October 2026 Work Meeting Audio

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SUMMARY KEYWORDS

Student enrollment, Strategic planning, Homeschooling, Policy review, Stipends, Assessment data, Student growth, Trust lands, Compliance oversight, Economic growth, Budgeting impact, Data alignment, Plan approval, Achievement data, Academic goals

SPEAKERS

Lane Mecham, Myron Cottam, Ralph Perkins, Curtis Barney, John Dodds, Jared Brems, Luciene Syrett, April Lefevre

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L **Lane Mecham** 06:41

April is that better?

A **April Lefevre** 06:44

Yes, yes, that's that's that's excellent. Thank you.

L **Lane Mecham** 06:48

Okay.

R **Ralph Perkins** 06:48

Yep. So we're making we're making headway now. I don't know why my Chromebook's being so stupid. Not my Chromebook, my Surface.

A April Lefevre 07:02

All right, and I will. I will be just as soon as I can check in. I'll be switching over to my to my computer, so it shouldn't be a problem there. But I'll let you know if there is

R Ralph Perkins 07:17

14 letters. You hate us.

J Jared Brems 10:01

Like the tow it might be the nicest property, or it was like a garden, botanical gardenist style.

M Myron Cottam 10:16

I can find that ball and break me in. Didn't see the 585 on your post.

J Jared Brems 10:27

It's there in the

M Myron Cottam 10:29

past. Does it does?

C Curtis Barney 10:36

That's the trip back I don't like when it gets dark. I'm dark.

M Myron Cottam 10:41

Jared here.

C Curtis Barney 10:43

Watch to stay on the road.

J Jared Brems 10:45

I hate this even worse for you guys because it's even darker by the flats and probably for Panguitch. I dropped Myron off and it's dark. It's somewhat deer-free,

C Curtis Barney 10:54

right? Just dark. A

J Jared Brems 10:56

lot of windiness.

R Ralph Perkins 10:58

Oh, this is irritating. It's not letting me into my into Chrome, Kelson. It's not. It's not accepting that password, and I can't get into

M Myron Cottam 11:14

into board book.

C Curtis Barney 11:16

Don't

J Jared Brems 11:19

mind. I'm in Prince.

C Curtis Barney 11:22

How do I get in? I'm

R Ralph Perkins 11:30

in the board book on, but not on the the thing. At least I can see the agenda. We can get going. I'll be okay.

R Ralph Perkins 11:38

If we have any documents that I need to be able to see. I'll just have one of these guys show me. It's just not letting me sign into Chrome with the with the the email that wants the old password. Yeah, it should. It should. I'm in the sign in. It should just use the password we just changed. It's not. It's wanting to use a. It's wanting to use a pass key, and I don't have a pass face recognition on it. It's not. I got lame

M Myron Cottam 12:13

B.

R Ralph Perkins 12:14

Nah, it's okay. I'll be okay as long. I got. I can see the the agenda now. I couldn't. I couldn't even get that far before.

M Myron Cottam 12:23

Can't see the shot.

J John Dodds 12:24

Yeah, yeah. Sometime, yeah,

R Ralph Perkins 12:28

yeah. It'll be okay. Thank you. I appreciate you. Have fun. Make my daughter be nice. All right. Okay. See ya.

J John Dodds 12:36

Bye. Bye. She down there with him moving cows too.

R Ralph Perkins 12:40

So, his wife,

J John Dodds 12:42

yeah, is

R Ralph Perkins 12:43

my wife, my daughter's sister-in-law, my son-in-law McKay. Oh yes, Victoria's brother.

J John Dodds 12:52

Sure, I knew

R Ralph Perkins 12:53

that. And so, yeah, they're all they're all at the ranch today.

J John Dodds 12:56

Ranch, that's fun.

R Ralph Perkins 12:58

Okay, better late than never. Welcome everybody out to board meeting. April is on Zoom. Everybody else is here today. This is our work meeting, and we're going to get right into things. Okay, so we'll first go into the discussion items. We've got the strategic planning for student enrollment, superintendent,

J John Dodds 13:22

and you'll notice I haven't got anything uploaded on this for a reason. It's just kind of our beginning conversation. I don't know if you had a chance to look at our enrollment numbers this year, but we're we're down quite significantly from last year this year, and really for the last two years we're down quite significantly. state of Utah, you're seeing the same trend across the entire state. There's districts that are losing 10, 15% of their student body, and they expect that to happen for the next what is it seven years, Lane, before it starts to catch up in the state of Utah. I think they see that trend in general. Which is going to be kind of an interesting, an interesting discussion with legislation as whether or not, because they fund us by by student, right? So if the state, for the first time in the history, we have less students this year than we had last year as a state. So if they continue the same amount of funding, they're funding more per pupil than they have traditionally, right? So that'll be interesting to see if they if they stick that out. At one point in time, they were obligated to do that, but that has changed. I think that's sunsetted now. So it'll be interesting, like I said, to see where they go with it because potentially we could lose money across the state. For our school district specifically, it's quite a risk because we're going. If you look at our online everything, we've lost. What was it, 10% I think something like that. Remember, Lane, the exact percentage from last year to this year, 15, 15% year over year. Most of that. Now, most of that is online. Most of that online, we saw that our online had been gutted somewhat by Utah Fits all Scholarship. In fact, we were sitting around 600 students until that Utah Fits all Scholarship came out this year, and and that gutted about 200 students from us. And I did it late in the year, which is really challenging because it's really hard to budget for that when they do it in September. When we find out in September, how do you hire to the number correctly? And then they then they gut that budget because again we're we're we're mostly funded by how many students we serve. But the the harder one for us to look at. So online, we're comfortable with just because we plan year to year on that. We always look at as one time funds. We really try hard not to mingle those funds, although they do mingle on their own through the state. Lane's done a good job, especially this last year, really pulling those out and figuring out what's online, what's not, and trying to get us to a budget where, where we're not too integrated, and we have a good idea of what of what we can look at as one-time funds year to year. With that said, our brick and mortar are also at a historical low. I think since we've been here as a board, we've been this board's been pretty consistent for at least four years, pretty close to six. And during our time, we've lost over 100 students in our brick and mortars, which you know translates to

J Jared Brems 16:30

well, from last year to this year, we lost 99.

J John Dodds 16:46

Not from our brick and mortar. Yeah. So this is this is including both. So the number you're seeing right here is is brick and mortar and online.

J Jared Brems 16:53

You won't see online

J John Dodds 16:55

Garfield Online for online. Yeah, right there. Yeah. So in that 99, I would guess That 85 right yeah, but we did lose some for brick and mortar, and like I say, total our trend is definitely going down. From what I gather, just reading the news and things before I came, we had somewhat of a crisis there. I think this was probably 10 years ago, 12 years ago, because you were all all here at the time. But I remember reading an article, and and I read the article because Uncle Wally was the picture in it. You know what I mean? He was at his farm and all the stuff there, and basically they were they were they they were talking about ultimately the county moved to an economic what did they call it an economic not a disaster but a

C Curtis Barney 17:48

something

J John Dodds 17:49

something along those terms that just said we're

R Ralph Perkins 17:51

economic watch I think with it or something like that

J John Dodds 17:55

yeah just because the economy wasn't moving kids weren't moving in our our students were at all time low and we did bounce after that. We saw a nice little bounce coming back up, where we were pretty close to 1000 students with our with our typical brick and mortar. But we're down down to 800 and 850, 830 or so. So we lost quite a quite a significant amount, and I I think it's time that as a board we start recognizing that and having discussions about what that means and and and really starting to maybe identify ways where we can hopefully influence and and try to find ways to to keep our schools large enough to function. All of our schools are at risk of losing teachers when they drop because we are again we're funded by student numbers, and I think we looked it up the other day. We've lost probably 10 to 15 employees since that six years through natural attrition. We just don't hire back, and all the way to the district level, we have a strategic plan to where, if somebody's you know through natural attrition, how we would reduce to make that work. But I I don't love that that's our that our plan is to adjust to the numbers that are coming in. I I'd really like for us to be more proactive in thinking of ways that we might be able to help with economy, or help with the discussions, or be more influential in in getting students to move to Garfield County.

R Ralph Perkins 19:29

So I, I'm, you're talking my language when you start doing that, and I think that the sad fact of it is until our county in general changes our attitude of what what industries bring in students, we're going to see this trend continue because the growth that we're getting isn't necessarily the kind of growth that brings families in.

J Jared Brems 19:56

You push the tourism and we

R Ralph Perkins 19:58

need we need to we need to. Get actively involved in our communities with zoning and ordinances. We need to we need to be involved with discussions about bringing industries in, real industry things that bring jobs. The other thing is, is it's time that we start fighting back on the homeschool thing. There's at least half half of these numbers are sitting around in our in our communities, and and I think it's time that we find a creative way or a way to bridge a gap because most of these kids that have come to our community, and I can't speak for all the communities, but most of the ones in the Panguitch Valley aren't kids that have ever attended our public schools, their their families have moved here in a homeschool model, and I don't know if that what that looks like, but I think that that we should be able to find a legal, nice way to communicate with them, and start working on on bridging that gap, and you know, because a lot of the things that they pulled their kids out of schools, or they haven't sent them to schools in the Wasatch Front and Las Vegas areas and stuff are non-existent here. You know, we don't have what they pulled their kids away from, and their kids would be very successful in our school system, and that would that would help. You know, if we could get half of them, that would be probably pretty close to half. There's probably as many kids as we've lost sitting around in our county homeschool-wise.

J Jared Brems 21:31

More in Boulder homeschool than we have in public school.

R Ralph Perkins 21:36

Yeah, and well, I'm just saying the the loss of numbers. I mean, we're about 170 down. I think seems like we were almost 1000

R Ralph Perkins 21:46

then, right? And I'll bet you that there's, I'll bet you there's over 60 in the Panguitch Valley. Yeah, and including Hatch, I know there would be. And and like I said, most of these kids are they're great families. They're great kids. They've never attended public school in Garfield County, and I'd really like to get an opportunity to to see if they could try. I think that that that might be one. That would be a quick answer. The long the long term goal is that we need to get involved with with our county governments in figuring out a way to bring families in.

