-core classes not be constantly pulled out of school, missing instructional time in core classes. Some parents are making the same request, feeling their students are missing too much instructional time that could negatively impact scholarships and university acceptance. The current policy language stipulates no more than 2 days can be missed for any trip that occurs during the school year.

Board member feedback:

- How does this line up with other policies and practices within neighboring districts?
 - Supt. Rittel: A couple of districts to the north of Provo have shut down out of state travel with the exception of four or five specific locations.
- It's delineated very clearly in policy what types of events would be worthy of consideration of students missing more than two school days. There is great safety in adhering to the policy.
- If we're going to have a policy, it needs to be enforced regardless of pressure board members experience to make exceptions. Granting every exception is penalizing those who do follow the policy, and it makes it very difficult for district administrators to do their job.

- If we have a policy but keep making exceptions, why have a policy?
- Limit expensive, "super-trips" (international/New York, etc.) to one trip during a student's four-year high school career. Each trip must follow academic guidelines and focus on the course content.

One middle school travel request to California will be reviewed by the board during the February 10 study session. The trip is scheduled for the week after school is out. The board has created a precedent by allowing the Dixon Middle School annual Washington D.C. trip, which occurs during the summer. In an effort to find the right balance, the board could potentially consider approving middle school travel taking place outside of the school year.

Board member feedback:

- The board cannot approve one middle school trip and deny the other middle school request. It has to either be "yes" to both or "no" to both.
- No middle school trips should be allowed during the school year.
- Close the door to middle school out of state travel because of the expense and student maturity level. Out of state trips should be reserved for high school. In-state trips for middle school competitions, etc., would be appropriate.
 - Members Rash and Jensen stated they wouldn't feel comfortable closing down Dixon's very successful annual trip.
- Supt. Rittel: Good management of middle school trips is critical to avoid a myriad of problems down the road.

Supt. Rittel will filter future student travel requests according to policy language.

F. Board Participation on Construction Committees

Supt. Rittel outlined his draft plan for board member participation on the Provo High, Edgemont and Sunset View construction committees:

- Provo High: Two board members on construction committee. It would require at least a 2 1/2 year commitment including attending weekly or bi-weekly meetings.
- Edgemont and Sunset View Elementary schools: Two board members on each elementary school committee, requiring approximately a 1 3/4 year commitment to weekly/bi-weekly meetings.
- Beginning in March the board will receive a 15 min. update on the current construction project in the study session.
- Board members will get committee meeting minutes.
- Each architect will hold community meetings for design concepts.
- Board members would be asked to not exercise board authority in meetings and to speak for themselves, not for the board.

Board member feedback:

- Community representation should be part of architect selection and design meetings.
- Having a board presence will allow board members to defend processes.

3. 9:30 a.m. Teaching & Learning Items

A. Dual Language Immersion

Guests: Gregg Roberts, USOE Foreign Languages; Jamie Leite, Portuguese DLI, USOE; Kathy Kaiser, PSD Asst. Assessment Director

Teaching and Learning presented a proposal for the implementation of Dual Language Immersion (DLI) at the Secondary Level in the December 2014 Board Study Session. The proposal reflected the recommendations of the state and Utah Dual Language Immersion. The Board desired additional time to discuss the proposal and asked that Gregg Roberts, the Director of Foreign Language Programs for the State of Utah, respond to

members' questions about the recommendations. Information related to DLI student performance on last year's SAGE tests, current foreign language offerings in our secondary schools and other DLI issues were discussed. (See attached documents.)

In response to board members' questions and comments, Mr. Roberts provided the following additional information:

