

September 26 Work Meeting (2)

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SUMMARY KEYWORDS

Volunteer policy, Classified employees, Stipend policy, Professional development, HRS framework, Panguitch Elementary, Bryce Valley, School leadership, Teacher wellness, Curriculum alignment, Student feedback, Collaborative teams, Board certification, Canvas training, Enrollment report

SPEAKERS

Jared Brems, Speaker 5, Lisa Breinholt, Speaker 3, Speaker 4, Speaker 1, Shayne Chynoweth, Ralph Perkins, Speaker 7, Fred Beesley, Samie Ott, Rowdy Milller, April Lefevre, Lane Mecham, John Dodds, Speaker 2, Laura Cox, Curtis Barney, Myron Cottam, Speaker 6



Jared Brems 00:01

Ralph is online as well, so



Myron Cottam 00:04

thanks, Brandon. Yep.



Jared Brems 00:08

All right, it's 30' six September 17. Start our regular work meeting. Like to excuse our board president Ralph Perkins in Salt Lake right now. Go ahead and get started. Okay, discussion items, Superintendent.



John Dodds 00:33

Yeah, I just an apology there for some of the documents getting uploaded late Again, but what I what I probably recommend is just two things you look at during this meeting, so you have some time to kind of process it a little bit. And if it's something you want to table, please feel comfortable giving it. But this last month, three separate principals came to me at three separate times and just that the way we're the way we're applying our policy with volunteers and classified employees is really hamstringing. Losing interest really hard to fulfill, and they have they have classified employees on all time. Without any compensation, just can't justify it. So, anyway, three separate ones came to me at some point in time and just said, "Can we reconsider that policy? And I know we've had a lot of discussion months wide. We finally got to a place where we were comfortable with it. We've practiced it now for about a year, and the result of that has been really challenging our principals. And so they've asked that I that I just come back with at least their recommendation and probably my recommendation as well that we look at that that policy from this policy BBP and you can find that policy on our regular board meeting. How easy it is to jump back and forth, but in our regular forming, I put it in as a voted action item there, and what you'll see is just we've reinterpreted, and I've I've contacted. No, that's not true. I've researched on my own what volunteer. So let's pull it up really quick, and I'll wait and see what I mean here. If you can get to the meeting, if that's possible, going into the regular board meeting, going to the meeting, or all the way down, it's the it's the action item classified employees Stipend Extracurricular advisor. You see that if you click on DBD there, I want to read this since that I interpreted volunteer as meaning someone who's not compensated, and so when I read that, that's how I've interpreted, and that's how I've applied it for the last year, and that's how the board has allowed me to apply it as well. Every time, anytime that a student or reaching an employee wants to, and they've also changed it from a classified to support staff employee. Any any classified employee that wants to volunteer had to come to the board, and they had to be approved by the board. And it was it was no they were notified that they couldn't be compensated, right? But notice when you read that paragraph, the purpose of this policy, volunteer is a person who donates services without pay or compensation, except expenses actually and reasonably incurred, reasonable but reasonable benefits, which I don't know what that means, and or a nominal fee. We started to research what nominal fee meant, and I got into it enough to know that it that we could that we can apply that as the way the Fair Labor Standards Act, and that's the reason why this policy exists, is that as long as it's under 20% of what we cost now, thing right, which our stipends luckily are I don't know what's lucky are good or bad, but it shows you how little we pay our coaches. Don't try and calculate that out because it's like seven cents an hour. But when you look at it, well underneath the 20% piece, so it would fit underneath that nominal fee. So as I started to reflect on that and review back over our policies, at least our discussions, I tried my best to incorporate or encompass what I perceive as the intent of what we're trying to accomplish, which is that which is that we're almost being too quick to go to classified employees. And if you remember when I first my first year here, we had quite a few classified employees who were getting professional time, so they would leave their maybe position and get paid to go coach. And we said that that just that's just not working for the day-to-day function system within authorization. There's lots of reasons we have. We've had lots of discussion about that. But I've I've put together an administrative letter. So right under DBD, you can see that that administrative letter.

J John Dodds 05:30

And this is just me trying to listen to the principals and incorporate at the same time the will of the board and really the will of our superintendency, which is that that it still needs to come to the board. It still needs to be case by case, and we are not. We cannot afford to run an organization with our support staff gone. We just don't have a system organized with with easy substitutes, and just just can't run the day-to-day operations to the quality that we've come to expect of that clean, well-maintained building. We spend a lot of time on that, and not just clean, well-maintained, but clean, well-maintained and welcoming building. Right, sports staff builds that out. So I tried to put that in as a as the priority. So you'll notice that that it can't be their first go-to person. They have to hold the position, and if there's other options, we'd ask that they go there first. But as they get to a point where they they're in a smaller community and can invest for help to run the program, you got to have a coach. And then it also suggests that it's still volunteer status, so they have to sign the affidavit. Still, I'm a volunteer. I'm not doing this as part of my job. They don't get any kind of. It doesn't turn into any long-term employment expectation there. And ultimately, the key one is number five on there that these these employees will have to take either their personal time off. That's that what every employee has access to. They can take it off for whatever they want, not professional time off, which is designed for it. So they would not be eligible for professional time off. They'd only be eligible for PTO, and then they'd also be eligible to take time off unpaid up to the five days that we've talked about in the past on that. So all the policies would stay in place the same way. The only change we're doing is allowing them, or only change I'm recommending. It's not change we're doing, and again, I'm having to have time today to process that or questions to me today before we include a board meeting about it. And if it's something you'd like another month to consider and think about and make phone calls with, that you take what this afternoon, so just don't feel pressure to both of us. But this is kind of a recommendation from from our team that it's it's. It seems like that win-win happy medium. It protects the time and the public employees to do the priority job, and there's nothing in the set up to say we shouldn't. And we recognize that you're doing all these extra duties, and we want to build this type of stuff that everybody else would would be eligible. Questions on that? How we got to this point? Concerns with we're at this point of view. Anything feedback wise?

A April Lefevre 08:29

Well, I can see I can see your I can see the document with the the policy, and I can see the form that they fill out. But I'm not seeing your letter. Are you on the regular board? I had regular board meeting down on classified employee stipend, and I can see an attachment. Oh, okay, never mind. It's there. Yep, I had to go back out. Okay, so if all of them you've heard from all of them, are there reasons different? Is it school specific, or is it generally in this that you're, you know, you're recommending?

J John Dodds 09:08

Yeah, no, it's not school specific. Every yeah, they're they're different instances, and they're very specific to an instance they're in. So the the conversation is, man, we can't find this particular coach or whatever, or this maybe it's not even a coach sometimes. It was an advisor for something, right? And we have somebody that's on staff that would, but they they won't if there's no compensation at all, right? And we're just kind of stuck there. So it's it's kind of predicting out the problem a little bit more than. But they're all of them are really well recent, well right now. They're actually got a call yesterday. Where are you at on that? What we need, and still in the process. But as of right now, our practice is that this is as of right now. Volunteer, the way we've interpreted means no payment. Right. So that's our current reality. This would be. Changing that so to answer that question, they're all very recent experiences, and I think in one one in particular waiting for kind of how this policy lays out to decide how he's going to offer a position or a filled position.

C Curtis Barney 10:15

I just know of all the calls I've received in six years. This is the one. Why is this person leaving the office, going down the coaching, and getting paid to do that when they're not sitting here? That's what we were trying to clean up. Is that going to reverse back now, and we're going to start allowing that? Why does this custodian get so every Wednesday all day to golf, and it's not home doing these custodians?

J Jared Brems 10:49

I view that is my view that is custodians doing it because no one else will be the coach or advisor. But custodians are right. Your your letter says that has to be open door. Can't be the first choice to have, and so have to open up and let somebody else try to apply. They can't find anybody. Then we're allowing these people. I

C Curtis Barney 11:08

get that, but what? How do we manage the secretary to be the secretary

J Jared Brems 11:16

if they're leaving? And if

S Speaker 1 11:17
they're leaving at 10'clock, it'll be the toll. And so we have nobody manning the. Well, if we do, I guess we could get a sub.

M Myron Cottam 11:26
You know. But

C Curtis Barney 11:27
then it start. You start to have talk because they say, "I saw so and so over at the track meet. Why aren't they at their desk in the?

J John Dodds 11:36
So the difference between where it was. That's

C Curtis Barney 11:38
why we went after running it up.

J John Dodds 11:41
And the the difference between where the difference between where it was at versus where we ended, and the reason where we ended is because we found the policy that shifted way over, right? But where we were at is the reason they felt comfortable. I believe taking that time off is because they were paid during that time off, so they got the professional time to go, and so most the calls I got were, are you really paying this person to go with this other thing when the when the whatever is being left? Curtis Barney: They were abusing it because they were getting professional time.