J John Dodds 22:27

Well, I love that, and I and and that should be our first try. I mean, the the students that are already here, right? The students that are already in place, families that are already here in place. One way we do have access is that they do have to assign. I don't know that all of them are doing this, but I know we do have records, and that'd be a great data point for the board to start with. Is they have to sign a homeschooling Affidavit, right? So they, we have a point of contact right there. I

R Ralph Perkins 22:53

can guarantee it; they're not all doing that.

J John Dodds 22:55

Exactly. Yeah, I think we have

R Ralph Perkins 22:57

them to do that. Yeah, how do we find out who they are? Because because I'll tell you what, there is weekly a family that I have no idea who they are.

J John Dodds 23:07

Yeah,

R Ralph Perkins 23:08

come into my restaurant with with some kids from Antelope Bridge. Yeah, you know, and and I've met several, and and as I've gotten to know these people, they're great people. They're awesome, and their kids are talented, good kids, and you know, and their kids want to be involved in things.

J John Dodds 23:26

There is a superintendent in Morgan School District who has. That's been his initiative over the last few years. Was was making connecting with the homeschool families. So he contacted me just this last year, wondering about our online school. There, he's likely going to build an online school, but his design is instead of being trying to service students all throughout the state, his only design is to try and service students that are local, right? And so, he started with relationship building, like being very curious about what it is they're looking for and what services those look for, kind of a different approach. In the past, it's been this is what we have, take it or leave it. You know, we don't. You know, it's up to you. But he really took a different approach and has has really built. He, from our discussions, has said he's he's identified the leaders of those those families because they are interconnected and they work together a lot. I think they do a lot of education together. But he's trying to design a kind of a school really specifically built for those for those students that want to want more of a flexible type of a schedule and more of home bound scenarios. I have talked to I have talked to a few, and what I've found is that they do prefer rather than our Harmony, they're they're preferring the. There's an alternative called Advanced Ed, Open Ed is the name of the of the other home not home school, but other online school provider like Harmony. They're the been the competitors. We've reached out to them to see if we could contract. Them just because they seem to be the preferred homeschool provider, and they just haven't reached back out. They just don't have an incentive, I don't think, to partner with the school district. But anyway, that's one thing I can do too is get a hold of that. What if

R Ralph Perkins 25:16

we started with? You know, I have a couple of names. I'm not going to say them in public meeting, but we we invite some of the the ones that have that have put their kids back and forth into and get get them on some kind of an action group or or something so that we know you know because a lot of times you know we grow up and this is our traditional norm, and you know it's like it sounds like a horrible idea to me, you know. But there's something, and and I understand why they do it or why it's a choice for some families, and I'm all about parent choice. That maybe if we had some of these people that have been involved with that, that have done both, that can tell us where our weaknesses are, what the what the you know the intriguing parts of public education, or what they feel like the that you know maybe we can maybe we can do a non traditional approach and figure out maybe some things we can change to make it more appetizing.

J John Dodds 26:25

Yeah, I think that's where districts, at least some districts, are finally starting to move to that idea that kids, kids and families. We're in a state of parent choice. We've been there for a long time, and districts are becoming more and more competitive in what that can be. And the term I heard last time, Ralph talking to the superintendent said kids are voting with their kids and families are voting with their feet, and if we don't find ways to service the way they're looking for it, then they will find it some other method, right? So, if we want to service those students, we got to provide the services they're looking for. But if we got 100, let's just say we got 100 of those students, that would create, you know, good jobs, right? Which also bring and then and then that brings in families again, right? And then there's a whole cycle to it all. So I I like that. I like that we start there. That's a great starting point to where we can control have a little bit more control than the whole economic, yeah.

R Ralph Perkins 27:17

And if anybody else wants to jump in, I won't be offended, but the other idea I had, along with the, I think that it would be appropriate to see if if the county would allow either you or Lane on the zoning and planning, just in those discussions, so that you guys are aware and so that we can kind of maybe help give some insight what we need. You know, I mean, like the thing is, is I see a lot of discussions about about subdivisions and stuff like that, but not a lot of discussions about how that looks for families and how to bring them in. And and you know, when we're zoning and planning for industry, that we need to encourage them to make that happen, and you know it seems like a lot of times that we have such such a tight speculation of what we think that should look like that we're that we're not even allowing discussion on things that don't fit in that box.

J John Dodds 28:20

Yeah, I think you're right. I I did. I was in Antimony in this last week. We did get the this kind of a side note. The the preschool will be starting up in the next week. That's pretty exciting, right?

R Ralph Perkins 28:32

Still just one.

J John Dodds 28:33

Just one right now. Yeah, just one right now. Which got to start someone. Right. Got to start someone. That's one more than we had. One we had hers. What's that? What actually brought her? Yeah, that's right. That's great. But I was in the I was in the I was I was in the store there. You know, the locals were kind of visiting about the Antimony mine, and there was just tons and tons of interest for quite some time. And they said they've all packed up and left, and I don't know if that means they're finished with their exploratory side of it and haven't come back. But the claim they said this is the gossip now is that is that they're struggling getting permits through the Forest Service roads to get into the mine themselves, and they've kind of given up on the on the challenge of it all. So that's where again, we we have to realize that we are the we are the pressure points, right? We got to there's some there is some politics that I think this team can kind of influence more than we realize, but putting pressure on the Forest Service and putting pressure on you know contacting these mines and these different places that are looking to to possibly explore our areas, just being again curious with them of what's what's the limiting factors and how can we help? And I think it is we we also got to be cautious because we want to do it in a way where we're coordinating really well with with our communities and growing in a way that they're hoping for too. I want a balancing act, right? Of of not on our own. Independently going out and doing it, but but having this support of growing, regardless, we got to have jobs. That's all I'm saying. There's got to be jobs. I think the best way to put that, and we've talked about this a lot in the past. That I took, I took a, I actually took my grandfather's job at some point in time. My brother moved into his grandfather's house, right? So two people moved back from two people leaving. I brought three kids. My brother brought three kids. My grandparents took out 12 kids. Right, so 12 got replaced with six with the same jobs. Is what I'm saying right. So if we have the same exact number of jobs in 2026 that we did in 1950, you're not going to have the same number of kids, and and and and and I don't know if that's not the right answer, but we just got to be really clear-eyed and and really consistent and obvious and very honest with our constituents and with our communities that that does mean that schools will be reduced in size. That does mean teachers won't have. That means offerings won't be. We won't be able to offer as much of the high school, especially right because we don't have the kids to to fill them, and we don't have the funding to fill those programs. So there is that perfect kind of number we're looking for, and we're well below that right now. Is all I'm saying. Okay. Anybody else have anything ideas?

M Myron Cottam 31:23

I agree with the homeschool idea, coming up with something that would fit their agenda that we could tie into, where both of us could benefit.

R Ralph Perkins 31:37

Anybody have any objection with Lucine Commenting. Equal opportunity. Anybody that's here during our work meetings, work meetings are different than regular meetings. We can let you talk.

J John Dodds 31:52
They're a little bit more soft. Yeah, there you go. Yeah,

A April Lefevre 32:07
we do.

J John Dodds 32:10
Depends. There's there's there's various ways that they do it. For a small school like ours, usually we get all because the way they designed it,

R Ralph Perkins 32:19
and you get more if it's vocational class compared to another one,

A April Lefevre 32:24
I can't hear Lucine's comment.

R Ralph Perkins 32:29
I'm just she's trying to be incognito and quiet. I see. Okay.

L Luciene Syrett 32:37
Can you hear me better, April? Now,

A April Lefevre 32:39
yes, I can.

L Luciene Syrett 32:40

I know we have some Boulder girl that are taking like a ball, like I know Kara Gardner, like now she'll be attending basketball starting, and I wondered if we still get money or not, how that kind of works. So that's good to know. But just future couple things, like I know we are really working at Ruby's Inn to try and get not not as many as there used to be, but a handful of Hispanic kids that are at Ruby but not enrolled,

M Myron Cottam 33:06

and

L Luciene Syrett 33:07

we're working on that.

J John Dodds 33:08

I'm

L Luciene Syrett 33:08

off the record, maybe, but letting you know that I know, I know. I

R Ralph Perkins 33:16

just wanted to make sure the later ramifications for her yet.

L Luciene Syrett 33:23

20 lot, maybe more. And I am been my dream for a long time. I'm excited to see that for family,

J John Dodds 33:32

like home lots and home

M Myron Cottam 33:33
lots

J John Dodds 33:34
in in Bryce in Bryce

L Luciene Syrett 33:36
Canyon City. So I'm hopeful that that creates growth. Yeah, that's

R Ralph Perkins 33:40
what I'm talking about. And

L Luciene Syrett 33:41
that's and that's why I just want to share that because that's what I'm talking about. And that's working on it for a couple years, and it's happening. So I'm really excited about that. It's gonna be you know we talked a lot in that apex meeting about maybe the opportunities online job, but families being able to come back here. And I and there's been

R Ralph Perkins 33:58
so many good things too, like Panguitch's Panguitch City's approach to Airbnbs, where they're basically making it so they have to be in the industrial zones,

L Luciene Syrett 34:09
yeah,

R Ralph Perkins 34:10

leaving the neighborhoods alone. That I mean, we're already seeing housing go down in Panguitch, you know, and and families will be able to get into homes in the near future, and those kinds of things are happening. We just need to have a seat at the table. They need to have that reminder. Hey, it's important for us to get families in. You know, because there are even people like we get our housing more inviting in Panguitch Valley. It's realistic for people who work in Sevier Valley or Iron County. You know, and that and that happens, and there's a lot of online jobs families that are coming into the area, you know, and but you get those by having affordable housing.

L Luciene Syrett 34:52

Yeah, and I think they're working on that. Yeah, but I wondered if that's not part of this homeschool thing. If we can even, I've wondered. With this apex building, man, if we can get them to a an apex PTE class, some of these homeschooled kids because we have some opportunities to offer them now, that may help our numbers.