- DLI is not offered in every elementary school because universities have not produced the foreign language teacher pool. Funding is also an issue.
- In the early days of the Dual Language Immersion program, districts were brought together to discuss what the secondary DLI program would look like, which was originally to consist of one class in middle school, which was the state requirement. The discussion evolved during subsequent years about whether to offer a DLI content class. Curriculum directors met to discuss what content class could be taught in a target language to give students the option of a second class. A Spanish pilot was started in Davis and Granite districts, teaching Utah Studies and U.S. History in 7th and 8th grades.
- The goal in the DLI program is to look at the bigger picture: AP in 9th grade and 3000 level college courses in 10th, 11th and 12th grades. The state cautions districts about students becoming burned out in DLI in middle school. The feeling is that one required course and one elective half-year course is a good balance for middle school students.
- Upon evaluating the pilot program, it was determined by the state that learning Utah and U.S. history in a foreign language would not help students with the AP language exams. The decision was then made to implement a new, half-year elective course rather than the one-year content course. The half-year course, Dual Language Immersion Culture and Media, formerly called Club SCOLA, will prepare students to take the foreign language AP exams. The state provides funding for students to take the course and is developing the curriculum.
- There are twenty-two districts in Utah and no two districts' middle school DLI program schedules look the same.
- Whether or not to implement the DLI Culture and Media class is a district, not state decision, but the state strongly recommends students take the course.
- In order to receive state funding for DLI, districts are required to teach DLI 3 Honors in 7th grade and DLI Honors 4 in 8th grade. Both courses will count toward high school credit.
- The state looked at the data, and students are doing better than anticipated. The AP exams were all redone a couple of years ago and are now proficiency based. Proficiency levels are tracked beginning in 3rd grade, and students are farther along on a proficiency basis in 7th grade. As a result, the state "can almost guarantee" students will be able to pass the AP exam in 9th grade.
- Conversations have taken place with both Dixon and Centennial principals about offering the course during flex time, at home and before and/or after school. At Centennial, it will begin as an after school program with the same curriculum and discussions are taking place regarding students possibly receiving course credit.

Supt. Rittel: This is new funding for new staffing and will impact budget discussions. One DLI FTE would cost approximately \$80,000.

- Two Chinese classes are anticipated at Centennial to accommodate the 60 Chinese DLI students, with a plan for a dedicated 8th grade Chinese teacher. The 7th grade teacher would likely be split between schools because of funding issues.
- There are real and perceived inequities between DLI and English-only classes: class size, student performance, etc. Mr. Roberts indicated that over the years it balances out to be equal.
- Chinese is a district resource that should be available across the district. Mr. Roberts replied there are Chinese teachers around the state but not enough teachers to support more Chinese programs.
- It's crucial to also look at the English-only side and student achievement.

B. SAGE and Other Student Performance Data

Asst. Supt. Morgan reviewed the data as contained in the board packet (see attached).

Board members comments:

What's happening between middle school and high school that results in such a drastic student performance drop off? Compared to state test results, PSD is very low in math.

- Provo High Principal Karen Brown: With the new core there's a big shift in what students are being asked to read and write, and the shift increases with each grade level. By the time students reach high school, the complexity gap that started in first or second grade is substantial. Strategies are being developed to close that gap.

In middle school all students are tested. In high school, secondary math 1,2 and 3 are tested; students taking pre-calculus, calculus, statistics, etc., do not take state end of level tests. Math scores have risen 50 points as a result of support classes for secondary math 1,2,3; classes are now being taught every day rather than every other day; math aides are available in classes during the day; teachers are using intervention time and a coding system. Math intervention classes are full every morning; there may be a need to hire aides for intervention classes to be able to help all students who attend. UVU and BYU volunteers also help with intervention before and after school.

- Timpivew Princial Dr. Todd McKee: After analyzing the test results, 3 contributing issues became apparent:
 1. Issues with the test. Corrections made by the state will result in a much different assessment system this year.
 2. Lack of buy-in on the part of parents, students & teachers. Teachers downplayed the test to students since it was a baseline test. While teachers see the value of the common core and the standards, there's been frustration with the Utah integrated approach to math, the lack of materials and the test itself, resulting in a lot of anxiety in how to teach the new curriculum. Steps are being taken to address all of the issues and Dr. McKee is beginning to see a shift in attitude among all three groups. Incentives for students to do well on the tests are in place for this year.
 3. The change in curriculum and a disconnect with instruction. Students are receiving help from MATC volunteers and in the math lab. A math coach has been utilized to work with new or struggling math teachers. Some of the most accelerated students did very poorly on last year's test, but their scores so far this year are much better. Teachers will take the test much more seriously this next year because they've seen the results.
- Independence High Principal Lani Quisenberry Steadman: One of the things I.H.S. is working on is the transition between middle school and high school. High school teachers need to know where students are when they arrive from middle school. Math is much harder in high school and if students were behind upon arrival, it's a huge jump. Other issues include testing in general and the students' lack of motivation to do well; this is just another test and they don't care. Receiving math intervention can be a problem; kids can't stay for after school help because they live all over town and have to take the bus. Lani is looking at ways to provide more transportation. She's considering requiring after school help if transportation isn't an issue. In additon to intervention, Lani has spoken with Asst. Supt. Morgan about receiving help with math instruction. Tutoring, Connections classes and other programs utilize volunteer trackers from BYU.

