

MINUTES OF THE STUDY SESSION – MARCH 23, 2021

The Board of Education of the Alpine School District met in a study session on Tuesday, March 23, 2021 at 4:00 P.M. at the Alpine School District Office.

Board members present: Board President Dr. Mark J. Clement, Vice President Sarah L. Beeson, Stacy M. Bateman, Amber L. Bonner, Sara M. Hacken, Julie E. King, and Ada S. Wilson.

Also present: Interim Superintendent Dr. Shane J. Farnsworth, Business Administrator Robert W. Smith, and members of the administrative staff. The public participated through live stream.

District Restructuring – Additional Discussion

Business Administrator Rob Smith continued the conversation from a few weeks ago about district restructuring:

- Statutory requirements
 - State code 53G-3 – School District Creation and Change
 - Part 3-Creating a new school district
 - Part 4-Consolidating school district
 - Part 5-Restructuring a school district
 - Three methods to create, change or restructure school districts
 - Citizens' initiative petition
 - Request of the local school board
 - Request of a city within a boundary

Rob explained that employees have rights regarding their salary, leave and tenure that would be recognized if there was a district restructuring.

Board members said information still needs to be presented that addresses the previously determined criteria for a district restructuring:

- If students are performing at lower levels due to the district's size.
- If ASD's financial strength is declining.
- If public engagement is down.

The next discussion should be about distribution of property, debt, etc.

School Consolidation Feedback for Geneva & Suncrest

Assistant Superintendent John Patten and Elementary Supervisor Barry Beckstrand recommended option two for the consolidation plan. They addressed questions from the board regarding the consolidation feedback, enrollment, class size and the costs involved with preparing the Suncrest facility. The vote on the consolidation will be an action item on April 13th.

Instructional Model for 2021-22

Assistant Superintendent John Patten led a discussion about the return to learn plan structure for 2021-22 and outlined the following guiding principles:

1. Innovate to Optimize Student Learning
2. Support Connection and Wellbeing
3. Maintain Physical Safety

Some board members requested that staff gather recommendations from teachers and then send out a survey to parents with several options about how to structure school time. There is concern about the lack of instruction and remediation time if we do not return to school five full days a week. Board members also referred to the written public comments for the board meeting expressing support for keeping a similar schedule as the 2020-21 school year. This discussion will continue in a future meeting.

Board Governance

Board Member Stacy Bateman engaged the board members in an activity to see if they could identify the names of principals in the district and their schools. Board members responded to the question, "How do you connect with the principals and why is it important?"

ADJOURNMENT

The meeting adjourned at 5:31 P.M.

MINUTES OF THE BOARD MEETING – MARCH 23, 2021

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Board member Julie King conducted the meeting.

PLEDGE OF ALLEGIANCE

David Stephenson led the Pledge of Allegiance.

REVERENCE

The reverence was offered by Brianna Olavason.

STUDENT RECOGNITIONS

The following Cedar Valley High School students were recognized for their excellence:

- Ennya Mavares
- Kate Backus
- Brayden Hunt
- Kassidy Clegg
- Sydney Rhoton
- Alexis Herzog
- Mariah Godfrey
- Rachel Johnson

ALPINE FOUNDATION YOU MAKE A DIFFERENCE AWARDS

The following individuals from Cedar Valley High School were recognized for their excellence:

Support Staff

- Candice Samuelson
- Melissa Yates

Teachers

- B.J. Roberts
- Nathan Corry

Volunteers

- Dani Cousin
- Wendy Ford

COMMUNITY COMMENTS

Maggie Gonzales asked about discipline policy and procedures and if more will be put into place to protect students who are bullied and assaulted. She would like to see principals and teachers receive more training on how to handle these kind of incidents. If there is reason for a formal investigation, please have a process established and not just left up to the principal.