R Ralph Perkins 35:10

Yeah, maybe

J John Dodds 35:11

something they're interested in

C Curtis Barney 35:12

funding. Thank

A April Lefevre 35:13

you, Luciene. That's great news.

J John Dodds 35:17

Awesome news. And then accessible housing is another thing that they are working on right now as well in all three communities, I believe, which I don't know that we have a report yet on that. Still, still seems to be moving.

R Ralph Perkins 35:29

April, I forget you're there. Do you have anything to add?

A April Lefevre 35:37

No, I just commented. That was great. I'm glad to hear from Lucine about that, and I've heard I've heard kind of the underlying a part about that about the housing, and so I think that's great comment. No, I am concerned about it as well. Parent choice is a big thing, like John mentioned. That's that's that that's hard to to not recognize, but I do think that we need to work together with our partners, and our partners are the counties and the communities. So I think I think as long as everybody is aware that there's some concerns and that our priority, especially with the board and leadership, is is our schools, our brick and mortar.

R Ralph Perkins 36:23

Okay. All right. Thank you. Anybody else? Okay, let's move to our policy review. We're on the first ones: the limit limitations on extra duty assignments. So this

J John Dodds 36:38

is the one we discussed a little last month, the board determined to not vote on it. And my understanding is that they would like to still have it on the agenda for this month in case they wanted to vote on it. It's just a reminder that at one point in time, just a kind of historical reminder. At one point in time, we had gotten to a point where many classified employees were also serving as extracurricular activity directors or advisors, and they were they were taking quite significant time off of work with with professional leave To really to achieve those those responsibilities, and our our system just wasn't designed for the for the requirements of substitutions with especially classified type roles. We just didn't we were designed that that that way. So we were getting lots of phone calls. Board especially was getting lots of phone calls of just some of those services not being offered because there's not a substitute for it. The challenge is what that was. So we moved to try and design a policy that made it to where it was more difficult, or not as not as maybe not as encouraged that that those positions participate in the extracurricular activities, and while we were designing the the the policy, we found a policy that was already in place, and that policy suggested that really our our policy already existed that they can't that in order to be to participate in extracurricular activities as an advisor, they have to they have to be approved by the board. It's only the board can approve it, and it has to be a volunteer. So they can volunteer to participate, but they can't get they can't be a paid position. The biggest reason for that policy is actually the risk of somebody becoming what do you call it? A salary type of position. Go ahead. So

R Ralph Perkins 38:45

the just that part right there, just a little clarification. So they can't be a paid position. Does that mean they cannot get the stipend?

J John Dodds 38:53

Correct.

R Ralph Perkins 38:53

Okay.

J John Dodds 38:54

Correct. So that's our current reality: is that we we pulled professional leave. We did that quite some time ago, we've set that policy before we found this one. So we've pulled professional leave. Right now, there is no employee, classified employee in our district that has professional leave to participate as an advisor. There are some employees that we grandfathered in because they were already advisors, where we allow them to accept the stipend, but there has not been new employees since we had we found that that policy and applied and executed that policy. So anybody that's came to the board, we have had some that have come and said we still want to volunteer. We'd like to volunteer. Would we be able to do that? The board has approved some conditional employees to volunteer, but without the stipend, as Ralph was suggesting. Principals got together in our last principals' meeting and had discussions about it. They're just saying in practice, it's really becoming very challenging to find people to service the students. They're hard to find aides. They're hard. It's actually going both ways. Aides aren't becoming aides because they want to coach, and so they won't aid. And and then back the other way that aides that would typically coach won't coach because they want to be an aide, right? So they're finding a. I think this is. I have a case in all three schools right now, in all three high schools, where we have an aide that would coach or participate in aid, but is not because of this policy. So I look closer at it, and as I read through it, I read the definition of volunteer status in this policy. As this policy is written, a volunteer can receive a nominal Stipend. So it's already written. We don't have to change the policy. We just have to change how we apply the policy and allow a nominal stipend because we pay coaches so low. We're easily within the definition of nominal stipend. Okay, so that's that's the good news. The bad news is we pay them so low. But the good news is that we, because we pay them so low, there really is a nominal stipend. It would not impact our. We would not be at risk of fair labor standards of salaried employees. The part that I would really make sure the board pushed back on is, I would not recommend moving back to where we were at, which was professional leave. That's where we got ourselves into trouble because they would leave without any without any skin in the game on their own end, right? So they would leave to go on professional, and they they take as many days as it took to do. So if they wanted to go on a three day tournament, they would have no sub, and they'd they'd not run out of leave days, right? So, I I've recommended that the happy medium here is that we that we redefine volunteer with a with a nominal stipend rather than zero, as approved by the law. So allows us to do that. And then the second part, though, is we stay, we stay with our current practice where classified employees could not access professional leave, and the second current practice that I would recommend that you do is that they all have to come to the board. I would not. Principals right now can hire coaches or extracurricular advisors, really without an interview. They could go to somebody on the street and just say, "You're my next volleyball coach. You know, we we do that because of the speed of it. And again, it's a nominal it's a nominal amount, right? So they can actually assign it to anyone in their school. They can assign it to somebody in the community. There's no requirement for the for interviews. Many coaches do interviews because they can get competitive and they want to give people opportunities. They want they want a community to hire their coaches, but they don't have to right now.

J John Dodds 42:53

What I would suggest though is we keep in our policy that if they're going to hire a classified employee, that that really that has to come to the board, because oftentimes it's the board that's receiving the phone calls and and the challenges, and I think it's appropriate for us to sit down with the teach with the principal and say, look, we're getting calls on this employee, yet you're trying to hire them as a and and take them out of the school more. That's putting this employee in a risky situation, why would we do that, right? So, it just adds that layer of, I think, of accountability. So, I wouldn't loosen it up on. Still has to come to the board. I wouldn't loosen it up on professional time, but the recommendation right now from the from the principals that they that they suggest would work with the three that they've got anyways out there, is that we offer that nominal stipend, and define that as the volunteer status, right?

R Ralph Perkins 43:47

So that's the only thing you're asking to change.

J John Dodds 43:49

That's it.

J Jared Brems 43:50

It's not changing anything. It's just

R Ralph Perkins 43:52

just changing. Redefining,

J Jared Brems 43:54

redefining,

R Ralph Perkins 43:54

and see how many of how many of you actually thought that they weren't getting the stipend? I I because I didn't catch that when we voted this in, I honestly thought they were getting the stipend, but we just weren't letting them take time off to get, you know, that we weren't letting them to take like professional time. They weren't getting professional time. We weren't paying them to be gone on their jobs because they're hourly jobs. But I did not realize they weren't getting the stipend, and so the part

J John Dodds 44:24

is it's inconsistent right now because we have that. Yeah,

R Ralph Perkins 44:26

I thought they were getting the stipend.

J Jared Brems 44:28

There are some that come to us to get it

R Ralph Perkins 44:30

to get hired.

J Jared Brems 44:31

Yeah,

R Ralph Perkins 44:32

get hired to do it. I just thought that what we were limiting because what the problem was in my mind is that we had people taking like professional leave for hourly jobs, they were still getting paid for their hourly job that they weren't at, which is a little different than a salary job, and that that everything else was equal. So I guess, I guess that's what we did. What I get for not asking the right questions.

M Myron Cottam 44:57

Here's here's the here's the feedback. I've received the phone calls. Is number one, Myron why are you wasting your time on this issue? You've spent more time on this issue than anything else, and why don't you just let the administrators take care of it? Make sure there's not somebody that's abusing the system, and let them deal with that abuse rather than a blanket policy across the district for everybody. And all of the communities are-I mean, we-you know-I spent quite a bit of time on the phone explaining. We try and keep things consistent across the across the district, and this person that was I was talking to says, "Yeah, she understood that, but she felt like that we are spending way, way, way too much time on something that is so simple that we just let the administrators deal with, and if there's abuse, deal with the abuse. Now that was interesting.

R Ralph Perkins 46:19

I'll just throw it out. That's why we're here. Was because they weren't dealing with it. Yeah,

J John Dodds 46:25

that took me a lot more time to deal with the abuse than.

R Ralph Perkins 46:30

No, I mean that that's that's the problem. There was no consistency, and they weren't. Every building had a had a different case, and when one would try to clamp down on it, the the finger pointing would start. Well, what about what about?

M Myron Cottam 46:40

Yeah, I understand.

A April Lefevre 46:41

Could I, could I make a comment? Yeah, I've I've heard I've heard a couple of comments to me, and of course it would be better if if it could just happen. They could use who they needed to to fill those positions, but at the same time as I explained where it had come from originally-that's been a few years ago-that we decided that they could understand how that crosses over and things get really messy. And so I think because our district is spread out, we have the three high schools and the other schools that the policy needs to be in paid place, and you know that that's how my my personality has built build the fence, and have the policy, and and then when there are exceptions to that, it sounds like that that is allowed in our policy for just some discussions. So I was under the impression that the stipend was not included because we had that discussion recently about

R Ralph Perkins 47:44

because you write things down,

A April Lefevre 47:47

right? So anyway, that's that's my comment. Thank you.

C Curtis Barney 47:50

Okay, Curtis,

M Myron Cottam 47:54

just finish up. The other comment I received Was in and this came from Escalante that the principal had advertised for a volleyball coach for over a month, no takers. He's got somebody in the elementary that is willing to do it and could step in and take care of it. He's not been able to do it because we're and some of this is my own words. We're dragging our feet on this, and he just wants some clarity one way or the other so he can proceed. But he says for me in a small school, and that's what I've always argued for because I was there. Sometimes you just don't have an opportunity to bring somebody in. It's they're not all beating the doors down to come in and fill those spots, and so I and I think we have differences across the region or across the district. Panguitch spends a lot more money on fuel than Escalante does. Escalante spends a lot more money on water than Panguitch does, so there are differences, and I think we have to allow for that, but we need to offer some sort of flexibility so that those things can happen, and the principal says I don't mind having more pressure put on me to deal with those issues, but he says we just need some help. I'm losing my voice. No, that's good. Yeah.