J Jared Brems 12:12
Now they have to take the time off. We might give them a stipend is all.

J John Dodds 12:16

Now our interests are aligned to say you can take that time off, but it's your time, not our time. You know, so you're losing your you're losing your sick leave or your PTO leave. It's the same thing now, right? But you're choosing to take that PTO leave and go, or you're not getting paid during that time, and and you have to go without pay. So that's how that's the that is the difference. The the shift that we went so far on was we took away both the profession time and the stipend. This is trying to come back in the middle and saying we're still staying confident that you cannot. And by the way, I read this policy and really the fairness. This is even bigger than even the concerns we've had. It's not wise to to pay them as though we're paying them otherwise, because then they're getting overtime, all the stuff that you're getting into, right? But by doing this way, it it may be that happy medium. Well, two things: the happy medium of our our our our interest of staying at work are online because if you leave, you're not getting paid. And sorry, go ahead, Myron.

M Myron Cottam 13:29

No, I just as my experience many years ago, I was so frustrated. I can tell you, for instance, we ended up in one board meeting, an executive session, probably for four or five hours over this issue, and it was the wrestling program. We brought in somebody from outside of the school to be a wrestling coach, and I have never had more problems trying to deal with that individual. I mean, and I came to go to to court, but that individual was going down to the sport keeper, ordering whatever he was going into the school, and then I was getting this bill, and there was no way he could afford his program would not afford to pay for that, and So I shut it off and then went to Cedar to another one seriously, and I yeah it was that was one instance. I had another female coach we brought in from the outside, and we ended up being deposed because that's how far away, and decisions were made by that person that in the unreal. I had better luck with using individuals from the school system because they were more familiar with all of the kids on a day-to-day basis, right? So for me, I always prefer to have somebody that was connected to the school as they stand in the race. Now I can go in and over detail if we handle properly going to be in school, but I I understand the other side, and I think we need to fix the other side because those things are not right. But as an administrator in a small school, and you know these people we call them. there was a point with the wrestling program that the state manages a teacher over that program, and so we used the outside person coming in. We used a teacher who knew nothing about wrestling And we have this conflict, and I don't know how it is now in all schools. I struggled with multiple people that we brought in from that side. We didn't have the plan. If that makes sense,

C Curtis Barney 17:17

We're headed. It's almost all out of Swiss. Very few coaches are teachers. The difference is, is the contracts. Teachers are work 60 hours, and they get the same five goal. They drive on the trip for three or four hours or five, and they come back say I don't have to work Friday because I was going five hours here, so I'm taking Friday off. That's where the issues start to circumvent within the school system. So I just want to make sure we

 John Dodds 17:55
does this policy protect that.

 Curtis Barney 17:57
Oh, that's what I'm saying. That's

 Jared Brems 18:00
why I think that's the question. They have to take the time off now. Yeah, but they're not getting

 Curtis Barney 18:06
paid. If the secretary runs up to an assembly for an hour, do they take an hour off then?

 Ralph Perkins 18:12
Lane, is anybody tending online?

 Curtis Barney 18:15
PTO. If they didn't, then they ran up to this.

 John Dodds 18:18
If they didn't take PTO, yeah, then they'd be turning.

A

April Lefevre 18:21

My thoughts. I've had to write them down because I have a pretty strong opinion of this. Because we've seen it backfire, we've seen it abused in the years that that we we've been in education for 37 years, especially to the point that grounds were not taken care of, and Paras were out of the building. High risk students were with the substitute, so I have some concerns about this. And this is what I ask, similar to Curtis. Will this revert us back to the custodian secretaries? Paras is leaving, and then we have we have some unique positions in our district where there's two full time employees that crossed over from the custodial part. That still is an issue to me when I see driving busses and and coaching and things like that because who fills in their job? They don't have a substitute.

J

John Dodds 19:20

They don't, yeah,

A

April Lefevre 19:21

and that that's that's a big factor to me.

J

John Dodds 19:24

That's accurate. That's an accurate discussion that needs to be had.

A

April Lefevre 19:27

Yes, and the other one is who's policing. You know, this to me sounds like a nightmare of a time off to go to this your stipend to pay for that because you're gone. Who's who's going to manage that?

J John Dodds 19:43

That's not as difficult as you might imagine because it's it's access and eligibility, right? So they wouldn't have it on their when they go to do PTO, they wouldn't have the option to do professional. It's not it's not available to right. So that part wouldn't be too super difficult. The part that would be cumbersome as far as management goes is that under the current admin role, the board has to approve everyone. So that will be the cumbersome part of it. This will, and you got to put it on the board agenda and bring it to us, and we consider it. And is there any subs? Help us understand. Is this related to really? only option? You know, some of those kind of conversations we have to have that probably take some time for the principals, but that's somewhat intentional. Absolutely, is that we kind of there's performance issues. We kind of want that. We need to consider that.

A April Lefevre 20:00

I just I had made a note that we had this very discussion. I don't know how many months go about the esports in one of our high schools? Yep. And for the very same reasons that they always have been there, you know, the board went a different direction with this. So I can sympathize with with Myron and saying you know having somebody in the school, but boy, there's

A April Lefevre 21:00

there's so many that are not, and I know when I was doing drill team, only reason I could because I was a lay person not employed by the school at that time was because it was under my husband's name. I know that that's changed a little bit, but sports are valuable. I credit everything. I love them, but the day-to-day work of that in the classroom and the what we've gone through to get our buildings up is is important. So, if this covers that, I don't know that it that it does.

J John Dodds 21:32

It will. It will. We are reducing back down some. We're not back to where we were for sure, but I I can't sit here and say that it won't, it won't have more classified employees that will participate. That's what this is. It won't allow them to take that excessive time on that they used to be able to do and get paid the same amount as they were. Jared Brems: Yeah, I think Ralph has something he wants to say.

R Ralph Perkins 22:00

Hello.

 **Ralph Perkins** 22:04
Can you guys hear me?

 **Lane Mecham** 22:30
Can you hear us, Ralph?

 **Ralph Perkins** 22:32
Yep, I can hear you. Can you hear me now,

 **Lane Mecham** 22:40
Ralph? I thought I could hear you there for a second. Well, I'm here. Can you hear me?

 **Ralph Perkins** 22:46
Hello, hello. Can you hear me now?

 **Ralph Perkins** 22:56
Hello.

 **Ralph Perkins** 23:02
Can you hear me now?

 **Ralph Perkins** 23:06
Hello.



John Dodds 23:12

While he's doing that, I'll just articulate the idea that we probably have time for the entire discussion with that. But just want to be aware before when the time comes, you can have your thoughts kind of put together. If you're uncomfortable with a vote today and you don't have the time to issue maybe some contacts or making phone calls that we'd like to do to to understand it better, please feel comfortable taking them. Please don't put yourself in a spot where it feels like there's yeah there's rushed vote. There are people that are asking the question, but we've been firm with that policy for a year, and you can think one more month being from the policy is fine too. With that said, if we have an answer to it, that's awesome.



Lane Mecham 23:52

Try it now, Ralph. All



Ralph Perkins 23:54

right, can you hear me?



Lane Mecham 23:57

Okay, hold on. I can tell he can. Oh, Okay, now try it. Can



Ralph Perkins 24:03

you hear me?



Lane Mecham 24:05

Yes, sir. All

R

Ralph Perkins 24:06

right. Hey, so I've been listening to you guys' conversation. I think y'all have good points. But you know, before I could buy into this, I am like April and Curtis. I feel like that we need to make sure that we're not going back to where we were at. I mean, the reason that we are where we at right now is because of the abuse that happened in the past, and we're we're creatures of habit, and we'll go right back to that if we don't set things into policy that's strong, and and I feel like that that there needs to be some some stipulations on how often it can happen, when it can happen, because if this becomes every every time they have a coach that they're hiring, that this is what's happening, then then it isn't what we want to happen. If that makes sense.

J

John Dodds 25:00

Have you been able to look to see if that puts the guardrails in enough, there, President? I

R

Ralph Perkins 25:05

have, and I feel like the language isn't strong enough. I feel like that we really need to buckle down what we mean. Don't leave anything into interpretation.

M

Myron Cottam 25:15

In, I would speak in favor of some flexibility for the principals, let them manage.

