

**Park City School District  
February 23, 2016  
Regular Session 4:00 PM**

**Members present**

Tania Knauer, Nancy Garrison, Philip Kaplan, JJ Ehlers and Julie Eihausen

**Staff Present:**

Ember Conley, Todd Hauber, and Lorie Pearce

**Call to Order**

Board President Knauer called the meeting to order at 4:00 PM. Member Garrison led the pledge of allegiance.

Member Kaplan shared a letter from the Board of Education expressing their condolences for the following students who have passed away. Chance Wilson, Tom Stone and Mackenzie Annabel Coyne. The audience was asked to participate in a moment of silence.

**Consent Calendar**

**Member Eihausen made a motion to approve the Consent Calendar as read. Member Garrison seconded the motion. Motion passed unanimously.**

- A. Closed Minutes of January 19, and February 9, 2016
- B. Regular Session Minutes of January 19, 2016
- C. Work Session Minutes of February 9, 2016
- D. Account Payable Registers of January 13, January 21, January 27, February 2, and February 10, 2016
- E. January Revenue and Expenditures
- F. Course Approvals
- G. Travel Requests

**Recommendations to Hire**

**LICENSED**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>FTE</u>
Kelly Wallis	EHMS	Band Teacher	Full time
Shea Klinghoffer	EHMS	Library/Media Specialist	Part time
Richard Marshall	EHMS	College & Career Awareness Teacher	Full Time
Jana Schaefer	PCHS	FACS Teacher	Full time

**CLASSIFIED**

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>FTE</u>
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Bryson Arnold	DO	System Support Tech Full time
Mary Rachel Miller	DO	Communications Part time
		Public Relations Specialist
Haley Fort	AQUATICS	Lifeguard, Instructor Part time Supervisor
Nathaniel Luke	AQUATICS	Lifeguard, Instructor Part time Supervisor
Skylar Pettigrew	AQUATICS	Lifeguard, Instructor Part time Supervisor
Fausto Rodriguez	AQUATICS	Lifeguard, Instructor Part time Supervisor, Water Polo Coach

**Member Eihausen made a motion to approve the HR Report as read. Member Garrison seconded the motion. Motion passed unanimously.**

### Monthly Reports

PCEA-Sam Thomson - Sam thanked Member Knauer and Julie Eihausen for meeting with PCEA Representatives before the break to discuss Policy 2030.

The teacher feature for the month was Paula Krueger, a PACE Specialist at JRES. Paula does an amazing job, and we are lucky to have her in the district.

PCEA celebrations and Concerns:

- a. Revisited Policy 2030 language
- b. LPA and testing overview

PCCEA - Amy Jones – Amy stated that didn't have very much to say but she is excited to be participating in Read Across America. Since classified employees are on a two-year agreement, there will be no compensation negotiations this year.

### Board Information

Member Ehlers shared Day on the Hill information. Last Friday, Member Knauer, Member Ehlers, Dr. Conley, and Todd attended Day on the Hill and they had a great talk with Craig Powell regarding legislative issues.

Member Eihausen - She is working to make sure that SCC deadlines are being met. She has compiled a list of all of the SCC and PTO meetings throughout the year and she will share that information with the Board. She attended the Rec Master Planning and they are trying to determine if there is any available space for a field house at EHMS or on the Kearns Campus. The next public meeting is scheduled for Wednesday, March 2 from 11-1 at PCMARC and from 5-7 at Basin the Basin Field.

### Superintendent Report

Dr. Conley reviewed our district mission and vision statement again.

Read Across America is next week, and it is our goal to have over 500 volunteers in the schools. MPES is doing a Literacy event on March 3.

Future work includes:

- Start Time Committee
- Board Engagement Initiative
- Update to District Learning Plan
  - STEM

### Recognitions

Principal Lyndsay Huntsman recognized Jenny Polloczek, Teacher at Park City Learning Center, as the Teacher of the Month. Principal Huntsman said that students love Mrs. Polloczek's class because they get to participate in so many hands on activities.

Principal Huntsman recognized Eric Esquivel, Translator at Park City Learning Center, as the Classified Employee of the Month. He is a great resource to the Learning Center, Treasure Mountain, and Park City High School, said Principal Huntsman.

### Report

Principal, Lyndsay Huntsman, shared the Professional Learning Communities Update for the Learning Center. Their mission is to provide a supportive, challenging and non-traditional environment where students demonstrate academic growth while developing life skills for success beyond high school.