Farren Montella is concerned and is asking for help with student bullying and racial hatred happening at our schools every day. In her community, many stories have been shared about similar incidents. The staff at the elementary, junior and senior high schools are aware, but nothing is being done. Children are being victimized with serious side effects. She said Utah falls in the top five states for suicide and hate crimes and racial bullying are one of the causes. She has experienced bullying and seen the lack of support from ASD. Parents they do not feel that the decisions being made are in the best interest of students, and is happy to share the stories she received from her community with the board. She would like training to take place on how to spot bullying and to have a clearly defined outline for the consequences for racial bullying, and racial slurs. More needs to be done to make our students feel safe while experiencing in person learning.

WRITTEN COMMENTS

Ross Belliston: The modified schedules would be ideal. It gives teachers the ability to modify and give lessons that are better planned out giving a better learning environment for student to learn.

Makenna Hague: As a current teacher in ASD, I am in full support of keeping the modified scheduled for next year and the upcoming years. I finally feel supported and valued as an educator, and this is the first year I've had time to really reach kids that are absent or falling behind. I have time to lesson plan and feel like overall my students benefit more from a shortened scheduled then extended class time.

Nena Guymon: The modified schedule has given my kids a chance to also take part in other things they are interested in other than just completing school work and homework. They have been able to explore other options and interests. I think we've proven that the kids can learn and get the information they need in a shortened day and then they are able to work after school jobs and pursue extracurricular activities while keeping their grades up.

Kirk Dalton: It would be very beneficial to teachers and students to stay on a modified school schedule similar to the modified school schedule currently in use.

Kyle Bond: As a teacher of 6 years, I have had the chance of seeing and experiencing the side effects of a number of issues that currently exist within the Utah public education system, and was unimpressed, demoralized, and frankly upset about the news of returning to the same policies and schedules of pre-COVID times. If we are unwilling to use our imaginative capacities to change education, to even try to help better our society during these transitional times, then we are sending a clear message that we are knowingly and willingly reproducing the inequities within our societies. As a teacher I was thrown into a deadly situation without a voice, now I am being sent back to the conditions that support schooling but not quality education. For example, the case load of students is high enough that a number of schools could use another full time teacher. If this is not possible, why not consider the time it is taking us to grade, prepare content, and collaborate? During COVID the extra time and Wednesdays have been invaluable because I was not spending personal, unpaid-time grading. Good teaching requires frequent curriculum updating, this too takes time. If we want to take teacher retention seriously, quality teacher retention too, not just teachers who gain high test scores, and if we want to attract diversity, we have to seriously consider the message we are sending to students about teachers and their role and worth in society. Please reconsider these decisions for next year including sending a survey out to teachers and parents asking for suggestions or propose alternatives. I fear not doing so will send a strong message about how an alpine education does not possess the capacity to make change in society for the betterment of its students, teachers, and education's larger role in providing a critical public consciousness.

Jordyn Kauwe: I think the current modified schedule is so good for the kids. It gives them more time in the day and is more effective because the time is more efficient. Hoping to continue this modified schedule for the teachers and kids' sake.

Alexa Cardiff: We should have an adjusted schedule next year by it keeping a four day school week or having all 5 days but still finishing at 1:15 each day to allow for planning and more remediation/teacher-student help ability throughout the week.

Elizabeth Ludwig: I want to add my voice to the many in favor of keeping a modified schedule next year. The Wednesday to help students who need remediation, and offer extensions to students who excel, has been highly beneficial. Students come better prepared and rested Thursday-Friday. As a teacher, I feel I have never been better able to differentiate and reach individuals as I have this year. While there were many losses due to the pandemic, it also forced us to try new ways of doing things we wouldn't have otherwise. I think the district's "new normal" being to return to the "old normal" is a terrible waste of lessons learned and opportunities to be had. We should continue with a 4-day in-person schedule next year, with Wednesday (or Friday) being a distance education day. The distance education day has many benefits. It can prepare students to learn online skills they will need for the future, without sacrificing the benefits of face to face. It allows students who are struggling academically to get needed help, and students who are thriving to enjoy extensions. For the first time as a teacher, I see how I can reach individuals because I have time to adequately plan and reach out to those who need it most. This day could allow for many sports games to be held on that day, rather than pulling athletes from in-person learning. Musicians and thespian could also hold performances and competitions during the day. I have noticed this year that there is no end of the week slump - students come back from online day better rested and ready to more fully engage. At the very least the board should poll students, teachers, and families about this option, in a way that presents its benefits fairly.