R

Ralph Perkins 25:27

Anyway, I just felt like the the the intent is the intent. The intent is genuine. We don't want kids to go without because we can't get quality people to coach them, or quality people to drive them, or whatever the the thing the thing is, and I think we know that there are schools that that's harder to achieve than others, and I just I feel like that we need to really be careful because we we did go this direction for a reason. But anyway, I'm going to try not to talk a lot because it's it's hard.

L

Lane Mecham 26:01

Thank you, Ralph.

J John Dodds 26:08

Am I okay to move forward, President? Anybody else with a comment before I, like I said, you can have lots of discussion still in the in the regular meeting, and just wanted to make sure that that wasn't a surprise to you, and if it is a surprise or uncomfortable, to take the the other one that will come up in the regular meeting too. That I just want to quickly note is was regarding it's another votive item. I don't know if this will be as challenging, but it was a new one. Pull it up really quickly to remind myself It was oh, just the homeschool request participation request. If you have some time to kind of review that a little bit, it's just clarifying. Kind of the board's asked me for some time to get better clarity of of homeschool and how they participate in activities. I put together this this recommendation just to really be clear to everyone when somebody signs up that there's no there's no expectation to the school to try and figure out what your kid participates in and not the parents of the homeschool students need to be clear on what they're requesting and they have to request on each and every one of them and if they're not if they don't request that there's not going to be an assumption made. So anyway, that's the intent of that. If it doesn't if it doesn't read that way, then let me know. That's a that's another policy that I'd like to consider as well. On the regular board meetings,

J Jared Brems 27:32
letter C.

J John Dodds 27:34
Yeah. So something to look at there. And then just to shift to that next agenda item is that we did get the board mastery board is up and running, and if you guys want to spend some time tinkering with that today, that will probably be my recommendation transition. Yeah,

J Jared Brems 27:48
something that everybody has signed on and changed the platforms under Canvas and sign into your Canvas account. There is a link on your in your emails. It is was sent Monday, September 14. This course invitation in Structure Canvas.

J John Dodds 28:29
There should be a link in the in the work meeting did that work.

J Jared Brems 28:44
You're able to see the new options for the awards and a metal or a wooden certificate and metal plate and pins and all sorts of stuff.

J John Dodds 28:57
I didn't look that deep into it, so you can decide which one you want, huh?

J Jared Brems 29:27
I'm not showing that any of my courses are completed. So is this like we're starting completely over? Yeah,

A April Lefevre 29:33
I've completed three. I've submitted three. Zero will do. Zero are missing. So it does. The dashboard works that way.

J John Dodds 29:44
This is assuming that everybody's on the same year then across the state. Is that it?

A April Lefevre 29:48
It takes you. It gets you all six months individually. Oh, it's individual in your year.

J John Dodds 29:53
Oh, I see. So an individual

A April Lefevre 29:56
change that way.

J John Dodds 29:57
It knows who you are and individualizes who you. Or,

A April Lefevre 30:00
or you tell it, but

J John Dodds 30:07
you have to do all the modules of that, of that, of that course. Is that right? Yeah,

A April Lefevre 30:12
that's what I figure, and you know, enlist the people that there's there's been four that have been working on this pretty heavily, and it it is finally they just kind of broke out of the the mold that it has been in for so long, which is really nice.

J John Dodds 30:30
Yeah,

A April Lefevre 30:31
thanks you know for people that know how to run Canvas. Yeah, and look it out that way. But the courses to me seem a lot more interesting. The calendar it is December 30. Is that right, Jared? Would you see December or December 1st for this? I'm still learning it too. So

J Jared Brems 30:52
December 1.

A April Lefevre 30:53
Okay.

 Jared Brems 30:59
We've got a couple months.

 April Lefevre 31:10
So they have master board certification, continuous board development for anyone that's been on, and then they have the foundations of board member basics. So if you look at the courses, and you can touch on either one.

 Myron Cottam 31:25
I didn't figure out how to even get.

 April Lefevre 31:28
So you have you don't you're not on Canvas account yet. Okay.

 John Dodds 31:37
So you have multiple courses.

 April Lefevre 31:40
What what it's saying? There's two courses. There's the continuous and foundations, and I think that that's the one we custom to your courses. So customize the list of your courses. Click on all courses,

 John Dodds 31:55
Can I come see yours. Yes, I only have one course.

A April Lefevre 31:57
Okay. So when I come to courses, I have these two, and then if I come to all courses, that's what I need

J John Dodds 32:09
Yours looks so different than is

A April Lefevre 32:16
that? Is it because you're a superintendent?

J John Dodds 32:18
I only have one option, and it's just mastery board ward. Let's see what mine says. Continuous board development ability. I must only have needed one.

A April Lefevre 32:28
As needed to well, maybe it's

J John Dodds 32:30
yeah. I only have the first course, so you're probably on level two, and I'm probably on level one.

A April Lefevre 32:34
Maybe so.

J John Dodds 32:35
Yeah,

J John Dodds 32:40
yeah. And you don't consider don't you don't think you have to be both. You just have to be second. Yeah,

A April Lefevre 32:45
I don't think I have to.

J Jared Brems 32:46
And it's called course invitation. I saw no. I don't 1111

J Jared Brems 32:52
o'clock Monday morning.

C Curtis Barney 32:54
Yep.

A April Lefevre 32:58
And I don't know if this mine is tied into because we had a prototype that sent to all the board of directors and we tried it. So maybe that's why we we were able to try both.

S Speaker 2 33:08
Yeah, maybe. Yeah.

A April Lefevre 33:09
Okay, that's probably why it is.

J John Dodds 33:12
Yeah, you have to, and I would recommend we take the time to make sure everybody can get on.

A April Lefevre 33:18
Okay, let's um, let's see if I we can help Curtis.

A April Lefevre 33:24
Are you on? Lane: I'm not.

C Curtis Barney 33:28
After, I could have a canvas account, but how in the heck would I know? I would just make a name. Okay. I'm in the same boat,

M Myron Cottam 33:40
Curtis.

C Curtis Barney 33:40
We probably have one.

J John Dodds 33:46
I'm gonna put these candies in the cart if I kami say put them on the in

J John Dodds 33:51
the

J John Dodds 33:51
kitchen so I can eat

C Curtis Barney 33:52
the rest of them. Yeah,

J Jared Brems 33:56
whatever it is, remember that's hard too, but that's the hard part. Yeah.

A April Lefevre 34:07
So, and another thing that's pretty awesome is when you come, you can go to the old dashboard. I don't know that that matters, but if you look down when you're in, I'm in discussions, and it's updated, like it was updated today at 125, 150 new. And so it, they, it keeps it kind of keeps. It will probably have a place for us to put down if we go to our, our regional meeting. But I know it says attend the leadership academy and identify one strategy that continually support your improvements. So as soon as they sent that link, it looks like September 16 yesterday was.

C Curtis Barney 34:49
So do you go into this each time through the link? No, no, no. Now then, where do I go next time? Where do I go next?

A April Lefevre 34:58
You can go into. The USBA.CC. Just complete all

C Curtis Barney 35:12
the required trainings and three additional prompts.

J John Dodds 35:16
I got 100% on the first quiz without even that.

J John Dodds 35:24
encouraging. No, no, not me. Yes. So I have to. But they do copy off the base. You don't have to watch the whole thing.

C Curtis Barney 35:31
Then where's the prompt?

C Curtis Barney 35:33
You can just show. You know what? Three

J Jared Brems 35:35
additional prompts. Well, you're in the syllabus. Yeah, no, you're in the syllabus right now. You went to courses. It

A April Lefevre 35:49
even even has high contrast font or dyslexia friendly font. Have changed this up so much. This is great.

C Curtis Barney 36:07
Anybody in there should give me some options. One on one of them. This

J John Dodds 36:13
is one April. It says you have to get at least 10 right. They got six out of six right.

A April Lefevre 36:19
Okay, but you have to get 10 at once. There's

J John Dodds 36:23
not 10. There's

A April Lefevre 36:24
not 10. Does it give you some additional prompts like Curtis is looking for?

J John Dodds 36:30
Maybe I'm just my glasses aren't proper enough. No, I'm sure.

A April Lefevre 36:32
I'm sure.

C Curtis Barney 36:35
Well, I think we can look through them.

M Myron Cottam 36:51
Interesting. Are you disconnected, friends? Well, that's what let me do. Right,

J Jared Brems 37:00
I'm going to ask you to dash to take a portion of logically.

M Myron Cottam 37:07
Yeah, yeah,

S Speaker 3 37:08
try and see. If

M Myron Cottam 37:09
you take the knowledge, you pass them and know when you fail, then you watch the modules.

C Curtis Barney 37:15
You want to clap out, huh?