C Curtis Barney 50:01

I I totally agree with what Myron's saying that where Ralph and I got into some heartache with this and a lot of phone calls was an administrator allowing the abuse to happen. We had no way to control it, more than one. Yeah,

R Ralph Perkins 50:17

yeah, and more than one administrator.

C Curtis Barney 50:19

And so we wrote the policy to try to tighten that up. Well, as recent as without saying names, not many board meetings ago, we have a situation where a person came to us and said, an administrator said, "I can't find anybody. I need this person. We go ahead and grant that because the school board members we don't really know if they're who they are and we trust the administrator. Well, the same person isn't doing their normal job, so now we have complaints that the same person isn't doing their normal job, but they get to do this extracurricular job, and here we are again because of that. What what happens to that person who's not doing their normal job? I mean, we either need to get rid of their extracurricular job so they can do their normal job, or get rid of them altogether. I'm not sure which, but that's the part I have a hard time with, is because board members trust administrators because we understand they're in the type situation they are, but we shouldn't have to tolerate non-performance ever. So I struggle with the whole concept of allowing. I get it. I don't think we have one, one coach in Panguitch that is a teacher. One, the rest of them are community all the way around the board. So I get it, but we have to be careful to get the right ones because of that very scenario. They're not teachers. We better be darn careful that we get the right ones that we put in those positions. So, and if they don't perform and don't pan out, why do we continue to let it happen? I think we ought to be able to take it away as fast as we gave it to them. Anyway, my thought.

R Ralph Perkins 52:17

Okay, April. Anything else?

A April Lefevre 52:21

No, I I really like your thoughts on that, Curtis. It's it's put my thoughts absolutely because that was in our school. That's hap was happening in our school. So thank you.

R Ralph Perkins 52:32

Okay, anybody else? Okay, let's go to whatever that one was,

J Jared Brems 52:41

assessment data review. The

R Ralph Perkins 52:43

data review.

J John Dodds 52:46

So the last time, those of you might have just right into it. Sorry, I just assumed. But the the last time we the the last audit we just got out, the most recent school district to get audited was South Summit School District, and we're we're very wise to watch these audits because it's the legislation and the auditors that are projecting out this is what we're looking for in a high functioning school district, and really what we're going to publicize, and to the legislation that that we that we answer to ultimately, right? We answer to the public, to the state of Utah. State of Utah is ultimately responsible for educating students, and that that authority is delegated down to us as board members to to execute that for our communities. And what they found was that the the biggest feedback to their school district was just how little amount of data they used to drive their decision making, both as a board. So when they looked through their board minutes and board meetings, they noticed that they were rarely talking about student achievement, right? So a lot of their discussion, everything else, but the thing that they were charged to do, and so it's something that, as you know, I made a goal on. I hope to have a, I hope to ultimately have a a dashboard that you can look at really easily to look at data all the time or more fluidly because there is more data than what we're going to look at today, but as of today, I just wanted to show you the report cards. Those finally came out, and one of the frustrating parts about this conversation with this data is, hey, we want you to use data more often, but we're not going to give you data for a year and a half, right? So the data we are looking at right now is what I what I often call dead data. It's autopsy, right? It's an autopsy. For the same time, it is valuable to look at the autopsy. Like, what is where are we at, and where have we been? So, in here, you can click on the link, and if you click on the link, you can go to the Utah State Board of Education, and this is the Utah School Report Card. The report card was born from. All the way back in No Child Left Behind, that's still law. It's been renamed a bunch of times since then. In fact, it was law back in the '60s, is where it was created from. So it's it's been a law for some time, but it's been redefined. And basically, it's just the accountability system to schools and districts to saying we're we're doing we're supposed to be doing. So

R Ralph Perkins 55:21

as I looked through this, I saw some things that I don't I don't even know where to start on it because a lot of it's infuriating to me, and and by that what I mean is that I know I know the effort that our people are putting in and putting into the classroom. I know how it feels and how it looks when we're there, and I know how much of our resources we're putting towards this direction, and we're still not hitting hitting the the things that I feel like that, and I feel like they're better than that. I don't know what the I don't know what the flaw is. I don't know what

J John Dodds 56:05

what the disconnect is. Yeah,

R Ralph Perkins 56:06

because like I can walk through the building, or I can go and observe, or I can sit and listen, or I can listen to parents. I can talk to the kids and tell you that our kids are doing great, and I see our kids how successful they are as they go on. And one thing, our like so like specifically growth. Okay, all of our freaking elementary schools are straight up with growth. We're not getting the commendable growth thing. Our elementary teachers are working their butts off. They're going to national level conferences. We're putting the resources into them. They're taking it seriously. The kids are engaged. The parents are bought in. Why aren't we bumping that needle? What what's what are we missing? You know what I'm saying? Because I don't think it's their fault. I think it's something that we're missing.

J John Dodds 56:58

So, President, that's the right exact question they want when the auditors come in, that's the question, right? They they want to hear us having that exact conversation.

R Ralph Perkins 57:09

Yeah, because I looked at it in our high schools. I actually I actually feel like we're we're making that we're hitting the right notes because we do have growth in our high schools, and we're seeing those numbers come up. Like I think our science number was 48% and it's never been that high at Panguitch High School, and and all the way. You know what I'm saying? I mean, the thing is, is that it is working there. Correct. I feel I see that needle moving at our elementary schools. It's like, come on, what do we got to give those people to help them?

J John Dodds 57:38

Yeah,

R Ralph Perkins 57:39

because they're they're working their butts off

J John Dodds 57:41

more than about anybody. So I love that you said that because observable anecdotal data, which is observable stuff, right? And we walked through the building, we're seeing better than ever before. And you know, I don't want to. I don't want to say. I never want to criticize here, but I can say my first years coming through buildings, I could see kids kind of not engaged, and lots of movies being shown, and you know whatever it might be. And I'll tell you, I I can confidently say anybody wants to look through walk through any one of our elementary schools at any time are going to see very engaged kids and teachers and a school. The climates are high, the energy is high, the work cloud is high. It's incredible.

R Ralph Perkins 58:22

I see the teachers at these workshops. They're taking it serious. They're they're learning their their craft.

J John Dodds 58:28

Yep.

R Ralph Perkins 58:28

They're becoming master educators, each and every one of them.

J John Dodds 58:32

So we have a hypothesis. That's what we have right now is a hypothesis that we were working on, and it does come from the high reliability school national conferences that we're talking about, but one of the good hires we made right now, and we just barely got a new one this last year with Lara Cox, and the year before that we had Nathan Platt, but they're reading specialists slash instructional coaches, and we're starting to get hopefully some consistency with that role, right? But in the last conference, what they found is that teachers are serving in elementary specifically. Glad you brought that up, but in elementary specifically, teachers are servicing three masters. Okay, so I'm just going to give the three masters really quickly, maybe four masters. First master is the standards, which is given to us by the state. This is what a kid has to accomplish by this grade level. These are the concepts that students should learn, and the state gives those to them. Then the district goes in and buys a curriculum. We buy a program or a curriculum, and the teacher is given both those things and they don't align, so they have to decide which one is going to be the master. Right? Is are we going to be the following the curriculum or are we going to follow the standards? Now, hopefully those align, but the key word here is hopefully. They're not guaranteed to. The third master they. Is the state standard or the state assessments aren't aligning with the standards? So Acadians, for example, if you look at our cadence data, which is our reading stuff that Cindy began in her effort as reading specialists, has gone through the roof. We were demonstrating growth. As you remember, we got certificates for 10 and 20% growth in those areas because we're focusing on that reading and the standards that go along with them. So there's a second, there's a third master of it, and then in elementary school, especially, is the love for learning, the love for school, the love for the projects and activities, and you know being a part of the school. Those can all compete, and so this last year, it's a slow process. And board, and really as a as a superintendency, we've we've well, let me rewind that. As a superintendency that's been so far supported by the board, we've gone with a very slow process on purpose because we don't want it to turn into a one, we want this to become who we are, not initiative that we're doing suddenly and it's over, right? But I wish I would have brought it with me. mrs. Cox put together a folder for each feature, and it just basically goes in and aligns all those things and says, "Here's the stuff you do in a in a in a year. Start taking notes this year, and identifying what's lining up and what's not, and then at the end of that year, we're going to take that and align it up. What our guess is and our hypothesis is is that what we're seeing once those align, we believe you're going to see that needle pick. You know what I mean? Because it's so.

R Ralph Perkins 1:01:41

Am I wrong? The the one that we're most concerned about is growth.

J John Dodds 1:01:44

Correct. You are absolutely because

R Ralph Perkins 1:01:45

that shows that we're at least going forward, not backwards.

J John Dodds 1:01:48

Yep. Right. We can only grow what we got. Right. So it's just this idea that that's the focus. Absolutely, is growth. And we and over time, if you grow, you're going to ultimately have this. Right. Everything else will follow. Everything else will follow. That's exactly right.

R Ralph Perkins 1:02:01

I just want to make sure I was.

J John Dodds 1:02:04

You're nailing it, but we can't have confidence that growth will happen when the standards, objectives, curriculums are doing different things. So when kids are look, when we're looking at kids directly, are they achieving better than ever before? Yes, answer is yes. But it's different data than what the state's collecting, and so we've got to align those two, and I will tell you that takes hundreds of hours to align, especially today. And I will say the one that surprised me the most in my head as a superintendent, because I'm not an elementary guy. But when they said language arts and reading, you'd have thought if we increased reading, that language arts would naturally increase, right? But as we got deeper into it, they're not the same thing. They're not that they're not measuring the same stuff, and so there wasn't the correlation we were hoping to see there. So our hypothesis, if we increase reading, everything else will increase, has actually not been the case. We have found that we really do have to focus on these tests and exactly what these tests are asking for, if we want this data to improve. Now, I'm going to give you just a warning sign on that. We don't anticipate that to happen for at least two years. This year we are aligning. Next year, they are applying, which means the next year is when the data autopsy comes out and you see those growth scores, right? So what we want to be reporting back to the board is both those things-the data-but we also want to be reporting back the leading indicator that that work's getting done. So it's the evidence. What you're going to be looking for is show me evidence that that work's happening, because if you don't, we'll be here three years from now saying, "Oh, we're going to do this new initiative. You want to be constantly looking for the evidence of the work, and so right now that's where we're asking our. We meet every week as an MTSS meeting where we just this is what we look at as the data, and trying to align that align those initiatives. And again, our belief is once they align, we believe that growth is going to peg. It's just a year or two out because it takes time to align those things.