We believe that reflective teaching practices are vital for all students to demonstrate growth and strive to achieve at high levels through structured standards.

We believe that all students will exit PCSD with transferable life skills that extend beyond the classroom.

Current enrollment includes: 20 10th graders, 27 11th graders, and 23 12th graders for a total of 70 students.

Check and Connect is a new program that the LC has just been training on. This is a mentor program that is believed to have great success.

“Check” on students

- Assess their engagement with school and learning through close monitoring of their attendance, behavior, and grades.

“Connect” with students

- Offer individualized intervention in partnership with school personnel, families, and community service providers.

New Direction

“Alternative education picks up the pieces of a student's life to provide motivation, experience, and efficacy to succeed.”

Carolyn Cragin, Monomoy Regional Schools Superintendent

1. Focus on whole child
2. Foster positive relationships
3. Expanded teacher role (above and beyond)

4. Establish a sense of belonging and community
5. Create a safe environment
6. Exhibit autonomy within reason
7. Innovative
8. Provide services
9. Adopt the non-deficit philosophy
10. Receive additional training and support

### **Whole Child Presentation**

Tom Van Gorder, Student Services Director, thanked the counselors for all of their hard work and dedication to the students in this district.

Laura Waugaman and Rebecca Turco presented the elementary counseling report. As elementary guidance counselors, we are committed to adhering to the Utah Model for Comprehensive Counseling and Guidance (UCCG). There are four major focus areas taken from the UCCG model that outline specific student outcomes and competencies. These address Developing Academic Awareness and Learning, Life and Career Exploration, Multicultural and Global Citizenship, and Personal and Social competence. We strive to achieve these outcomes with every student in our district.

Over the past years, we have worked to align and standardize our lesson plans, delivery systems and programming to ensure consistency among all of our elementary schools. We use a wide range of research based materials in preparing our regularly scheduled lessons and feel strongly that the instruction supports and enhances the district's mission to engender critical thinking among our students. Counselors also complement and strengthen the District Learning Plan by using curriculum that is based on the Comprehensive Counseling and Guidance (UCCG) Program's standards, using data within the PLC framework, being reflective regarding improving our practice, using our knowledge and training to inform and improve intervention and enrichment, and promoting socially responsible activities that enable all students to maximize their potential.

Additionally, services provided by elementary counselors to individuals and small groups of students, as well as ongoing support for parents and staff, serve to remove emotional and behavioral impediments to learning. Studies (available upon request) continually show that counseling services can be as effective in improving academic performance as smaller class sizes.

Willow Amendola, and Johnna Roussos presented the counseling report for Ecker Hill Middle School. Ecker also follows the Utah State CGC Standards and Guidelines. The board presentation highlighted a few of the many activities used to meet the state standards.

1. Program Expectations April 27, 2015 Interim On Site 3 Year Review Summary from USOE
  - Assurances
  - Standards 110 Overview
2. Inclusion Center Training-A grant was awarded to train Latinos In Action and Student Council students at EHMS, TMJH, and PCHS. The full day training was very meaningful. The students wanted all of the students at EHMS to experience the activities because they believed it would help foster a more positive atmosphere at Ecker Hill. The leadership students with additional students that attended Leaders For Life developed a plan to facilitate all students in Advisory Classes through antibullying activities. Follow Up activities are ongoing.
3. Relational Aggression Many reports of girls experiencing relational aggression were occurring at school. The counselors determined that an intervention needed to take place. The girls involved needed to

learn more prosocial ways of handling middle school friendships and relationships. The research based curriculum titled Girls Unlimited is being used as a small group-counseling tool with the identified girls.

4. Girls and Boys Power Lunch The Women's Giving Fund has sponsored professional women in the STEM field to come in and present to the girls at EHMS. Boys group is being sponsored by Men4Ed.
5. Ecker Hill Mentoring Program Students are identified by examining GPA, SAGE scores, and Galileo testing. The students in the Mentoring Program are not in the bottom tier. The criteria used identified students as very close to meeting benchmark and passing grades. As mentors we help the students with assignments, checking Power School, and Community Service.

6. College and Career Awareness

- a. Counselor taught lessons on career exploration and personal skills needed for future success in school and beyond.
- b. College and Career Readiness Plans (CCR) Counselors meet with all 7th grade students to develop goals and future career and academic plans.
- c. Naviance is being introduced to all students as a tool that will be used throughout 6-12th grade. Students and their parents write their 7th grade goals in Naviance. The goals will be saved through Naviance for future use.
- d. Utah Futures continues to be useful to students for assessments and inventories that give the students personal information that assists them in future goal setting and career exploration.