A April Lefevre 37:22
Yeah. And if you don't get six out of six, well, six out of six is for that module. But I think you have to get 10. Oh no, it says 10 out of 10 on that one. I

S Speaker 4 37:32
did my classic one. Okay, just said you had to score a 1.0. You can take

A April Lefevre 37:38
them again until you get that. That's what I understand. Yeah, that's

S Speaker 5 37:42
percentage that I was not seeing. I saw 10.

A April Lefevre 37:52
Yeah, this is now that it's out to the general public. We have a board of directors on the ninth. Oh no, 17, and ninth. I can't remember. It's this night before my Garth Brook concert. Going

J John Dodds 38:08
to Garth Brooks? Oh, that's

A April Lefevre 38:10
all of his tickets are 100 and like \$54 any seat. Any seat. He has done that. He has done that. He has done. He was the

J John Dodds 38:20
big artist when I was in high school. I had every one of his CDs.

A April Lefevre 38:23
I, he's really the only one because of his shows, the perform level of his shows that I want to see. So it is the ninth, and I'm sure we'll have

C Curtis Barney 38:31
three.

A April Lefevre 38:38
Yeah. Is everyone in at least to your account?

J Jared Brems 38:53
Be able to sign in. Okay. Yeah.

 John Dodds 39:25
Sure.

 Speaker 2 39:27
Ordinary theory-based comments from the whole state.

 April Lefevre 39:31
Or you can choose to hide your own. Hide hide them.

 Myron Cottam 39:41
Wow! Everybody ring that man.

 Jared Brems 39:45
What I got for three?

 April Lefevre 39:57
You can create a profile if you want. Into your accounts and go to profile. You can be as can put a picture or not. It never expires. It will last beyond that fee, right? You can. This is what I'm understanding. You can create a QR code for your own lobby. Isn't this? Is that why this telling me confirmed? We

 John Dodds 41:53
do that for students. I know.

 April Lefevre 41:58
You just don't let anybody else see that. There it is. That's mine.

 Myron Cottam 42:04
That's the one I'm using.

 April Lefevre 42:05
Is your QR

 April Lefevre 42:06
code?

 Lane Mecham 43:24
I will try to turn it down, and it's on its lowest settings.

 April Lefevre 43:32
Are you? Are you more out there? I think it works. The lines.

 John Dodds 43:50
Yeah, the value of management does not decrease from 2000 twice in two years. Yeah, that got me too. You got a five minutes. I was sure that the board member Prime is going to stay. We lost money somewhere right there. Yeah.

 John Dodds 45:37
If we have people presenting, okay, in about about nine more minutes doing

 Jared Brems 46:00
this. Taking the modules and the quizzes are two separate things here.



April Lefevre 46:24

The trainings by Patrick are pretty good, but they're 25 minutes long. A lot of them.



John Dodds 47:41

There you go. You're done. Pass. Three. I think 85% I think one more.



John Dodds 48:04

Summer professional development. Yeah, we



John Dodds 48:12

just put them on different in two schools for the next week of our meetings.



Jared Brems 49:18

We both missed. That one. which is it? I did miss that.



John Dodds 49:30

But if I watch the module first, I didn't miss it.



Jared Brems 49:56

About five more minutes, and then we'll move on.



John Dodds 50:08

I think that's three of us, Curtis

 Jared Brems 50:39
So no,

 Curtis Barney 52:50
maybe.

 Jared Brems 52:50
Well, if you pass the first, maybe passes. That's what I'm saying. Yeah, I.

 Curtis Barney 53:04
Snowy day. Sit down, do it, and the snowy days.

 Myron Cottam 53:12
I was trying to end

 Jared Brems 53:17
before December

 Curtis Barney 53:19
1. That's right.

 Jared Brems 53:25
Guys, if you want to start rapping up where you're at,

J Jared Brems 53:27

We have our summer professional development reports from Bryce Valley and Panguitch Elementary.

J John Dodds 53:48

As the board knows, this last summer, I think every school in our district identified a pretty major opportunity for professional development. They identified funds in their schools to participate in that, and I think the board had at some point during our last meetings had asked that it would be really fun to hear back on how some of those trainings went and how that PD went and how they intend to use that PD to try and implement in the in the years coming, so we've got two schools today to present to us. Starting with Panguitch Elementary School, you guys are up. Are you ready for this?

J John Dodds 54:34

I don't. That's up to you. This is your presentation, your time right now. So you have

J John Dodds 54:40

Yes. Yes, we did actually set that up very easily.

L Lisa Breinholt 54:46

It's not a long one, but

L Lane Mecham 54:48

you want to plug in that HDMI right there.

L Lane Mecham 54:54

We have exactly 32 minutes. Did that get it, Fred? Did that turn on? It turned.

 John Dodds 55:04
Laura

 John Dodds 55:05
knows me well enough to know. Yeah,

 Laura Cox 55:07
we're learning the best.

 John Dodds 55:08
We're learning the best. Yes.

 Lane Mecham 55:23
Hold on a second, Lisa. I think because the TV is not on, it's not recognized as a monitor.

 John Dodds 55:36
Will it pull up on these monitors too? It

 Lane Mecham 55:38
should does it not say it connects.

 Lisa Breinholt 55:43
connect. I just want to make sure it's on

 Lane Mecham 55:53
board. We want to watch. There's Mean Girls. Here's

 John Dodds 56:00
Mean Girls.

 April Lefevre 57:05
It's the National Cathedral.

 April Lefevre 57:09
It was today. It's set to the 16th, and the whole thing is like two hours long, which you can go right to his percentage.

 John Dodds 57:28
You got if you had power on there.

 Jared Brems 57:32
You got power on and

 John Dodds 57:38
power. Did

 Jared Brems 57:40
it

 John Dodds 57:42
go up on theirs?

 Laura Cox 57:43
No, I don't. I copy it, but I don't. It's not on the. Okay, now we have. Now we don't have the red HDMI. It says it's on TV.

 Lane Mecham 57:57
You know what? Why don't you just connect it directly and just turn the TV instead of trying to run it through the because is there an input is it connected to HDMI three does that plug have a input or output above it label

 Laura Cox 58:22
the out. Does

 Lane Mecham 58:23
it have a number though, like input one or

 Samie Ott 58:30
two? The presentation part might be easier for you to just read them.

 Lane Mecham 58:34
It's in HDMI

 Lisa Breinholt 58:36
to that bottom



Lane Mecham 58:40

row, but that is the one that needs to be plugged into the mom into the TV.



John Dodds 59:10

Three, the other eye. Go ahead.



John Dodds 59:38

It won't come to our screen. Oh, because it's connected to everything. Yeah. So the in and out. We're not working on that one Lane. No



Lane Mecham 59:49

Well, it doesn't. It's not labeled, so I don't know what input to select on that plus



Lisa Breinholt 1:00:16

something spectacular. But there are things that are



Ralph Perkins 1:00:17

technology not working.



Jared Brems 1:00:18

Okay.



Lisa Breinholt 1:00:18

I think most of you know me. I'm Lisa Breinholt, principal at Panguitch Elementary, and I brought Laura Cox with me today. She's my new reading coach, a reading specialist and instructional coach. I'm still trying to get



Laura Cox 1:00:30

another duties assigned,



Lisa Breinholt 1:00:32

and she's finding out that there's a lot of duties. This summer, we had the opportunity to go to Florida and attend the HRS conference. It was the second time that I was able to attend, and it was great for me to be able to get even different information this time than it was the first. I took my leadership team with me: Maralva Lafever, Frecia Frandsen, Laura, Brittany Dodds, Kami Savage. I almost called her Kami Englstead. It's been that long. And Vonnie Parkin, and so I just wanted you. They a couple of them have written a couple of you know a letter to you there that I gave to you. One of our mission statement at Panguitch Elementary is to educate the whole child, mind, heart, and character, preparing



Lisa Breinholt 1:01:18

each student to

L Lisa Breinholt 1:01:19

succeed in school, contribute to their community and thrive as responsible members of society. Because of that, I began searching for a framework that would work for our school. And Mr. Dodds gratefully came to our team as admins, and we decided on the HRS framework. And he sent us to that PD, and for me it was very very validating, enlightening, and extremely helpful. The framework for me organizes and gives me direction for how I would like my school to go, and one thing that really, really hit me when I was there the first time in particular, the presenter actually stood up and he said, "To have a great school, you need to have two things: you need to have individual integrity and organizational integrity. And that hit me pretty hard because, as a school, I felt like we have a lot of individual integrity, and where we were lacking was in the organizational part. I have great teachers, I have great staff. They have great work ethic and are willing to improve. But I felt like when I started five years ago that there were a lot of organizational things that weren't consistent in my school, and so HRS gave me that ability to help that direction for me to help organize those things such as MTSS systems, clear measurable goals, and basic school improvement. Because of that, we created a creed for our school. It is soar. I am an eagle. Watch me soar. We are Eagles. We stand for safety, ownership, acceptance, and respect. The kids say this every day. It has helped through HRS has helped us create a unified team environment in our school, which is really important. Our schoolwide initiatives for me personally became level one certification. This year, our focus will be on parent communication involvement. I focused a lot on that at our HRS conference. Personal learning communities, which is the the focus that most, if not all, of my leadership team went to, and we were very curious about how professional learning communities work. We haven't had great experiences over the years with that, and we know how important it is, especially in our small rural schools. We don't have as many resources, and so we need to rely on each other. Because of that, as a group, and especially with Laura leading us, we came up with the idea that we are living in a personal, professional learning community. All Panguitch Elementary is that, and we've broken it down into collaboration teams: a leadership team, targeted intervention teams, grade level effective teaching teams, and the diversity and IP parent communication committees. Yeah, SPED also has

L Lisa Breinholt 1:04:20

one. Yeah, we're adding lots of different

S Samie Ott 1:04:22

collaborative teams. We are adding adding

J Jared Brems 1:04:25

them

J John Dodds 1:04:25
as we go.