M Myron Cottam 1:04:08

Is there anything that we can do to keep that process up?

J John Dodds 1:04:15

That's a great question. We've been thinking about that a lot. We tried to do this actually two years ago, three years ago. It's been four years, I'll bet now. Remember, in the summer, we invited any teacher that wanted to to come help align those, and they could spend four, three or four days aligning, working on it. It they were still so disconnected that that it didn't have the effect that we thought. So again, the belief is maybe we could pay them off contract time, but the challenge with teaching is that it's a lifestyle, isn't it? I mean, really, we are in that because of the lifestyle. We there's a nine months to this that we have, and anytime you go into the summers or other stuff. It's it's hard to guarantee, and so I think one of the things we could do as this district, though, is just continue to look at those. This is what we're doing as our team is we're we're we're trying to identify smaller groups rather than trying to do the entirety of the district at the same time. Find smaller groups that do have they're in the season of life, or they could use some extra money, and could work some summer time to try and show how those things could align, and then practice them faster. So that might be something the board could support. Say that

R Ralph Perkins 1:05:32

in the in English. Hey,

M Myron Cottam 1:05:36

I throw out one thing. What about a district PLC in math, or one in language arts, and get those teachers together and look at the test results. Focus on what we need based on those test results, and then come back to the curriculum and emphasize that area to be taught in the district or school.

J John Dodds 1:06:11

You know, Myron, that's exactly the recommendation for my MTSS team. Probably a year ago was to do exactly that. I'll be candid. I'm the one that kind of put a stop to that because what we found is, as a district, whenever we pulled somebody from the school, a lot of times you're pulling the

M Myron Cottam 1:06:30

very person needs to be teaching,

J John Dodds 1:06:32

not just the person that needs to be teaching, but the person that needs to be a leader in the building, the heart of the building, right? So, the principal needs extra time with people in their building. They need to be the instructional leaders, and when we start pulling those people across the district, the principal lost access to their very best employees. I shouldn't say best employees. That's a that's the wrong term. Their most available employees, right? So sometimes again, seasons of life. There's seasons in my life where I can I can help during the summer, and there's seasons where I just can't. I'm just too busy, right? I can do my my job as expected, or the standard is expected. So, what we what we're hoping that is actually the opposite. The principals identify those teachers that you're describing that have the time and and energy and excitement and passion. You know, the early adopters is what we call them, right? People that really enjoy the enjoy this work, and we incentivize the principal and those guys to become those experts. And then once they're the experts in it, is our vision on this. As they become experts, now when they come together, they're coming together as experts, not coming together as learners so much. You know what I mean? As as that piece. So we're kind of going a little bit backwards from that, but that's the ultimate vision you just described. And again, the reason why I think it's going to be successful is because we're watching principals shift from disciplinarians, traditional disciplinarians, where you sit in the principal's office, kids come down, you discipline them, to now we're shifting to where their time is being pushed to that RBT position. So that was a good help, and we're asking the teachers, our principals, to be in the classroom, identifying teachers that are doing it, creating the PLC that you're describing at the school level, and then they'll carry it to the district as as they identify those and align them. So that's the vision that we have with it. Again, it's our hypothesis is it's mostly alignment. I don't think we're having an issue of performance. I think we once were. We've hired really well in the last few years too. We've got really great hires, but alignment is going to be the big. I think it can be the big one.

R Ralph Perkins 1:08:34

And I think the other thing that's frustrating to me about this system is what we're tasked with is so much more than just this. Yes,

R Ralph Perkins 1:08:45

you know, by the time you you look at what we've done with mental health and what we've done with health, health, and you know, just the whole gamut with family involvement and every child,

R Ralph Perkins 1:08:59

just just the whole thing. We've got so many different moving parts that this is such a poor indication of what's going on in our buildings, and so I just want to put that out there. It's not like I look at these things and think, "Oh man, that school sucks. You know, I'm looking at these things. Wow, that is a really bad evaluation of what's going on in that building,

J John Dodds 1:09:23

I love that. I love that.

R Ralph Perkins 1:09:26

You know, and I think that we need to make sure that communities understand this. You know, because you look at, like I said, you just look at the challenges of everything else that that we just since I've been on the board that we've been putting into place. Yeah, and this goes on for years. It's it's like this is this is kind of just bogus stuff. They've got to come up with some different indicators that actually reflect what goes on.

J John Dodds 1:09:55

And I will say that's our second work. So our first work is aligning. Our second. Work is that if the state won't come up with those indicators that we do, that we can bring to this district and show a more comprehensive view of this work of the school, right? Which is also work we're doing as a team.

R Ralph Perkins 1:10:15

Well, you take you take what that looks like for Bryce Valley.

J Jared Brems 1:10:19

Yep.

R Ralph Perkins 1:10:20

I mean, my heavens-they've got a third of their their students that come to them not even speaking English.

J John Dodds 1:10:26

Correct.

R Ralph Perkins 1:10:27

You know. All right. So come on. And then,

J John Dodds 1:10:30

well, an analogy I use here is that again, we've used autopsy, but let me use a better analogy: is that this oftentimes could be viewed as a scale, right? A scale is not an indicator of health. It's actually a really poor indicator of health, right? And yet, so many Americans have such this weird relationship with their scale, right? It's I can't look at it. I don't want to see it. I don't want to know what it is, right? But yet, we still use it as an indicator. Still, it's still a great tool, but we got to use it correctly. And I love that you're looking at this as a scale, as one indicator of health. But when you go and really look at your health, you're looking at body percentage, you're looking at blood, you know, blood tests, you're looking at cholesterol, you're looking at exercise, you're looking at. There's so many indicators that is the overall health. But you could imagine that if my body type, I went and said, you know what, I've got to be 120 pounds, and that's the only indicator I'm going to look at. Would I be healthy at 120 pounds? Probably not, right? Probably not. And in fact, they've shown my range of health could be anywhere from 160 pounds to 200 pounds, depending on what I'm trying to accomplish, right? What I'm trying to to do there. So I I think that that's the second part of our work, President, is that we've got to have indicators that can show that entire health of ours building, not just these indicators.

R Ralph Perkins 1:11:54

April, you got any comments?

A April Lefevre 1:11:59

No, I like the observation on both what you said, Ralph. I do. I do think the scale is important. I've I've kind of seen that. You know, it's just it's weird. I guess in my mind, since COVID, I have yet to really wrap my head around the data. It just hasn't got on its feet yet, and it should six years later, absolutely. So it's there. They use it for a lot of things. We've got to learn how to to read it to make it work for improvement in our district. I really like the PLC idea, especially in the math. I think that's that's wise. So that's that's what I have observed just listening to you.

L Luciene Syrett 1:12:48

And we have deep dived on it. They bring this data every year in the spring, and we talk about it with our parents and our teachers. Our teachers are so frustrated with this skill, because they keep changing the testing about every two years for the last six years, they've changed the testing in the spring. So the curriculum they've been teaching is not aligned with what the test is, but we discuss it in community council, and they go back and they change their curriculum, and the next year we get a little bit better. And I've seen that, but they keep changing the testing every two years. To me, that's the problem, and I upscape stuff, right? I don't know how much control we have over that. But I've watched this for 10 years, and and I do feel like as long as we're having good communication with our parents and our teachers, like we are in our in our community council, everybody can see that it's fine. Our kids are learning what they need to learn. They're getting good grades. They're graduating. Yeah, you've got to have the scale. But I've also seen too. Every time we focus hard on reading because of all of our Hispanics, our math drops. So then the next year we focus really hard on math, and the reading drops. I don't know how to fix that because I've watched that for 10 years.

J John Dodds 1:14:03

We call that the spinning plate. You know, there's plenty one plate and going the next. Are

C Curtis Barney 1:14:07

we PLCs? Good idea. Are we doing that within the district so that somebody's reading scores in the district are really good? Why aren't we copycatting that? Yeah.

R Ralph Perkins 1:14:23

yeah. Can I tell you from a teacher's standpoint, PLCs? What's frustrating is that. So I was in a field that I was the only one in the district.

C Curtis Barney 1:14:32

Right. Well, I'm not talking about you. I know.

R Ralph Perkins 1:14:36

But what I'm what I'm going to tell you needs to be heard. Part of the problem is that PLCs are a great idea as long as you have a PLC.

C Curtis Barney 1:14:45

Right. But

R Ralph Perkins 1:14:46

when you start trying to throw everybody into a PLC when they're the only one in a in in the district or there really isn't a niche for it or it's not a tested subject, it's a waste of time. And so we have. To develop, we have to develop a little bit of culture too. That it's okay that everybody's not in a PLC because when we did it, they wanted to have every teacher in every building in a PLC. And guess what? When you are the ag teacher, the only ag teacher,

M Myron Cottam 1:15:17

but you don't disagree with him. No, no.

R Ralph Perkins 1:15:21

But what I'm saying, you are the PLC. I know what I'm saying is, or if you're a four-year-old coach, and there's not a state. I didn't

C Curtis Barney 1:15:28

become a good coach at 24 years old. I stole. I stole from the very best I could find.

J John Dodds 1:15:34

Yep, exactly. If

C Curtis Barney 1:15:35

we're in the district and we can see someone doing growth, why wouldn't we say, "What? What are you doing?

R Ralph Perkins 1:15:41

But what I what my point?