Niko Jensen and Mary Klismith, counselors at Treasure Mountain Junior High, presented information for the counseling department. The TMJH counseling center has been focusing on working with Administration this year to integrate our Comprehensive Counseling and Guidance program into the Professional Learning Community Model. They have been working with their PLC process specifically to help build relationships and relevance for all members of our school community with specific attention to our students' College and Career Readiness process. We have been given the opportunity to take a leadership role in the PLC process including the Leadership Committee, Positive Behavior Committee, Latino Outreach Committee, and our Management Committee. Our goal is to help align all four components of our CCGP program (Individual Planning, Guidance Curriculum, Responsive Services, and System Support) with the PLC process and our School Improvement Plan.

**TMJH Counselor Highlights:**

Naviance (College and Career Readiness)

After School Programming

8th Grade Reality Town

9th Grade Presentations by Counselors

8th Grade College and Career Readiness Meetings (currently taking place)

Requesting one more counselor at TMJH in order to help student. We are above the standard ratio.

Dara Smith and Liz Moskal presented information for Park City High School. The first semester as been spent working with seniors, for a minimum of an hour depending on their needs to help with college applications. So far, over 115 students have been admitted to the UofU. They have embarked upon bringing out Naviance or "Family Connection". This is a software program that is all encompassing. Just finished meeting with every junior and their parents to discuss their senior year and beyond.

**Public Comment**

Meg Leaf - ELA And ESL Reading Specialist and Aide Changes - It is not why we are changing our curriculum that is the question, but why eliminate positions and make these changes all at once. The

more human interaction with children is better, not technology. How will the interventionist be able to service all of these children properly? What percent of time will our children be on computers or iPads while at school? How are we going to bring the gaps between, teachers, the Board and administration. This was implemented without the full support of teachers.

Rachel Bodily - ELA and ESL and Reading Specialist Changes - She will have four students at PPES next year and while she is excited about full day kindergarten, she is nervous for her other students that will not have aides in the classroom. Why are we decreasing aides when the student population is growing? What support will a 5th grade student receive who may only speak Spanish? What about students who move in after kindergarten and having reading struggles, what will we do to help them?

Kellie Hatcher - ELA Plan - Excited about all day kindergarten. Depending on how that pans out, we may not need all of the resources that we currently have. Right now at PPES, we have 7 instruction aides that work with our kids. We have 12 students that speak little or no English and they are pulled out with the ESL aide. Until the all day kindergarten plan proves itself, is there an option to phase out the aides?

Jen Mihson - ELA Plan - This district is growing by leaps and bounds, it seems prudent to add more staff as our classrooms grow. As a former aide, the district spent a tremendous amount of money on training so that I could work with these students. Some people call them just aides, but I can assure you that we are much more than that. I know this plan is based on test scores, but these measure priority standards. What if they can't get through this because they can't read or understand the language? Please don't throw out the baby with the bath water. I resigned from PPES a year ago because I could not work for a district that did not have the best interest of their students at heart. I showed up for four months without pay to tutor students because I cared.

Sarah Klingenstein and Paula Botkins, former reading specialists- We have been following the recent proposed changes, and we are very concerned. We disagree with the elimination of services due to test scores. In 2010 the district adopted a basil program with a cost of over \$250,000, and that has now been abandoned. It seems that the intervention specialist will be required to replace the reading specialist, ESL teacher, and all of the aides. We support pre-school and all day kindergarten, but we do not believe that all day kindergarten can eliminate the need for reading specialists.

Austyn Borjigin - Support of full day kindergarten and a 20:1 ratio. Don't want to change. Happy with the full day program and I feel like my daughter is getting a much better foundation than students who are only attending half day. Concerned with the elimination of aides, we will be losing the differentiation of teaching. Concerned that one specialist or one teacher can not do what aides do.