Engagement of staff: Teachers were not engaged in the test. There was frustration about learning the new assessment system. This year the interim testing is allowing teachers and students alike to become more familiar with the system and to be better prepared for end of level testing.

Additional comments:

- The state used the NAPE and ACT scores as the benchmark. SAGE scores should reflect ACT scores to some degree.
- The SAGE is an indictment of the former curriculum.
- There were so many kids who opted out of the test. The message is that it's not important. The SAGE is geared towards being college and career ready.
- All PHS students interested in taking AP courses are able to, and all AP students take the AP test, which results in lower scores.

C. Miscellaneous Handouts

Board members were invited to review additional student achievement documents in the board packet that were not reviewed during the meeting.

4. 10:30 a.m. Business Items

A. FY16 Budgets & Priorities, FY16 Capital Plan, 5-Year Outlook

Facilities Director Mark Wheeler shared the following updates:

- The first initial meeting with the architect for PHS will take place with PHS administration Feb. 5.
- The document for the selection of the Construction Manager/General Contractor (CMGC) will be posted online Feb. 3; the selection process will run through early March.
- Field rentals: Facilities is still getting calls to rent district playing fields. The Facilities Dept. is denying those requests; between construction needs and shifting playing locations, fields are getting beat up. Several of the renters (Little League and soccer teams) are not paying the rental fee. Some soccer groups are being very aggressive and using the fields in spite of being denied permission. Other groups are showing up unannounced on the weekends or late at night.
- East Bay Post High will move to the new leased location on 1860 South for 18 months in Feb. or March and will eventually relocate to the Sunset View site once it's rebuilt. Tours of the current EBPH location can be arranged for community awareness of the program, to address concerns with the relocation of EBPH students, etc. Mark will coordinate tours with Special Ed Director Morgan Anderson.
- The selection committee for the RC/SSV architect will take place next week.
- Custodial program: More head custodians are better trained than ever before. Better tracking of chemical costs is taking place because of the OS1 program and how supplies are purchased.
- Building evaluations: There were 136 #1 ratings (in dire need of replacement) of components of district buildings. 25% of #1 items have been fixed/eliminated.
- IHC LifeFlight Pad - IHC wants to pay for a temporary (3-4 year timeline) LifeFlight pad on the northwest corner of Fox Field while construction of Utah Valley Regional Medical Center's new parking facilities takes place. The proposed pad would be out of the way of any dimensions for the PHS softball field. Supt. Rittel feels the board and district should support the project. IHC will restore the field when the pad is no longer needed. There will be an impact on the Freedom Festival balloon launch, so Supt. Rittel is meeting with Freedom Festival President Paul Warner.

The proposed capital projects list was briefly reviewed.

- THS Grounds Budget Increase for Temporary Field Maintenance: \$45,000 - Money is set aside based on the fact that Timpview soccer and football will be temporarily relocated to the Grandview fields. The line item also includes the possible use / maintenance of the Harmon softball fields at 900 E. and 200 S.
- Technology - The line items listed have been postponed as long as they can be and urgently need to be addressed.
- Wasatch Improvements - Facilities Director Mark Wheeler is having a hard time justifying spending the money to enclose the walkway between the two Wasatch buildings. It's easier to look at fencing as opposed to enclosing the walkway. Member McKay Jensen stressed the issue is to have a secured campus. The computer lab in the library has been enclosed to minimize disruptions to library time.
- THS field replacement: Mark recommended replacing the tennis courts when the field is replaced.

Mark distributed results from THS field lighting analysis that showed the lighting is inadequate.

Business Administrator Stefanie Bryant:

- To proceed with the THS tennis court replacement would make budgets extremely tight; she stressed

the need for caution.

- Budget priorities: Where are we going to put our money in relation to board goals?
- Is the board comfortable with: district savings of \$500K (realized by not increasing operating budget)?

C. Non-Voted Tax Increase

The board would need to post a truth in taxation notice by June. Tax increase impact: \$2 million tax revenue - \$102.76 per household per year.