L Lisa Breinholt 1:04:26

Yeah, some of us develop multiple different teams, and and it's been it's been very effective. And I feel like the the teachers are very invested because of the purpose that we have, and they're very very targeted and very purposeful for them, and we have direct goals for each one of those teams, and that's been really effective for us. And we hope that we can go through this year. One of our other initiatives that we decided to work on. Let me go back. Sorry, we are working on working on level one certification. There are five levels in HRS. As many of you might be familiar with, but and you need to work on them all at the same time. But especially those first three, we're not quite ready to go to four and five. But as a leadership team, our school decided that we were ready to move on to a couple of other. After attending the conference, we decided we were ready to move on to level two and level three in our school. We still need to get the certification for level one, and I will be working on the documentation for that. But the majority of it is done, with the exception of the parents, the parent communication piece, which we're working on right now. Our goal this year is to have effective teaching. We have a learning coach, which was one of my great goals, and I'm so excited about that. One of my big things is that I would like to do more formative evaluations rather than summative with teachers. And when I say formative, I had the opportunity to go to a breakout session with Dr. Warnick, and he he talked about effective, meaningful feedback for teachers. And one of those things that I personally was lacking is making sure that feedback was meaningful and effective for teachers. So that is something I will be working on this year, and the information I got from him was extremely helpful to me. It helped me organize some of the things that I really, really wanted to see in place, and that shifting from just an evaluation to that meaningful piece for a teacher, and it's all teacher-driven instead of administrator, which I think is extremely important. We are doing PD monthly using the new in our art science of teaching, which is IJ Robert J Marzano. All of our PD is set aside for two two hours, but that once a month we will do effective teaching from this whatever initiative we're doing per year, whatever indicator. There's multiple indicators. We're going to we did some goals this past Friday, and the teachers kind of make set their own goals, and we'll drive our instruction based on what their needs are, and the next thing that we are going to be working on is our guaranteed viable curriculum, and I'm going to kind of turn that over to Lau at this point because she is the creator, basically, of this guaranteed viable curriculum is level three. So I'll turn it over to her and let her kind of explain what her vision is.

L

Laura Cox 1:07:24

Okay, thank you. I have to echo a lot of what Lisa said about going to the high reliability schools conference. It was a wonderful experience, and I did write up something for the paper, but I didn't get it to her in time. So I'd like to just kind of read what I wrote really quickly. I had the privilege of attending the High Reliability Schools Conference this past summer alongside colleagues from Panguitch Elementary and other schools across our district. Attending this conference significantly deepened my understanding of the High Reliability Schools framework and highlighted its practical benefits for classroom teachers, school leaders, and my new role as an instructional coach. The sessions focused primarily on effective teaching strategies for every classroom and essential standard alignment, which is the GVC portion. We're kind of calling it standard alignment. I think they're similar. Additionally, our team had the valuable opportunity to collaborate, reflect on our school's current progress, establish their goals, and a unified vision. The HRS framework has proven to be highly beneficial for our school. Often, programs and incentives can make us feel like, "Please don't give me one more thing. However, HRS has not been a burden. It has successfully streamlined our existing initiatives, practices, and resources. As a result, we are making great strides toward becoming a true professional. And I really feel that way. We went, and a lot of our team came back wanting to go deeper into it. So we're we're grateful. And even while we were there, we were collaborating ideas of we have this program, we have this initiative, and it just fit right in, and we can just streamline everything we're doing under accountable. So the GVC's guaranteed a viable curriculum, like I mentioned before, I'm kind of calling this as the curriculum alignment, and we I've created kind of a rough draft for the teachers. Put in all of their resources, and I've asked the teachers too. If you have anything you'd like to share and add, they can they can share and add. I had one teacher give me her pacing guide to put in there, so she put in her pacing guide. Then I have all of our standards in there, the Utah standards, and our and how it aligns with our current curriculum. When I was a teacher, I often felt like the the stat you had the standards here and the curriculum here, and it felt like I was serving two masters. I was trying to serve the state. I was trying. To serve my curriculum guide, I'm trying to you know figure out what all of these kids need, and I just want a way to align them together and make it work, make it all work together. So that's my goal. I put everything in here. I've got our curriculum, how it aligns with the Utah standard, and for teachers to look at that. I've encouraged them to take time after every one of their units to see what standards they're teaching and to make note of it. And I've gotten some pretty good feedback. I'm very grateful to all of our teachers for doing this. Like I said, we got feedback when they went to the conference. A lot of it was their idea. They wanted this. They wanted to have an aligned standard, aligned for kids. So this is kind of what we came up with. We have CKLA is our program, so we've used that. We also have 95% that is we're doing it in the classroom as well as a tier two intervention, and so I put that information in there, as well as math, science, social studies. And I've had several teachers comment on how they're grateful to have everything kind of in place, and I've encouraged them to look at your social studies curriculum. How can you cross that into your language arts curriculum, and hopefully we can all just merge together. I even have some notes in here of what other teachers are teaching in their different units, and the goal, like Lisa talked about, we want parent involvement, and we have done a little bit about a little a little bit where a grade will do a unit on something, kind of like presidents or boards, and we have parents come in.

L

Laura Cox 1:11:48

But as we look at other classes, we see that new grades do learn about presidents. And I thought, how great would that be if we have the fifth graders coming to the first graders and helping them, and then we have a parent activity with first and fifth grade, so that's a goal eventually, and we'll get there. But like I said, this is just kind of a rough draft of ideas, and as teachers come to me with their different ideas, and as they're creating this as well, they're creating their own thing that we can all collaborate together.

S

Samie Ott 1:12:20

the best parts I love about this is it will be a working binder. The teachers will be. It's not going to happen overnight in our school, and we know that. We know that it's going to take a few years, and our teachers are going in and basically using this as a common place to put all of their notes, all of their that of alignment piece, which seems pretty basic, but as a teacher, that's very very difficult for me as a teacher. That was very difficult to take my standards and align with curriculum that that was not based in Utah standards. That's a difficult thing to get past. I've got this curriculum program, but these are the standards, and so for us to be able to go away from, I'm not teaching the program; I'm teaching a curriculum, and that's our standards. So we're working on that. Our teachers, like we, like she said, beg for it. I'll leave this binder for you. I know it looks; it might not look like a whole lot to you as you look through it, as far as understanding, if that makes sense, but it is essential. I mean, I can't tell you the reaction from my teachers. I even had one that went and bought them a trapper keeper because they felt like it was so important. She purchased, and I heard it might have been a gag gift at some point, but she did go and buy a trapper keeper because it was so important to her that she carries it around quite often and makes notes as she goes as she's going, and so we're hoping that that will lead to our guaranteed viable curriculum and those learning targets that we've tried to get them tried to come to in the past, but it needs to be teacher driven, and that's my focus in my school is that teacher driven piece. If they have investment, we are going to be successful, and so for you to have us go to the HRS conference has made all the difference in the world. To me, as a principal, it has helped me align the goals and create a value that I work with. Sorry, I get emotional.