Dr. Conley addressed some of the questions regarding the reading plan. Two and half years ago, we started making changes to our program. Because we needed to make some changes as to how we are instructing our students. We started looking at highly effective programs both in Utah and in other states. The ratio for kindergarten will be 1:10, having two trained adults in these classrooms. PPES has implemented these changes, and they have now scored higher than the other schools. We have added 23 teachers over the past few years. As we look at our budget, we will be adding 8 new positions. This equates to adding 31 full time classrooms teachers in four year. Two and half years ago we had half time academic coaches and now we have full time academic coaches. PPES and MPES receive extra money based on the Federal Program, which could add another half time specialists at these two schools. We are not getting rid of every aide. In talking with the principals, MPES will have 5 aides to push in and

work with students who are struggling.

Member Eihausen said that it is disturbing that we have ESL students who have been in the system for nine years and they cannot read.

Member Kaplan said that we all need to look each other in the eye, the Board, Administration and teachers and make sure that everyone understands why we are making these changes, and we have measurements in place.

Member Garrison asked how are our teachers feel about taking away the aide support in their classroom? Dr. Conley has been in touch with PCEA, but she has not had any concerns brought forward from the association. She is meeting with building reps tomorrow, to have a one on one with them. There will be a district wide presentation to have some of these discussions. Dr. Conley has been inviting concerned parents to meet with her as she receives emails and is asked questions.

Member Knauer reminded everyone that we are trying to make the aide positions more viable and the one thing that we hear from classified employees is that they want benefits. With this change, these 32-hour employees will be eligible for benefits.

Member Garrison explained that we need to assure parents that differentiation will still happen within the classroom. Dr. Conley stated that the PLC Model that is being used addresses this concern.

#### **Update to the District Learning Plan**

The Board chose not to discuss the update at this time.

#### **Board Engagement Initiative**

- a. Update on "What Counts" Community Sessions, which were held on February 8th and 9th. The Board will discuss this further at the March 15 Board Retreat. 144 community members participated. There is an effort underway to involve more of the Latino group and get their input.
- b. Planning for March 15th Retreat with Administrators - Board Members were asked for suggestions for the agenda. Member Knauer suggested consolidating data, such as post bond survey, what counts and have a discussion about those various items. Start putting together some conclusions and next steps based on the data.
- c. Student Survey regarding 9th grade moving into PCHS- Survey information was shared with the Board.
- d. Community Relationship Specialist will begin developing the communications timeline by month with the board as determined by priorities. Molly Miller was introduced to the Board as the new Community Relationship Specialist for the district. Member Kaplan thinks it is important to put together a calendar of events or communication timeline and we could do a better job of sharing this information with the public. Put a better foot forward with two-way information. Member Knauer asked about a Communication Committee? Member Ehlers would like to see a plan from Molly regarding what our social media should be. Molly said that there are so many positive stories to tell within the district we need to take advantage.

#### **Budget Update**

Todd Hauber, Business Administrator, covered three items within the budget. Realignment of non-instruction to instruction, how can we make money available for LED projects, and the third item is in the general fund.

Information from districts within the state of Utah was outlined illustrating which districts spend 65% of their budget on instruction. Looking at our budget, we are currently at 64%. Member Kaplan believes that we should shoot for the target and move to shifting 1.5% even though this will put us above the 65%. Dr. Conley said that we are looking at a study of what district offices our size look like in the state and perhaps in other states. Member Eihausen does not want to tell the administration where to cut funds, she simply wants them to shoot for a target and then come back to the Board with suggestions and the rationale for changes. Member Kaplan said that we need to work on automation and look at this as an overall process because \$50K here and \$50K can add up to the 1.5% target.

In the capital budget there is \$500,000 that was set aside for the hiring of an architect, and project manager for master planning and now that we will not be incurring those costs this year we could use this allocated money for the LED projects.

Policies for Discussion

**Policy 2030 Board Policy Development**

Policy 2030 has been discussed with representatives from PCEA and they had some suggested changes. This policy will move forward to the next meeting for posting.

Policies for Adoption

**Policy 4005 Purchasing Procedures**

Policy 4005 Purchasing Procedures has been posted for the required 20 days, and is now before the Board of adoption.

**Member Garrison made a motion to adopt Policy 4005 Purchasing Procedures.**

**Member Eihausen seconded the motion. Motion passed unanimously.**

**Adjourn**

Member Ehlers made a motion to adjourn to March 1, 2016 at 9:00 am. Member Eihausen seconded the motion. Motion passed unanimously.

Meeting adjourned at 7:25 pm

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Tania Knauer, President

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JJ Ehlers, Member

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Philip Kaplan, Member

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Nancy Garrison, Member

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Julie Eihausen, Member

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Todd Hauber, Business Administrator