C Curtis Barney 1:15:42

Why don't the rest of us do that? Why would we walk away and say, "Well, I don't care what they're doing. I'm going to do my own thing. I just wonder if that collaboration is happening within our district. But I don't care about no.

R Ralph Perkins 1:15:52

But what I was saying though is, if you if you want to if you want to have growth in every area, you're going to have to branch out, and that's going to have to be a regional thing for the people that are alone, or if it's not tested, do we just saying

C Curtis Barney 1:16:07

are we doing that? Are we doing that, or is it very individualized by school? By school, right now, right by school.

M Myron Cottam 1:16:13

Here's here was my thought way back when I was teaching at Escalante High School, low income, lots of struggles with with families, you know, just surviving, and I thought, yeah, I'm doing a good job. Look, look at what I'm dealing with, and and I'm doing a good job, but my good job was not very good, and I finally came to realization that I don't care what our situation is. We're going to get together, and we're going to come up with something that improves education for the kids under our jurisdiction, and and that's that PLC thing, and it worked. It worked, and we did it in Garfield, and it worked.

R Ralph Perkins 1:17:20

Like I said, that's a great thing when you have a group large enough to make a PLC, like your English teachers or your your whatever, and

M Myron Cottam 1:17:30

you focus on and look at these.

C Curtis Barney 1:17:31

That's kind of what we're focused on.

M Myron Cottam 1:17:32

Yeah, English,

C Curtis Barney 1:17:34

math, science. Well, we're focused. I don't see yours up there, Ralph.

R Ralph Perkins 1:17:38

Nope, it's not. Your this right here, growth is the one that top right. The top right one is the one that we're focused on, and like I said, the thing that that's cool is all of our high schools' needles are pointing the right way. The thing that's frustrating is our poor elementaries are stuck right in the middle, and and you know what that tells me? It doesn't tell me that our elementaries aren't performing. It tells me that the test is flawed,

M Myron Cottam 1:18:03

and and I I always frustrated you work so hard.

R Ralph Perkins 1:18:09

Well, if we're getting in high school, it happened in the elementary level.

M Myron Cottam 1:18:12

But still, bottom line is, we need to focus on our strengths as a small school district, and as a small school, and look at ways we can, and and it's a collaborative experience.

R Ralph Perkins 1:18:30

Thank you, Myron.

A April Lefevre 1:18:35

I I have one more, just one more observation that I have seen. You know, we get really focused on those test scores, and we have seen in the past our elementary schools almost teaching to the test. They're so stressed out about that number, and they're teaching to the test. The kids, there's no retention, and so it is a it is a fine line. I think it's going to change under new leadership at USBE as they continue to get used to this superintendent heart. You know, it can change with with Linda Hanks getting on. She'll be on USBE. I would think we would have somebody that we could actually have a conversation with with Linda Hanks, as most of you are aware of her. She's she's been in leadership for for quite a while with USBA, but there is a fine line. I I have seen great improvement with collaboration in our district since you've been on board, John, having teachers in Escalante share that has been excellent, and I think the groundwork is is there if we can figure out targeting those core those core subjects. And I hear Trista around community council; they're concerned, they're aware of the readings. Scores and and things, but I think if we can continue to to focus on those core have conversations, you're still meeting with the principals, and not go backwards with well, this is how we're doing it. We're not going to share it, not let those numbers be the competitive part, but but the outcome of what's happening with the students be be what what it should be focused on.

R Ralph Perkins 1:20:28

Myron, thanks, April.

M Myron Cottam 1:20:30

I had one good teacher, not one good teacher, lots of good teachers.

R Ralph Perkins 1:20:35

Well, she only could do what they could do with the student.

R Ralph Perkins 1:20:39

That meant you had one good year.

M Myron Cottam 1:20:40

I had one excellent teacher in a school, and

R Ralph Perkins 1:20:48

he's talking about ones that he was their their boss. I thought maybe you were talking about when you were in school. No, just way back.

M Myron Cottam 1:20:53

But anyway, we everybody on this in this one particular school, caught on to the collaboration and and we're working together and sharing, and this one teacher says, "I don't need, and he. I've been teaching for X number of years. This guy was one of my best friends, and he at the end of the year, like school was out, and I was just walking through the building, and the teachers were cleaning up, and I walked into his room, and he was down in the dumps, and I says, "What's the matter? He says, "My, it was in the elementary school. He says, "My kids tested lower than anybody else in the school, and he says, "I worked, I taught, and I knew he did. I'd been in his classroom, but he wasn't involved with the other teachers in developing a program together, and he learned it the hard way at the end of the year. This was a good teacher, a great teacher, but if you can get those teachers working together to collaborate and work with each other. And hey, I tried this, and it worked really well. I tried this, and it was terrible. And you know, they're working together and helping each other. They're a team, and if you can build it, I

J Jared Brems 1:22:37

would have loved all the help I could have gotten from any other teachers.

R Ralph Perkins 1:22:40

Yeah, I think we've got so many good things going. I just want

M Myron Cottam 1:22:44

anyway. I've said enough. I'll share. To pretend

R Ralph Perkins 1:22:46

you have anything else on this?

J John Dodds 1:22:48

No, it's good feedback, and I and I and I'm I love the passion. I I think that this is the discussion that we need to be having every month. The ideas and the solutions and the support, like you know, we're a team in this, and we we ultimately we're aligning my evaluation to seeing growth and improvement in students. And it doesn't have to be just this data, but we want to align. We want to make sure we're seeing that. I would invite you guys to get into those community council meetings and the schools, and asking teachers about it because you you I think one of the parts we get a little stuck on is the PLC piece and the definition of it. But if you go in and ask what's what are they looking like at PLCs in their schools and their buildings, you'll be really impressed with the work of collaborate. That collaborative culture we're talking about is definitely there, and I couldn't agree more that at some point in time, can't wait to see that come become a district wide collaborative work. Because why wouldn't you borrow and steal from everybody? So I love the discussion. I hope we don't mind having that a part of our discussion each week, and we don't get tired of it because it's a it's the right discussion. It's the right. This is our work. We ask, what's the board work? This is it. You're you're right in it. So thank you. It is also fun to hear that they're doing community council the same. That's awesome. That is great work there, which is going to align with our next item, too, President.

R Ralph Perkins 1:24:25

Trust lands, right? Yeah, my thing finally caught up and let me into my.

J John Dodds 1:24:31

It's in.

R Ralph Perkins 1:24:33

What we were trying to do at the beginning finally logged in. I had to verify it there. Okay, so true school trust land program superintendent.

J John Dodds 1:24:45

Okay, so I should have sent you. I probably sent you a few things in the last few days, but one of them was from a Lona Lona

R Ralph Perkins 1:24:52

Kuhn. Yeah, she did our training before. Right,

J John Dodds 1:24:56

she's the one. Yeah. They, as you know, trust lands turned into a billion-dollar fund. It's getting tons of attention from legislators. Which anytime there's that kind of money, eyes are going to start looking at it. When it was back in the day and had $500 given to schools, nobody was looking at it at all. Our online school, I think, got $250,000 last year from Trustland, so it's a pretty significant fund at this point. Billions of dollars behind it, so they're starting to look closer. And Trust Lands is trying to tighten it. I mean, they've always tried to stay tightened with it, but you've got 670,000 students throughout the state of Utah. How many schools? They they've got like three employees. They're trying to chase down these plans, and so they're really asking the board to become more of an experts in trust lands, we've always been responsible for approving them, but really, I don't know that we've been experts in approving them. So in the past, you've been great at at going in and listening to what's going on in the trust land discussions, the community councils. You've also been great to approve the plans at our level, but they're asking you to be able to look closer at the goals and making sure that goals align with what Trust Lands is designed to do. So there's an email there that I might just ask you guys to take five minutes to read real quick. I wonder

R Ralph Perkins 1:26:14

that you've sent us a whole bunch.

J John Dodds 1:26:15

I have sent a whole bunch. The Lana

R Ralph Perkins 1:26:18

is that the one you want to send? Is the Lana one?

J John Dodds 1:26:20

I want you to look at that one first, and then we're going to look at the other one. It came on Tuesday.

R Ralph Perkins 1:26:26

Okay, that's the same one you've got. I

J John Dodds 1:26:30

might have sent it multiple times. That's the same one you've got linked. The same one I got linked. It's even better.

M Myron Cottam 1:26:37

Yeah, I just clicked on the link.

J John Dodds 1:26:38

Let's make sure the link looks like the email. Hang on one second. And

A April Lefevre 1:26:42

just so you know who Lana is, she's the secretary at USBA. Oh, okay. Not not at not at the trust land. So she's just forwarding information that's being fed to Richard Stoll at USBA, and then she's she's been filtering that out.