L

Laura Cox 1:14:18

We had a great time. We had so much fun! Together, so much fun as a school, but also into other too. Like when we went to opening the institute, it was fun to see everybody there. We're like, "Hey, we learned what you learned, and we are just you

S

Samie Ott 1:14:34

know even sitting on. We went and sat on the whatever they call the boat, the air boat, the air boat, and as we're going and seeing the alligators, all of us are looking at the curriculum and talking about how that fits into HRS. So I just want you to know, as a board, we appreciate that you have given us that chance for that professional development. It has made a difference. It is making a difference in my school, which makes the difference. In my teachers, which makes a difference in what the students are getting, and I feel like we're going the right direction. We still have a long ways to go. There's always room for improvement, but Panguitch Elementary, our goal at Panguitch Elementary, we're already great. But one day we're going to be the school. We are going to be the best school, and not only the district, but we love to be best for the state in the state. That is our goal as a staff. And you know what? It may or may not happen, but in the meantime, we're going to have a heck of a picture. And we really, really care about each other. And so, thank you so much for giving us that opportunity. Do you have any questions for us, or anything that that you'd like to ask, or our

J

John Dodds 1:15:41

pictures of alligators.

S

Samie Ott 1:15:43

I do have a picture of alligator. I did not have to.

J

John Dodds 1:15:45

Just a picture of alligators. That

L

Lisa Breinholt 1:15:49

was an inside joke a little bit. Yeah, we were extremely

S

Samie Ott 1:15:51

impressed with the alligators. A boat. Our husbands were both more concerned for the boat. They were the alligators, but we did have a great time, and we do appreciate that. And if you ever do have any questions or want or are curious more about what we're doing, please come over and visit with us. We'd love to have you in our building. We'd love to show you what we're doing. We'd love to have you see what great things we're doing as far as our MTSS and our tier, our tier, our levels in our reading, and how we're handling those math things, and we'd love to have you. So thank you so much for your attention. So I

A

April Lefevre 1:16:25

want I want to have on your soar. I love that. I had safety. I wasn't typing fast enough. Safety, ownership, what's acceptance? Acceptance

S

Samie Ott 1:16:33

and respect. That's our creed, not only for our students but for our teachers as well.

A

April Lefevre 1:16:37

I love it. You know,

S

Samie Ott 1:16:40

you will see all over my school right now. We're changing it. The mascot stop before was a little chickenish. The kids informed

J

Jared Brems 1:16:46

me it

S

Samie Ott 1:16:47

was too chickenis, so we are now going tougher. So you will see new signs coming across with a tougher eagle because we cannot be chickens. So you will see that coming across. But yes, that is that is something that we've really loved, and our

 Laura Cox 1:17:02
teachers use it for their classroom management. It

 Samie Ott 1:17:05
is it is always

 April Lefevre 1:17:06
understandable.

 Samie Ott 1:17:07
Yeah, and we always refer everything back to what's our

 Lisa Breinholt 1:17:11
safety. Are you being Denver? Are you being safe?

 Samie Ott 1:17:13
Are you being yeah? Are you taking ownership? We're getting there, and we're seeing great things that you're showing you, and we appreciate your support.

 April Lefevre 1:17:21
Congratulations! That's

 April Lefevre 1:17:25
awesome. Any

L Lisa Breinholt 1:17:30
other questions before that? Again, like I said,

S Samie Ott 1:17:32
you're welcome to come any time and kind of look over the binder, and it it's going to be a working binder for each teacher. And I like I said, yes, that's

L Laura Cox 1:17:41
every grade. Each teacher has their

A April Lefevre 1:17:44
own. So their each teacher has their

A April Lefevre 1:17:48
own. That looks overwhelming. It's a big trap. Yeah,

L Laura Cox 1:17:54
each teacher just has their own grade. Okay. We just encourage them as they go, as they're going through their lessons, make note of what standards they feel are important, and make a note, or what lessons they feel are important, so that they can make them. And we're hoping

L Lisa Breinholt 1:18:09
through our PD through the next year, we have set aside the last two hours. We had four hours. We set the other two hours for our GVCs, so that we can collaborate as teams and build on those notes that they've made. And is this important? Is it not? Does it align with the standard? All of those kind of things. They're the first steps towards those GVCs, which I can see it taking us a few years to get them done. But I also think they will be very effective once they are. Any other questions for? Thank you. Thank you. Thank you.

 Jared Brems 1:18:41
Thank you, guys. Thank you so much. All right. Looks next we have Bryce Valley High School Summer Professional Development Report.

 Lane Mecham 1:18:53
You want me to pull it up?

 Samie Ott 1:18:54
Yeah.

 Speaker 2 1:19:00
Wheels want.

 Jared Brems 1:19:02
Yeah. there's a link of this on our Board Docslink. Okay.

 Lane Mecham 1:19:17
No, you're good. You're good.

 Jared Brems 1:19:52
Still have

 Speaker 6 1:19:55
it? You see, if it's like my house, I always have somewhere. We



Samie Ott 1:20:02

only can today try to see if the remote worked in math 1010. And



John Dodds 1:20:08

the remote did



Jared Brems 1:20:10

work.



John Dodds 1:20:13

Appreciate it.

All right. So I'll start as our vision as the principal of Bryce Valley High and what we took away from HRS and where we kind of were coming last year and how we're incorporating it into this year. And then Mr. Miller will go. He's going to talk a little bit from the counselor side and also the instructional coach side. He wears many hats, plus the volleyball coach, plus what else? Many hats. And then Shane and Fred, Mr. Beasley and Mrs. Chynoweth are going to talk a little bit about what they see in their classroom and how they're grading in their classroom. So start off there. The very first slide obviously was us at HRS. I make the secondary teacher go out of their comfort zone and have a little bit of elementary background in me, and they us and I make them dance. But it's good; they're pretty good. They're pretty good at doing it, so I appreciate that. When we started out in Florida, this is the quote that they started out with, and it was not the strongest of the species that was survived, nor the most intelligent, but the one most adaptable. And that quote stuck with me, and I know it to a lot of the others because, as you know, our kids are changing. They're not the same. They were even five years ago. Everything about us is changing, and so if we want our schools to be successful, we have to be adaptable and change. So that's kind of where HRS is coming in: is we have to change with them if we want them to be successful and want our schools to be successful. All right, which led into our work that we did at the beginning of the year on our PD days, which is creating our vision and our why that was around HRS. Last year we incorporated a lot of the different themes. Sometimes we felt like we were going 20 steps forward and then we go 30 steps back. That was how today was as well, but that's all for learning, right? So, every single known supported challenge and empowered to succeed is our vision. And what we learned in our HRS training that helped us to set it is it's a new initiative. It organizes everything we already do and defines learning progressive levels. Obviously, we're in level one and level two, and you always work on level one, in my opinion, and level two. So safe, supportive, and collaborative culture. We started out last year with almost an entire staff. Shane and Fred were about the only two still there, so they took us in, and they've been great. So we definitely had to change a lot with the culture and build what we wanted. Our staff theme this year is more human, not less, which brings in HRS level one. And then the students came up with it being grow through what you built. They they know we're working on HRS. We talk about a little bit. They know kind of what we're doing with it, and I'll talk to you a little bit about on the next slide. Oh, this one's the survey data. So this is what we took last year. So HRS isn't about looking only at the numbers we like. It helps us see clear label direction. So you have to have some data to prove it. So we gave the surveys through HRS to parents, to students, and the teacher surveys, and it was out of five. So our highest level was how resources supports teachers. They were 4.70, so they felt like we did really well there. Our student surveys were between 4.87 and 4.53, and the strongest one was parents to students altered safety and order highly, which I felt like was important. And then our success and recognition was high, which we tried really hard to bring in last year, which is part of level one, and our safety in order, and then our resources. So down at the bottom was the survey that the teachers took and the administrators. So some areas that we're going towards, which we chose some of these when we went to the HRS in Florida, we chose these areas to go to. I did as well because I felt like I needed a lot on how to help the secondary teachers with curriculum assessment instruction.

S

Samie Ott 1:24:38

So this was the survey that I did before we met. So obviously, there's only one administrator in Bryce Valley. So I gave myself a 3.1, and then the teachers first needed to prove where we were going with it last year, and some of the ideas that we went to a conference that you did go. All right. So this is one thing that we do that we've implemented into our Mustang Down time, which we build in every Monday. Our students meet in small groups with a teacher, so we have probably about 10 to 11 kids in a group with each teacher, and we do the shoutouts, which is level one, and we brought us in from our training. We learned down there, so we have student of the week, athlete of the week which we did start last year. We talk about we implemented the braiding, which we learned from Tina Bogren, which was at the HRS conference, and then when she came to our opening institute, she talked about braiding, and so we're working on each one of those acronyms. Our core value words. So this week was reliability. The fee stands for you can correct me. We have it written down.

R

Rowdy Milller 1:25:50

Yes. Accountability, false integrity, non judgment.