DJ Conger: Esteemed members of the board, Thank you for all you've done in the past 12 months. It has been a challenge and you've done well. I teach at a high school in the district. I'm writing to request that we keep Wednesday as a distance learning day. If we went full time Monday, Tuesday, Thursday, and Friday, we could collaborate on Wednesday and use the time for prep and remediation. With the district moving to one-to-one, we can fully utilize Wednesday as a distance learning day. As a teacher, I've found that I can dive deeper into data and instruction with the time I've been given on Wednesday. I can look at my students' progress and determine next steps. I can explore and develop curriculum in a way not previously possible with the time available to me. I also love the time to remediate. I meet with students on Wednesdays, either via video or in person. My students are making progress because I'm available when they're available and we can learn together. I'm also a mom of a high schooler. Her mental health is the best it's been. She loves the day to work from home and reset. She loves the day to check and make sure her work is completed. Please consider what we've learned from this year and move forward, not backward. "

Terra Davis: We have learned many things during this pandemic. I have noticed how much the students respond to having more time to do their work and to just be. I have noticed how the streamline curriculum still meets the students' needs. I would like more time during class, so going back to full days, seems like a good idea, but maintaining the four day week could help both students and teachers. The students would benefit because the schedule could allow for a dedicated a and b day, facilitating students taking college level classes. The students have more time to meet one-on-one with teachers when they need additional help. The students can rest a bit more since they do not sleep enough generally. Teachers would have time to plan and grade papers instead of staying late or taking papers home. This is the first year where I only rarely have to dedicate full weekends to grading. Teachers will have more time to work with individual students. And teachers will have more time to clean which will still be important going forward given variants of this virus. We need to be able to keep the students and faculty safe.

Rebecca Lambert: I teach high school math in the district, and I would like the board to consider the possibility of returning to a full school day for 4 days of the week and have distance learning for the remaining day of the week. The amount of prep time has been invaluable, and I rely heavily on this time to plan quality lessons, prepare online content, and update grades. Returning to a full school day schedule would bring back valuable classroom time which could be spent working with students and being more thorough in lessons, and having a distance learning day would allow me to prepare more effectively and update grades with better feedback for the students.

Cindy Freitas: I think a modified schedule this year for secondary schools has been beneficial for both students & teachers. I wouldn't mind seeing students having a day for distance learning where teachers can have students who need extra help come in or they can work on planning/lessons. The other 4 days could be full days. I feel like teachers could make effective use of time the 4 days students are there and a lot of the fluff (time fillers) could be cut out.

Roberto Castro: The modified scheduled has been very good for the mental health of my kids and that of my students. I have asked my own children, my students, and their parents. They seem to agree that students are happier with school with Wednesdays off. Wednesdays off translates into my own children missing only two classes per month (for example, two A days per month is only two classes per month missed), and I believe that it is a great worth it if helps students' mental health and sense of balance in life. As a parent, I would like for my children to have some homework and assignments on Wednesdays. Teachers and students can review these assignments in class to make sure that learning is occurring.

As a science teacher, every minute in class is important. It is difficult to have short classes, especially upper level classes like concurrent enrollment classes and AP classes. This is why I would recommend bringing back longer classes (1.5 hrs.), but having Wednesday as an option to schedule mediation for those students who are struggling. Buses can run a little later and take the students back home after a two hour period. The Advance placement classes and UVU concurrent enrollment classes should have the option to hold classes on Wednesdays.

Aubrey Prestwich: I am a junior this year and having experienced the regular schedule and the modified schedule with Wednesdays off I think it is very beneficial for students. Having the Wednesday off allows for students to take more time on their homework and gives them the time to work intently and not just rushing to meet a deadline. I hope that the current Wednesday schedule continues to next year.