John Dodds 1:27:04

Okay, that's helpful, and you you you should have two documents. One is the email from Lana. The other one is a copy of Charter and District Plan Review Rubric. Okay, 2026 rubric. The one I want you to look at first as the email, because the email is a quick summary of what they're noticing as they reviewed the plans. And these, by the way, the hard part is these are approved plans, so it's really confusing to principals because they're like, "Well, you, why'd you approve the plan if you're not happy with the plan? And the answer is because there's 1000s of principals and they can't. They they're just honestly getting to a point where they're tired, I shouldn't say tired, overwhelmed and unable to look at each one into the detail they need, and so they're asking boards to step up and get more firm in their plan approval process. So I want you to look at the email first. Let me actually read out just the the big highlights. I'll just do that really quickly on the email. So I'm going to start with the email. Here's the five, four things: 12345, things they're noticing. Number one, goals that are not clearly academic. So if they're saying we want to see kids participate, that's not the goal they're looking for, right? They're looking for the scale here, guys, right? So they want to see data, and they want to see not participation data. They want to see student achievement data improving. Okay, so if you're seeing goals as you're approving these plans, as you're seeing goals that are coming by, they're like, we'd like to see kids participate more in this program. That's not the goal. That might be a strategy for the goal, but that can't be the goal. See what I'm saying? Missing or incomplete measurements. So again, we want kids to do better in school. Well, how do you know, right? How do they know they're looking for? So the assessment data they're looking for, action steps that are not clearly connected to the goal, expenditures that are not specific enough for review or public transparency. This is again the $3 billion conversation. People are looking at these plans, want to see that they're connected to the goals and how. I will admit this, especially veteran principals that have done this for a lot of years. It's most confusing to our most veteran principals, because my first year, I think we had $4,000 in our trust land account, and we looked at it kind of like that flexible fund that at the school level we could use for whatever we wanted to. Well, when it went to $250,000 and got tightened up, it was confusing because I used to be able to use it for this, and they're constantly moving the needle on me. I never know what they're expecting, and so we're really asking principals to look at the look at the most recent requirements from trust lands and not assume that we can spend it the same way we did last year. Same thing with the board; they're asking you to do the same thing that make. Sure, that the money is specific for transparency, and then the last one's kind of an easy one. That's one that I can do better on. It's just making sure the counts connect. They're saying, "Hey, we had seven people vote, but we only have five people on the council. So how did that happen? That's that's more of a clarity. I don't know those other two guys. Like one of those guys come up first. those guys, those other guys. So those are the quick ones just for you guys to look at. This has been overwhelming for us too. I will say for us, traditionally, the biggest one that's been hard for me to change has been that culture one of award reward trips. That's been the biggest one that most of our community councils want to continue because it's an experience, and community council, the trust lands funds are coming back very clearly saying, "Please stop! It's it's not about experiences; it's about student achievement. And this is really to target your school's reasons for student achievement, and giving you school level funds that can address student achievement, and so if your strategy is a reward trip, that's fine. But you have to connect it to student achievement, right?

R Ralph Perkins 1:31:12

So how would that look?

J John Dodds 1:31:16

The reward trip connected to student achievement.

R Ralph Perkins 1:31:18

So so it's on record, so that it's out there.

J Jared Brems 1:31:21

Trip to lagoon. Yeah,

R Ralph Perkins 1:31:23

I know, but how does that look to connect it to an educational goal? Go ahead. Here's the expert right

J John Dodds 1:31:31

here, community council member.

L Luciene Syrett 1:31:32

Well, I'll tell you, Bryce Valley, we switched most of those reward trips to our TSSA money, so it's not even messing with the trust land, but one I have seen them connect in the past, not anymore, but was like the what's the anatomy museum that one that they went to the the body body exhibit. Think what it was called. They they did tie that somehow to science, and you know what I mean, and tied it to a goal for that, but really we've we've shifted those experiences to our TSSA money because we don't want to.

R Ralph Perkins 1:32:08

Well, like I said, to me, it sounds it sounds messy in some ways, but I can also see like, I mean, like I think trips to the state capital are very easy to connect trips to the natural history museum are very easy to connect. But could you have that as part of a lagoon trip?

J John Dodds 1:32:35

So the challenge of it is, is you'd have to be able to show that student achievement is improving because of it, and I've not been able to connect that easily. So that's why we're pushing towards other funds. We still want kids to experience that. We're not going to the schools and say, "Hey, we don't want those experiences anymore. We're saying, "Let's use other funds for those experiences, and let's try and get trust lands really targeted at things that we can easily.

R Ralph Perkins 1:33:00

Yeah, I still have a little PTSD over lagoon trips.

R Ralph Perkins 1:33:04

You know, I mean, no, I mean, I see the value in them. But I am-I was trapped at Crossroads Mall for almost eight hours with a bunch of sixth and seventh graders, and I've never quite gotten over it.

J John Dodds 1:33:16

Still,

A April Lefevre 1:33:16

President, can I make a comment?

J John Dodds 1:33:19

Uh huh.

A April Lefevre 1:33:21

I feel like what I have seen since I've been on the board with the the kind of some changes with the with the trust land and the student council or community council is that Bryce Valley has a couple of different times gotten the habit of giving stipends to Employers, teachers, and I've talked with the superintendent about this before, and it's it's on their list again, and that's where I have a really hard time with directing that money the closest the closest thing to student to the student. How do we measure that student achievement when we're paying, and and we have to be careful that they they shouldn't already be doing that as part of their job anyway, and so but and and that's that's on the the list as far as I know. Maybe Lucine has has a different update, but as I was there listening, that was part of it, and I had concerns about it under the previous administration, and it's happening again. And I I feel like that that that's the farthest away we can put the money from students.

J Jared Brems 1:34:36

Didn't we have to repay back the money once for paying administrator with that money.

M Myron Cottam 1:34:44

We've been able to hire teachers with that. Yeah, just not administrators and Paras. Yeah.

J John Dodds 1:34:52

Well, we're we're talking about two different problems. So one one problem. Well we're

J John Dodds 1:34:58

actually talking about three different problems. One is if. Teacher is already getting paid for a very specific assignment, and then we're using this to pad that wage. We really got to stop and think. Hey, that's already that's double dipping somewhat. And I appreciate that. I think that's something we all need to be aware of. The second thing is that the reason we paid for administration in the past at one point in time is because we got state funding for the thing that this community council was going to pay for, and then we paid for it, and therefore we had leftover money from community council money. It was like, hey, you need to spend that money by next week because there's a due date. We got to get it done right, and we came in and did that quickly and tried to anyway tried our very best to do it in a way that made sense. And in one particular case, we did that with administration pay because we looked at it and said, "What is the thing in here that we have not always had full time of? And in Bryce Valley Elementary School specifically, we had a traditionally half-time administrator, and so we thought, oh, that's that makes sense. We could do it there. That was a

J John Dodds 1:36:06

direct. That was a very clear, explicit thing that you can't use money for as administration. So that's a little bit of a separate issue. And then the third issue we're talking about comes down to: is that money actually going to likely improve student achievement, right? Is it, as April saying, is it likely going to relate there? And sometimes we can, and I will say, stipends is a very good use of money for like that summer, for example, a summer thing to get to align curriculum that is asking a teacher to do something above and beyond what we were doing within a year. I think it's a brilliant way to do it, but to have them do a stipend to create homework. Hey, that's probably something we that is part of their normal thing, right? So

R Ralph Perkins 1:36:46

while we're on trust lands too, one thing that I would ask for you to to do for us is, and I know Jordan doesn't have anything to do, but would it be out of line to see if she could coordinate with the different schools and text send us just a text or a calendar notification of when they are so that we get them and that we're all getting them and we all know when they are? Because Curtis has been a lot better than I have been. I

C Curtis Barney 1:37:22

only buy one. Well, yeah, we've

R Ralph Perkins 1:37:25

been to one. Curtis Curtis has been to one, and that one to zero. And it's not that we're not interested. It's just that they're so busy. The last thing they want to do is put another thing on.

J John Dodds 1:37:37

Yeah.

R Ralph Perkins 1:37:38

But with that, and and I and why can't we just add it to our calendar to our board calendar?

J John Dodds 1:37:43

Well, that'd be really easy, actually. And and I will say, in the last two or three years, and I got to give credit where it's due to Lane and and Kerri here, because they did the work on it. And I I would be happy to share this with the board members and maybe even community council members as well. But we sit down now at the very beginning of the year with the principals, and align their budgets with our with our stuff, so we're not again overpaying accidentally on our side and their side. It's way better than it's ever been. Again, I got to give credit where it's due. I'm very confident in where our trust lines and and our newer administrators again aren't experiencing that how it's always been done to the new stuff. Are they coming a little bit more confident to say their trainings align with the reality of the day? Well, I

R Ralph Perkins 1:38:28

just think it's important. I mean, April obviously has done her homework. She's been there.

J John Dodds 1:38:31

Yep.

R Ralph Perkins 1:38:32

And I think that that's commendable. And you know, I just think it would help us all step it up a little bit if it was on our board calendar, so we knew it was coming. We could plan around it.

J John Dodds 1:38:42

And I was going to say, in that same meeting that we do yearly, we could do that, line it out, and send it to the board in the same. And I'm sure Jared

R Ralph Perkins 1:38:47

and Myron have been to more than Curtis and I have been.

J John Dodds 1:38:50

No, I think that's great.

C Curtis Barney 1:38:52

So I know we're

R Ralph Perkins 1:38:53

too. Myron was

A April Lefevre 1:38:57

president. I have to give credit to Lucine as as a community council president because she just includes me on the email and text chain.

R Ralph Perkins 1:39:07

Yeah, and

A April Lefevre 1:39:08

so if that that's an easy way to do it, they will do it. And the presidents change as the meetings change. Sometimes those just because of the parents that are involved and teachers, last minute there'll be a change. And so, if there's there's a way that that maybe coming from the superintendent and and say that please include your board member in that text in that email chain.

R Ralph Perkins 1:39:34

I'm for whatever because I'll try to get there.

R Ralph Perkins 1:39:39

I mean, as is that we are all busy, but I'm not that busy if I know things are coming

J Jared Brems 1:39:43

to get it for all of them, not just for. Yeah, I'd like

R Ralph Perkins 1:39:46

to know when Boulders is and when High

R Ralph Perkins 1:39:49

Schools is, and you know, not that I have a to do it. It would just

C Curtis Barney 1:39:54

if they want board members to step up their game, we kind of have to be there to step up our game. So.

A April Lefevre 1:40:00

That that's true, and I think also encourage your community councils to send you the minutes before, and then the agenda would come sooner. And Lucine was really great at that. We've got a new one. It's Yolanda is is the community council president at Bryce Valley Schools.

R Ralph Perkins 1:40:19

And I can just see an era coming where there's going to be so much more accountability with things like this that we need to be there, and because I refuse to be accountable for something I'm not included in.