S

Samie Ott 1:26:10

There we go. I knew it was somewhere. Okay, so those are what we're working on with the students. Sorry, I need to go back. And then, so each each week on Monday, we talk about that. We do a reflection on something that we're doing. We have announcements, and then we do some activity informal relationships with them. So this is kind of how we're proving through what we're doing, what we learned in Florida, and what we learned about about each of us. So we're not just doing a new initiative and putting it on the board and hoping we're doing it, but we're actually implementing it into every week with the kids. And then on Tuesday through Thursday, we do our collaborative teams. So we have Mondays, the AD, which is Fred meets with our coaches and myself. That's our first collaborative team on Tuesdays, we have a group of four teachers that meet, and then Wednesdays and Thursdays another group of four teachers. So they meet during the Mustang time, and then we have other people that cover where the students need to go that meet during. So they're able to do it during that time. So it's been very beneficial. We talk about student learning. Talk about outcomes and the data that we have. Anything like that will help us be better with what we're doing. Any questions on the Mustang time and how we have adapted it to me. Okay, perfect. All right. Really quick before I turn the time over to mr. Miller, just want to thank you for letting us go. We've done a lot of work with it last year, and working on implementing it a little more this year. I think it's important to realize it's a just a framework. It's not a new initiative, and so making it be better within our schools and focusing on what the students want and what they want.

Hey, and as Mrs. Ott said, I wear multiple hats, playing a couple of different roles, so both as a counselor and as an instructional coach, HRS goes hand in hand. My key takeaway from Florida HRS is I play a critical role in level one and level two. Wellness is essential for students and teachers. I know that Miss Chynoweth is going to talk about wellness as it relates to teachers, so I will leave a lot of that to her. But as a counselor, that's more my job of level one: safe, supportive, and collaborative culture. Something I learned last year that I got to talk with superintendent quite a bit about is the fact that I am a school counselor, and while students are my main priority, I also have teachers that I help that I am responsible for. Because if a teacher is not at their best, their students aren't going to be at their best. A teacher is the base level. Dr. Tina Boggren said teachers matter more in ensuring student achievement than any other aspect of schooling. Her quote that was the end of the quote, but she continued on with, "If teachers are burnt out and aren't taking care of themselves, then who's taking care of our kids. So, as a counselor, I need to find ways both for students as well as teachers to have a voice, so students need to have a real formal way to give input and see it acted on. So the formal way, I'm going to start doing wellness surveys. I will be sending them out quarterly to students to see what they need, as well as surveys that I'm going to be sending out to teachers quarterly to see maybe it is a team effort. They go hand in hand. That's the nice form. I'm really lucky. I just finished my formal school counseling review and got approved yesterday. So we're good to go for another five years. But in the state, the minimum requirement for counselor to student ratio is one to 350. I'm lucky enough that I am one to 120 ish, give or take however many students we have, and so I get an opportunity to meet with students very frequently. I have at least the state requires I have at least one meeting with them annually. I get to meet with each of my students at annually, and so while that is not formal data, I gather a lot of data in my conversations as they come in and they explain what they need and what they what they want, I do love a nice formal way. So that's the purpose behind the wellness surveys. We've all heard the quote and the adage: "It's properly or commonly attributed to President Teddy Roosevelt's, but some people believe it might not have been him that said it. Nobody cares how much you know until they know how much you care. That's my thing with teachers. That's my thing with students. We can have the best teachers in the whole entire world, and if the students don't know that they care about them, our learning doesn't happen at the just gonna just gonna call it as it is. So then it goes hand in hand with an instructional coach that moves more into the level two effective teaching in every classroom, every teacher needs to work from the same shared language of instruction. I'm in charge of coaching, not compliance. That's the best part of my job is I get to help teachers without them feeling like they have to do it because I said so because I have no authority over them, it's beautiful. I love that we were able to take our whole team to HRS because we do now have that common framework, that common level that I don't have to go in and hope that Mrs. Chynoweth or Mr. Beasley or name the teacher knows what I'm talking about. We all know we're on that same level of playing field. Something that I talked about at the beginning of the year training is the importance of collecting and using student feedback to drive instruction. So I use student feedback every day to drive my actions. So should teachers, and we talked about all sorts of different levels of how it can be from as simple as an exit ticket to as deep as including it in like a formal little.

R

Rowdy Milller 1:32:54

So I will be following up to ensure teachers are applying those skills that they learned because kids want a say and whether recognize that or not, or whether they can vocalize that or not, they do. And when you, as a teacher, as a counselor, as a principal, whatever your role is, when you can recognize and I don't like to humble yourself, but kind of humble yourself to the point of like, Curtis, I'm here to teach you what do you need from me, and if you can build that relationship and change your teaching even just a little bit to meet their needs, your student buy-in has increased significantly. So again, I'm not there to evaluate. I'm there to observe and encourage effective teaching. You guys are not strangers to this. You have two former elementary people leading the high school, and sometimes they think that we're a little crazy. But I would argue that even the basics of good elementary teaching, basics of good teaching everywhere. And so, while I maybe am not the most experienced teacher, period or secondary teacher, especially the teaching is good teaching. I love that I have the opportunity to apply both what I am asking the teachers to do in my own teaching as I teach health, but also I get to learn how to be a secondary teacher as well. So, any questions on my roles?

S

Shayne Chynoweth 1:34:45

Okay, so I am going to be kind of talking about my favorite breakout session, and that was Tina Boggren, and she did one that. Like teachers educator self care. My favorite takeaway from that was teachers matter. Sometimes these teachers get so caught up in our students, making our students matter and cared for and seen that we forget to take care of ourselves. So it's pretty important to do so. I've been in Bryce Valley for this is my seventh year, and it has come a long way. We have. I'm grateful for this opportunity to start working with HRS because we needed to start on the whole one to make our school a safe place and a better place where our kids and our teachers feel safe and way better and it's refreshing and reassuring and just so nice and so part of that is because our educators are getting cares that we need. She talked about she asked us, well, when we walked, we walked into the room. She's just a super fun and energetic lady, and she started out saying, "You need to ask yourself every morning, what can you do to set to on Friday? And she says she plays. That's how she says to him. And this was over. I believe usually I watch the news every day. That's not because that makes me. And so that I have changed. And I am disciplined that the kids create a playlist of their own music. For each of my classes, so I play it while they're working, and they love it and get us help. They're focused, and they like talk to each other about well, whose song is this, and they get to know each other and the music they like. And I just I can teach in my classroom. She also said to have a best friend at work. I feel like we are really lucky at Bryce High School right now because we're kind of all best friends. We are collaborating with teams. We are best friends in there, and we're at the same place to just grow and be able to be who we are. But excellent, we have such a good time, and it's such a positive place. And our students do that, and we know that we're all there for each other. The teachers are, and we're not disliking each other, and it's it's just fun to see. And then she talked about four seasons of the school year, and I really loved this. Talked about the first part of the school year is a season of sacrifice for getting everything ready, and you're sacrificing your life for your students at your school. And then she talked about dealing with a delusional phase, which usually happens around Christmas time, Midyear, we had always high hopes for our school year, and then man, our kids just started loving it, and get a little fresh. And then she talks about finding balance, and that comes in kind of like after Christmas break, that refresh and start to find balance, and then finishing strong. And she has a couple books that she recommended to us that she wrote about like teacher wellness, and it has like day-to-day things that you can do to help with these different seasons of school year. She just is super cool and felt like we're we've implemented it the last two years really well, and it's been so long to go and to learn as a team and