5. 12:30 p.m. HR Items

A. Time Magazine Article: The War on Teacher Tenure

Member Taz Murray gave a brief review of the Time magazine article. Talking points from the discussion included the following:

- In what ways are California and Utah the same or different regarding teacher tenure?
 - Utah is a right to work state - you don't have to show cause to fire anyone unless it's for disciplinary reasons.
- We want to use the best, research-proven practices in the classroom. Teacher evaluations make sure we have the best teachers in the classroom.
- Evaluations are on a four-point scale, 0-3. HR Director Jason Cox is working with and mentoring principals so they're aware of what's happening in their classrooms.
- Executive Director of Elementary Education Alex Judd works with principals monthly to review the critical first steps/standards. He spends time calibrating evaluations with principals: what would an evaluation look like? 5-6 principals will evaluate a teacher then calibrate what they saw and heard. Alex works with three groups every month. Discussion includes determining how to coach a teacher.
- Teachers are on a cycle. Once a teacher is on professional status, he/she must continue to be evaluated. Principals can also do a walk-through evaluation.
- What kinds of issues exist in this area of PCSD?
 - Instruction issues: There are teachers who have been put on plans of improvement.
 - Teachers let go for general standards of teaching; discipline issues; performance issues. One provisional teacher this year is on an improvement plan. The principal will notify HR in two weeks whether the teacher contract will be renewed.
 - The state requires the district work with teachers for 90 days prior to non-renewal.
 - The employee associations are not a barrier to the process, rather they want to make sure the district is following protocol. They want good employees and want them to be treated well.
 - Alex feels he needs to make sure he's helping teachers progress. He and Jason know the process and how hard it is. He visits with principals monthly, asking if there are any teachers in need of improvement. If they meet timelines with the right documentation it makes the whole process much easier.
 - The evaluation and termination policies reflect state law; the board's done what they need to do.
 - What's the process with a less than effective principal?
 - Alex is in schools monthly and looks for lines of evidence that tie back to the evaluation.
 - Supt. Rittel reviewed all past principal and teacher evaluations when he came to the district. He made principals accountable for the connection between teacher evaluations and student performance.
 - Principals identify teachers in trouble either through data or evaluations. They have an initial conversation with the teacher; if the principal notes a concern, the teacher is given a timeline to improve. If no improvement is made, the principal will bring in an instructional coach. If needed, the teacher is put on a very specific plan of improvement to address areas of concern.

B. Air Force JROTC

Executive Director of HR Dr. Gary Wall reviewed the following background information and sought board feedback:

PCSD sponsors Air Force JROTC at Provo High School. The district has an agreement with the Air Force to sponsor the program in return for the approved curriculum, supplies, uniforms, flags, drill team materials, training, etc. The agreement includes a reimbursement of 50% from the Air Force for the salary of the instructors in an 11-month contract of employment. The instructors are paid by the district at the rate of pay established by the Air Force upon their retirement, not the district salary schedule. The current Provo High instructors are a retired Air Force Lt. Colonel and a retired Air Force Sargent. The salaries for each reflect the rank.

In summary, the actual cost to the district is 50% of the each officer's base salary established by the Air Force instructional program. Last year the cost to the district was \$ 110,000 for both instructors.

Last fall the Air Force cut the salary reimbursed from 50% for an 11-month contract to 10 months. However, the work required by the Air Force for the program stayed the same. Summer work includes inventory maintenance (uniforms, equipment), summer leadership camp of one week, summer student participation in events such as color guards and parades. Typically instructors work all of June and August.

HR and Finance agreed to keep the current instructors' contracts for 11 months in 2014-15 without the Air Force 50% reimbursement for one month. The salary for both instructors for one month is \$14,845.29.

If the district cuts the current 11-month contract to 10 months, as per the funding of the Air Force, the instructors would have to cut back the current summer duties. The principal and the instructors would have to make a recommendation on the cut of duties that would need to be done.

Independence High School has an Army JROTC program. The same agreement exists with the Army, but no contract reduction from 11 to 10 months.