Jessica Perkins: I have been teaching in Alpine School District for the last two years. The pandemic has been a struggle for me as a new teacher, but with the modified schedule this year I feel like I am able to reflect more on what it means to be a good teacher. I am working harder to focus on what is essential for my students education. I feel that the modified schedule this year has been essential for the well-being of all teachers and their students. I do not believe it is wise to go back to the 'old normal' for this next school year. We have learned a lot over the last few years and have had to adjust to it. I believe these adjustments have been for the good of all students and have saved the sanity of our teachers. If the school district goes back to completely full school days, I think it will hurt more than benefit our students. I believe a new normal schedule should be implemented and should become the new normal in order to help teachers keep up on planning meaningful lessons and their grading. Keeping schools open 5 days a week would be wonderful, but time would be beneficial for students and teachers if the school day ended around 1:15. This time would benefit teachers and students substantially. Thank you.

Todd Halversen: I am both a teacher and a parent of 3 students in the Alpine School System. This has been an unbearably challenging year for all of my children. As a parent, I am okay with resuming a full day, 7:45am to 2:15pm. But the only thing that has saved my children, was having Wednesday to step back, re-group and get caught up. I personally think going from a shortened 4- day week, immediately into a full day, 5 day a week schedule, particularly after such a traumatic year will overwhelm the students. Wednesday is a wonderful time to rest, refocus and get caught up as well

Lora Stephens: I would love to keep the current school schedule for next year. I work at an elementary school and have talked with a lot of kids and teachers. The consensus is we all love the shorter school schedule. The teachers are able to get through lessons faster because they have learned that kids have such short attention spans and going faster is actually better. Also teachers have enough time to prepare and are not taking work home as often. As a parent of a daughter in jr. high, I can see my daughters mental health is much better with the shorter day. She has extra-curricular activities after school, so with the shorter school day, we are able to have more family time and time to finish homework.

Angie Krog: The modified school year (shorter days for elementary-high school) as well as Wednesdays as a distant learning day for jr high - high schools, has been such a positive thing for our family. This year has been obviously difficult, but the modified schedule has allowed the kids stay mentally healthy. They have more time to be home with family and less time rushing around. The Wednesday at home day has allowed my older kids to stay on top of all of their class work and studies. If it stayed just the way it is for next year, I'd be happy.

Brittany Willis: I am greatly in favor of keeping the four day school week for the secondary schools. I think for the average student they can keep up with being taught in four days what they need to learn. The fifth day should be a catch up and makeup day for any students that are behind. The students that are on track in their class use this as a day off or optional study day at home and the kids that need more help can work with teachers in person or online to make up assignments and bring up their grades. This gives teachers a day of no scheduled classes that they can focus on students needing extra help or prepare for the rest of the week. This schedule has worked wonders for my son. He is getting straight A's and when he is falling behind he does online work on Wednesday. This has alleviated him having to do the makeup work after school on top of homework taking time away from his family. It works really well for us and I would love to see it continue. I would also love to see online work available to kids that have to miss class. We had a funeral last week but my son was able to complete his assignments online and not fall behind by missing class.

Brittany Mead: You should keep the 4 day school week for jr. high and high schools. Use the fifth day as a flex day. The same rules of flex apply. If the kid is failing they have to come to school and fix whatever they are behind on. If they are doing well and aren't needing to fix their grades they can stay home and have a day off. Teachers are available to help struggling students on their flex day and if no one comes they use that day as a prep day for the rest of the week. This gives teachers time to have one on one attention with kids that need it. It has been so nice to have a 4 day week this year and I think it would work if it was turned into a flex day.