J

Jared Brems 1:34:56

Yes, Mrs. Chynoweth

A

April Lefevre 1:38:58

That's wonderful

F

Fred Beesley 1:39:06

So I joined the opportunity to go to our professional development HRS. Like the Panguitch Elementary presentation, they talked about how they didn't really. The HRS didn't really want to add just put something new on you. They took things with a belief, and they communicated that belief that they did really well with that. That you you're already doing these things. We just want to help you better. And so these are some things that give you kind of a inspiration and drive to continue the good thing you're doing, and and that reinforcement for okay that here's research that backs up what I've been what I've been doing and what I've been seeing and and here's. It gives you some more inspiration to do that. So there were three things. I mean, we went to a lot of different breakouts. We had two every day. There are three my favorites I chose to talk about here, and kind of blend a blend of them. So new the new art and science of teaching, kind of it's a dynamic and inspiring classroom. One was motivating, inspiring students. Another was high quality units of instruction. And one was called the new Art and Science Teaching, and it talks about first motivating, inspiring students. That connecting part of it, having students have agency and comfort and security in the classroom, and that comes with getting to know them and having them get to know you. The last couple of years I've been in habit to bring a guitar or evangel and personal. Be vulnerable to those kids because they have to be vulnerable to me and to all the other kids, and that's something I think has has done well. And I would love inspire them to continue some of these things, like I said during this conference. Conference, and so and have them belong. I to know what their interests are, and to follow those up in in a fashion with context that we're looking at in the in the content, connecting with context in real life and their futures, and so that's something that these motivating and inspiring students breakout session talked a lot about is that that progression from making sure they're comfort and comfortable and secure in the classroom, having them have a sense of belonging and a feeling of classroom community, and and having expectations that they will self-actualize, that they'll say I can do this, and reinforce that that they can do things that are real-world things, but it bring in real-world situations, especially in science, where they can first feel intimidated and realize that they can do it, and see how that they can find a place. There's all different aspects. They can find a place for them, both in my classroom as well as in their future with high expectation of themselves. Next one, high quality units, all about, and this is some of where the the benefits. of this conference has been 3 deep because it's something that I was thinking about. It's something that Rowdy applied in training, and that that's due to the feedback, and that's something that I wanted to increase in the Classroom, that response time for me to them is important to them. See, okay, I'm going to modify my my instructions because not necessarily pointing them out, but because we need it, right? Or if in real time there might be that, but that that feedback, that student teacher teacher student feedback and follow up is important. That's part of that high quality unit where you're not only building a unit, and this is you know the high quality curriculum Where you're building a unit that has the the content you want, but you're building a unit that has the students in mind, and it has their properties, and it has really their interest in mind, where you can bring out things that might be of interest to them that they can feature. So that was kind of my experience as I've been applying it in my classroom, inspired by our comments. Any questions?

S

Samie Ott 1:44:18

Just to finish up, thank you for sending this to HRS, and you can tell I have a fantastic BVHS, and we are deep in the work. We have a lot more work to do, myself personally, and so just want to thank the board for helping suit up.

A

April Lefevre 1:44:34

I just said something, Jared. It has been so fun for John to introduce the book, High reliable schools. I can remember reading that a few years back. It didn't didn't resonate a lot, but as he took leadership, you know, he had a big push to do through some culture and and things, and it is so amazing to see. And I think the thing I love about it the most is that, and it was said in your in your presentation. You were already doing it. You just didn't have a label to it. You were already doing amazing things, but now you've got a label and it makes sense. And you've got this big support thing for for both schools that reported today. So I just say congratulations and thanks to Superintendent

C

Curtis Barney 1:45:23

Obviously, not everyone went, correct?

L

Lisa Breinholt 1:45:27

My school. I just took our leadership team. I think their whole staff did.

C

Curtis Barney 1:45:32

We had all principals go in the district.

L

Lisa Breinholt 1:45:36

Well, I don't know if they went to some of what we did. We did. Yes,

C

Curtis Barney 1:45:40

my question. Comes back to, and all teachers probably didn't go, of course. Where do you bring them on board? Is it during that kind of that two-hour block for both of you? The the block on Friday, once a month. That's kind of the main time that you start training them and bringing them on board to what you have learned-that true for me. That

L

Lisa Breinholt 1:46:04

is true for us as well. I will say this: last summer, it has helped me very much focus my PD a little bit better than I was doing last year. Of course, we learned the girls, but that that common language with my leadership team-we've had a big turnover in our school the last last year, and so I have new staff members. But to have a a high quality leadership team has made all the difference. For them to have that common language with me, it has been such a for lack of a better term. It's been a blessing for me and for our staff to be able to just feel like we have that organizational framework that makes sense to everybody, if that makes sense. And we are introducing our new teachers to it, but it's making sense to them as well. And because most of it's just common sense, it's just things we need to do, and and it's a it's going to be a long process, but it's also going to be a doable process that we, because that's the way it's set up. We are more of a staff appreciate that.

C

Curtis Barney 1:47:11

I first came into teaching. There was one of these acronyms. I remember the old teachers that were 25, 30 years, and they said, "Just ride the storm for a couple years. It's to all blow by. Don't let it blow by. My that's my incentive to you. Don't let it blow by. Hey, keep going with it. It sounds great. Just keep going.

S

Samie Ott 1:47:39

Yeah, we would love to take our whole staff and all, but in response to that, the fact that it's not a initiative but a framework, I don't see it going away because we are building all of our systems built on it, and that's been one of my goals as a as a principal. I'm close to retirement, and I want to walk away at some point, Panguitch elementary school systems in place so that they don't take over and do better things.

J John Dodds 1:48:09

Thank you. All the principals did go at one time altogether, so they've been a couple years ago. And then, like I said, this was all done just independently. Each school came up with their strategy, and I just got to say, just humbling. I mean, I'm watching these presentations, and this is so they're taking it on making their own, and my again bigger and better than I ever envisioned in my head. And so, you guys are just incredible. What incredible staffs! Great work you guys. Great work.

J John Dodds 1:48:55

say that it's hard to present in front of the board, it is not like teaching them being in front of a classroom. It's very different, and they all did a straight job. It is also awkward to know when to leave and not. You're all the stay for the remainder of the meeting if you'd like, but if you'd like to leave, you won't offend anyone. Okay. But

A April Lefevre 1:49:13

we also see how much more comfortable you are. The safe collaborative culture is it's it's kicking in and it's working. So good work, everyone.

J John Dodds 1:49:23

Right now, yeah. Great work. You can take it if you need to. Is this your copy? That's my copy. Oh, no, you take it. I've got a copy.

A April Lefevre 1:49:41

And I love that in this digital world, they've got something physical. I I still love that. That was very emotional. Digital

L Laura Cox 1:49:50

things

 Laura Cox 1:49:51
out of

 Laura Cox 1:49:51
sight,

 Laura Cox 1:49:52
out of mind.

 Laura Cox 1:49:52
Yes, and we wanted this to be a visual, not out of mind.

 Jared Brems 1:49:57
Yeah,

 Jared Brems 1:49:58
minder carries more power than.

 Samie Ott 1:50:03
Thank you.

 Jared Brems 1:50:11
Got a couple minutes. Should we review the board agenda real quick? Yeah.

J John Dodds 1:50:19

We are going to ask that some of them get reorganized here. You can probably do your depending on how much discussion we'll have on your consent agenda items. We do have visitors from VCBO who are going to be presenting some really fun things, and I would I would recommend putting that first on your agenda again, unless you want to get the voted items, those those consent agenda items out of the way. So if you have any discussion on, you might want to push it down and put them up a little ahead. I think there's something else that needed to be we.

J John Dodds 1:51:26

I should have had them talk a little bit about their volunteers for good too, because they've done some things in the rest of that in high school volunteers for good.

C Curtis Barney 1:51:37

On the schedules, you got Winter schedules.

J John Dodds 1:51:41

Winter schedules are there, but you'll notice there was a couple missing, and I asked her to put those in, so you guys can have some bird missing, so we don't lose those. But Jordan's doing a great job of keeping track of that.

C Curtis Barney 1:51:51

I like when they put the days of the week on there.

J John Dodds 1:51:55

Happy to see the enrollment report. Yep,

J Jared Brems 1:51:59

I was a even was on a topic. say that adding preschool kindergarten doubled the size of our school. Yeah, double. Yeah, that's exciting. From three to seven. Seven. Yeah, that's fantastic. That's incredible. Exactly what we were hoping for.

J John Dodds 1:52:19

That is really cool to hear.

J John Dodds 1:52:28

Our

J John Dodds 1:52:29

online school, that sounds a kind of note there.

J John Dodds 1:52:33

Yeah, no way, dropped. I mean, tough. It's all his skin. I did another round of it. We weren't anticipating, and we're hurt. We're hurt again, but we thought we were going to be we'd be way up this year on down to fourth thirty five. We were thinking 605 50 to 635. So we knew that was a risk all along, but we were there was kind of a happy surprise that we were up high, and then you definitely tell me this.

C Curtis Barney 1:53:05

Presentations

J John Dodds 1:53:06

for UCBO, but I see

 Jared Brems 1:53:08
them

 Myron Cottam 1:53:08
for national items. Do you want

 Jared Brems 1:53:10
to?

 Myron Cottam 1:53:10
Can we start with

 Myron Cottam 1:53:13
get started on?

 John Dodds 1:53:14
Yeah. We

 Lane Mecham 1:53:18
probably won't end that. All right.

 Jared Brems 1:53:21
We'll

 Jared Brems 1:53:21
officially end our work meeting. It's 459,

 Jared Brems 1:53:24
and we'll take

 Jared Brems 1:53:26
a short couple-minute break before we start our regular board meeting.