Board and staff comments/questions:

1. The district's contribution for FY14-15 at PHS is about \$100,000, mainly in salaries.
2. ROTC staff are retired military personnel.
3. The original PHS ROTC program, which is run like the military, was designed to help struggling students learn structure and discipline and increase their academic achievement.
 - a. The current program is not acceptable to the Air Force. Program evaluations are generally conducted every three years. The PHS program was evaluated last year and will be re-evaluated this year. The main purpose of the ROTC is to build strong leadership skills. The new ROTC teacher was given instructions to bring the PHS program within Air Force guidelines. The curriculum will have more of a leadership focus.
4. There are 104 students in the current program.
5. What is the graduation rate of ROTC students and how many of them go straight into the military after high school?
6. Are these students typically those who wouldn't otherwise graduate?

Dr. Wall will work with PHS Principal Karen Brown to set up some measureable outcomes for board members to consider in regards to the program.

C. Leave Procedures: Sabbatical & Humanitarian

The board has recently approved an "Employee Leaves" policy, and now the HR department is working with the HR policy committee and district administration to craft two procedures. The board was asked for

feedback on these two types of leave, and specifically about sabbatical leave and how the board feels about possibly returning to a funded (or possibly funded) sabbatical leave process.

Dr. Gary Wall explained the sabbatical leave procedure being presented to the board is an unfunded leave because of budgetary concerns. Components of the procedure include the following:

Sabbatical leave may be granted to full-time contracted employees that have reached career employee status with the district and having completed six (6) years of effective service in Provo City School District. Sabbatical leave may be granted for additional educational experience or job related training. Employees granted sabbatical leave will not be employed for regular contractual services during the term of the leave.

Application

A written letter of application containing a specifically defined program will be submitted to the Executive Director of Human Resources by February 1 for the following school year. The Executive Director of Human Resources will review applications for sabbatical and approve up to five candidates. They will then be recommended to the school board for final approval. Candidates receiving the sabbatical will submit a letter of acceptance within thirty days of approval. The school board reserves the right to not grant any sabbatical leave for a given school year.

Length of Leave

Sabbatical leave will be granted for a maximum of one (1) year. No less than one semester will be considered for sabbatical leave. The person leaving the position will be able to return to the same or similar position as employed at the time of leave.

Remuneration

An employee will not be paid a salary for the length of the sabbatical leave. Upon return to the district the employee will be placed on the salary schedule in the position they would have been if they had been engaged in regular teaching in the district during the year of absence. The recipient of a sabbatical leave must return to the district after the leave and complete one full year's service.

HR Director Jason Cox indicated teachers have some concerns based on the difficulty of taking an unpaid sabbatical leave. The Provo Education Association (PEA) is supportive of the procedure and would like to see the district at some point able to move in the direction of granting paid sabbatical leaves.

Mr. Cox also clarified the statement "Employees granted sabbatical leave will not be employed for regular contractual services during the term of the leave" to mean employees would not be employed within Provo City School District during the term of the leave. The employee may, however, receive a salary from the university where they are conducting research.

Supt. Rittel added another option might be a self-funded sabbatical. Employees would have a certain amount deducted from their salary for a period of time, i.e., 5 years, and would then have access to those funds

during the sabbatical year. The district could explore the option for those interested in making a long-term career plan that would include a sabbatical leave.

Components of the humanitarian leave procedure include the following:

Humanitarian leave may be granted to full-time contracted employees that have reached career employee status with the district and have completed six (6) years of quality service in Provo City School District. Humanitarian leave may be granted for opportunities to support humanitarian purposes. Employees granted humanitarian leave will not be employed for regular contractual services during the term of the leave.

Application

A written letter of application will be submitted to the Executive Director of Human Resources. The district reserves the right to deny leave based on being able to fill the position with a qualified employee. Individuals who are granted leave and during the extent of the leave must declare their intention to return to the district for the upcoming school year by February 1st of the school year prior to the year of return. After this date the positions may be considered vacant and open.

Length of Leave

Humanitarian leave will be granted for up to one year and will be granted on a case by case basis. Anything beyond the first year may be granted upon approval from the school board. Upon return to the district the employee will be placed on the salary schedule in the position they occupied before the leave.

6. Student Services Items

A. (20 min.) Communities That Care Presentation: Cathy Bledsoe, Student Services

See attached document.

7. Adjourn

A. Motion to Adjourn

I move we adjourn the study session.

Motion by Jim Pettersson, second by Marsha Judkins.

Final Resolution: Motion Carries

Aye: Julie Rash, McKay Jensen, Jim Pettersson, Marsha Judkins, Michelle Kaufusi, Shannon Poulsen, Taz Murray

Adjourned 3:33 p.m.