J John Dodds 1:40:31

Well, and I think that can be training I can do too, because principals aren't used to inviting, and I don't think they're used to recognizing that you are again trust lands is is delegating this to you to be the oversight, and so for them to hear and recognize that the board member is the one that's going to prove this, not trust lands, they need to be present to know what's going on with it because they're not comfortable approving without that. So I can train that part. I can get just the same as you guys have done, where you have a a month-to-month meeting dates that they have in the beginning of the year, get those sent out to everybody. That becomes a requirement, and then I just want you to look at this really quickly. I know we're late on time, but I would ask you to take this document into the board meeting with you because this is your document of oversight. It's the one called copy of 2026 charter and district plan review rubric. So it literally goes through questions for you, and you can ask the community council. Hey guys, does this goal is this goal behavioral leadership or SEL? If the answer is no, can't be a goal. I mean, if the answer is yes, sorry. If the answer is yes, it's like, hey, that can't be that can't be a goal, right? For example, so as you go in, you have a rubric that you're going through to judge it, and you're just saying this is what I've been asked to do. I'm not. It's not personal. It's not my personal opinion of what you should use this money for. You can have the autonomy on how you use it. It just has to stay within these bounds, right?

M Myron Cottam 1:41:54

And I will say, one of the best things that I think you have ever ever done with trust lands, brought somebody down from the state, brought the principals in, and you spent the day helping them develop their plans and troubleshooting it right there. That was so awesome.

R Ralph Perkins 1:42:19

We can't we can't hold them accountable. People can't be held accountable for rules they don't know.

M Myron Cottam 1:42:23

Yeah, that was really good, John. It

J John Dodds 1:42:26

is good, and the rules do change a little bit every year, and it can be really overwhelming.

R Ralph Perkins 1:42:31
Well, and it's not like these are just easy go find and

J John Dodds 1:42:33
correct.

R Ralph Perkins 1:42:34
They're not, you know, there's so many gray areas. It's such a subjective thing. I'd

M Myron Cottam 1:42:40
recommend you do that again sometime.

J John Dodds 1:42:42
I think that'd be great.

M Myron Cottam 1:42:43
That was. We'll try and do that before they

J John Dodds 1:42:45
create their plans. And again, you're going to look at. We're going to we're going to let you practice that this next month of going through the plans and looking at them. Last year's there's nothing we do with those approved, but the ones that are coming up. The other thing I'm going to ask you to do is to go on the websites and look and see if their stuff is posted. So what should be on there right now? You should see their current plan. You should see their council members. You should be able to see their.

R Ralph Perkins 1:43:08
You want us to look right now. I do. Okay. So tell us the website. Where do we go?

J John Dodds 1:43:12
Go to the school website. Your your school website. So kind of go to

R Ralph Perkins 1:43:16
Garfk12 You do the high

J John Dodds 1:43:18
school, Ralph, and you do the elementary school, Curtis. Is that okay?

C Curtis Barney 1:43:21
We just go to our. You go to your Elementary website. Yep,

J John Dodds 1:43:24
go to your school's website. April, if you'll go to, you're gonna have to look at two April, and if you look at Boulder and Escalante Elementary, and Myron, if you look at Escalante High School.

R Ralph Perkins 1:43:45
Okay, so you want us to go to community council?

C Curtis Barney 1:43:48
Yeah, mine says restricted. Uh

M Myron Cottam 1:43:51

oh,

C Curtis Barney 1:43:52

seriously that,

R Ralph Perkins 1:43:53

huh? Nope, you must be coming across as an ax murderer.

J Jared Brems 1:44:00

This thing has changed.

R Ralph Perkins 1:44:02

Okay, what am I looking for?

J John Dodds 1:44:03

All right, you are looking for. Look at the elementary too, Ralph. You are looking for. Let me find the the list. This comes up. Sorry,

M Myron Cottam 1:44:19

so.

L Luciene Syrett 1:44:23

state, the rule this year, it has to be done by october 20. So I don't know if the schools will all have theirs in yet.

J John Dodds 1:44:30
Yeah, that's true. Our dates are off on this.

J John Dodds 1:44:34
That's right. They do.

L Luciene Syrett 1:44:35
Our principals working out tomorrow. I don't see it on our elementary.

J John Dodds 1:44:37
Yeah, they would have five. In fact, I did talk to your principal about that too

M Myron Cottam 1:44:39
I can't. I find it.

R Ralph Perkins 1:44:48
think the high school is on site on one of the. I have mentioned so,

A April Lefevre 1:44:51
President. I've I've got my two schools pulled up, and the elementary looks like it's been updated with the new president and. The new board members. That looks like that it is updated. It is the trust land plan is on on there. Not the case with the high school.

M Myron Cottam 1:45:13
I don't have

C Curtis Barney 1:45:14

nothing. See if you can get it.

M Myron Cottam 1:45:26

See. Mean talk to the high school principal. Yeah, yeah, that's exactly right. Elementary,

R Ralph Perkins 1:45:51

our elementary is updated.

J John Dodds 1:45:52

So interesting enough, they have to have the the proposed council meeting schedule for the year. So when you guys are saying, where can I go to find that? It should be right on the website, right? They have to have how to contact each council member, and so they have to have their council members listed out and a contact information for each council member. The schedule, they have to have the meeting minutes, so a meeting minutes space. They have to have a current plan of both the TSSA and the Trust Land's current plan linked. They have to have rules for order and procedure, and then they have to have the election procedures. All have to be on the website. And if you're noticing those things aren't there, I'm. I mean, I'm happy to go do this thing, but I got to say at this point, they are asking board members to be the ones that are that are calling their people out. So it would be great for you to make a phone call to your building administrator and say, "Hey, tag your in my board meeting. In my board meeting, I didn't see these things up, and I'm getting right pressure from the community council or from the state.

M Myron Cottam 1:47:09

I don't see anything for 26, 27

J Jared Brems 1:47:14

for

M Myron Cottam 1:47:15
the for the elementary.

J Jared Brems 1:47:17
That's next year. Oh, that's this year.

M Myron Cottam 1:47:19
Yeah.

R Ralph Perkins 1:47:23
Oh, I was looking at the wrong. We don't have 2627,

J Jared Brems 1:47:26
Yeah, I was looking at. I

R Ralph Perkins 1:47:28
was looking at 2526, So here, I'll call one. You call the other. Neither one are in. Neither one are in.

J Jared Brems 1:47:36
Yeah.

R Ralph Perkins 1:47:38
If you want me to call, I can call Russ. I'll call Lisa

J John Dodds 1:47:42

it. because these principals have gotten so efficient at the plans, they don't need as many meetings because they're not adjusting as much. They have a really organized and really, really well done. So quarterly might work out.

C Curtis Barney 1:47:54

When's the due date?

J John Dodds 1:47:56

20th. And we set two dates as a district. The first one is what you're describing. The website's all updated, and sub. Sorry, all the two dates we have. So yeah, the first one is trainings. The council's got to be trained. What else was on that? The fall requirements is what I just described to you. Have to be done by october 20. Yep, that's by five days from now. Then they have to do their final report by, in our case, in February, and then their upcoming plan, which would be a great time to do the commute to have Trust Lands come down and train us, and it would be in would be February March, because in April they have to have it up. We have to be approving their plans.

R Ralph Perkins 1:49:09

When do we want these done by next meeting?

J John Dodds 1:49:10

Yeah, this is

R Ralph Perkins 1:49:11

what I'm writing. We are board training, and our task is to look at the school websites, checking for compliance. I've noticed yours is not compliant currently. Will you please? We're asking to have them done by

M Myron Cottam 1:49:25
perfect by

R Ralph Perkins 1:49:26
November one.

C Curtis Barney 1:49:27
Yep. Thought it was October 20.

R Ralph Perkins 1:49:30
october 20.

J Jared Brems 1:49:31
Yes.

J John Dodds 1:49:34
Yep. And I, I'm the same. I, I know. I talked to at least one principal today that said they were working on it because of the due date, but I don't think I don't think anybody would mind another remind. I don't think anybody minds.

M Myron Cottam 1:49:48
I think ours is coming over to board meeting. Right

J John Dodds 1:49:52
yeah. So you could tell them right then.

M Myron Cottam 1:49:54
I am.

J John Dodds 1:49:54
Yeah, and say hey, what did they? I just sent it to

C Curtis Barney 1:50:12
you. They just emailed it to you, so

J John Dodds 1:50:14
you can see the update annually, update once a year, and update weekly. Or excuse me, update frequently, and it's really the stuff you guys are asking for. So notice the next meeting date, place, and time has to be done a week before the agenda and the draft dates have to be sent

J Jared Brems 1:50:28
out. That's not that's not the right link. Oh,

J John Dodds 1:50:32
hey, that's the. Did you ever see that one? That was our

J Jared Brems 1:50:35
no.

J John Dodds 1:50:36
That was our promotional video.

J Jared Brems 1:50:38
You did that under Live

J John Dodds 1:50:39
in Garfield County.

J Jared Brems 1:50:40
That's under trust land requirements. That's the link. Oh, crap!

J John Dodds 1:50:44
Did I really?

J Jared Brems 1:50:45
I'm like, wait a minute. That's

M Myron Cottam 1:50:47
that's the only thing I can see is that.

J John Dodds 1:50:51
Let me try again right here. So

C Curtis Barney 1:50:53
yeah, that's the best place.

J John Dodds 1:51:11

Sorry, I sent you the wrong link the first time. So the second one come through ought to be ought to be those requirements you can ask for. They came out of this right now, guys. We'd be proud of our board. We did all the right things for today. Got all, got all the.

R Ralph Perkins 1:51:34

I sent my text.

J John Dodds 1:51:35

Got your text done. That's awesome.

M Myron Cottam 1:51:36

Hey, I do think that our number one responsibility right now, anyway, is academic achievement.

J John Dodds 1:51:50

Yes, has to be our jargon.

M Myron Cottam 1:51:52

So thank you for your direction.

R Ralph Perkins 1:51:56

All right, I think

R Ralph Perkins 1:52:00

that that is done. We have. Did we have anything to go in the executive session for today? I don't. You, Lane. All right. So that is the end of this meeting. Let's take five.

M Myron Cottam 1:52:10
Thank you.

R Ralph Perkins 1:52:12
Or 10.

R Ralph Perkins 1:52:12
Yeah.

R Ralph Perkins 1:52:13
There's only there's only only one bathroom.