Emily Davenport: My experience has been limited with students this year - but here is what I have gathered. 1. Most students don't love learning online. 2. Most teachers don't love teaching online 3. If students are doing okay in school, they are not doing online learning on Wednesdays. If they are struggling and want to work - Wednesdays are the day for getting things done. Especially those responsible for younger siblings after school. If they aren't doing well and don't care, they don't do anything 4. Parents who are involved are the strongest factor I see in student success. 5. Almost every student is sleeping in on Wednesdays. Weeks where they don't have Wednesday off they are dragging their way through the day. Of those polled they would rather go longer days and still keep Wednesday off as opposed to 5 shorter days. 6. Many teachers appreciate the time to get the work of managing and planning teaching done during school hours instead of it taking over their entire life outside of school. It allows time and energy to personally contact students they are most concerned with. Back to 'normal' seems to serve mostly parents, not students or educators. If we are supplying babysitting so parents don't have to bear the entire burden of raising their children, then stop putting so many heavy requirements on teachers and schools. If we are educating students and can do so efficiently in less time, maybe do what's been shown to work best for students and educators.

Jordan Peterson: Keep the 4 day schedule! We can compensate for lost in person time by adding an hour to the school day each day of the week.

Amber Palmer: Having Wednesdays for distant learning has helped me as a teacher. I don't get burnt out by Friday, I can plan more meaningful lessons, collaborate more with other teachers, and not bring work home. Releasing students early every day has helped my students. They are more likely to stay during late bus hours to get help. And I have more time to give them my undivided attention.

Cheryl Rogers: If part of our schedule this year has students completing work at home and we also have students in class, I would prefer the 4 day schedule. However, if all students are required to be in class then we need to go to the 5 day schedule. It is too much work trying to do both venues at the same time. Blended learning takes a considerable amount of time to plan and execute.

Chelsea Samuelson: We should keep the current school schedule next year. Having lunch at the end of the day helps with many 4th period behavioral issues. It also allows for higher remediation because student can stay after school to receive help right after lunch. The shorter class periods have proven to be a success this year and I do not see why we need to go back to a longer school day when we have been able to teach the same core this year. Please consider keeping the shortened schedule as it allows for high student engagement, bigger chances of remediation for those that need it, and adequate preparation times after school for classroom materials. Parental leave is a huge issue in this school district especially for provisional employees. As a second year teacher I only have as much paid maternity leave as I do sick days. And as a new teacher I have used more sick days than most older teachers due to the nature of our job and building a school setting immune system. I understand that provisional employees get less sick days in general but for maternity leave the restriction should be removed. I can't fake being pregnant and abuse the sick days offered for maternity leave. It is quite frustrating to be expecting during the school year and realize that the max number of paid leave I can take is equivalent to the extremely small number of sick days I receive. Please consider changing this policy for maternity and paternity leave.

Jesus Miranda: The old one was better because more time and it was better because we would have a break during lunch instead of waiting a whole day.

Jacob Leavitt: The modified schedule not only helps my grades with an extra day to turn things in, but it also helps to have a day of break in between. The extra day serves as not only a day to be more productive with school work, but also as a mental break between school days.

Ashley Thomas Halladay: I am in support of a modified school schedule for the upcoming 21-22 school year. The schedule we have had this year has greatly helped me improve as a math teacher. With the early out schedule, I have the extra time needed to prepare fantastic technology enhanced lessons, videos for at-home learners, and online homework that provides immediate feedback. This has been my 10th year teaching and it is the first year that I have not had to spend 2 extra hours each night outside of my contracted time preparing for class or grading homework and quizzes. This schedule has helped me enjoy my job more and helped me implement best practices that I otherwise have not been able to do. I am sad to have to give up the progress I have made this year because it is not sustainable without the extra prep time. I have also been able to focus on the essential standards and use class time more effectively. I have also been able to request students who need more support to stay after lunch and get more one-on-one help. Please consider keeping the modified schedule for next school year.

Justin Hull: We should have the modified schedule for next year because I was able to learn the same amount of stuff in less time than I was able to in an extended school. It was also better for my mental health because I was able to focus better and was able to get more sleep so I could learn better.

Cassandra Loveless: I feel that we should keep this schedule that we have right now because having Wednesdays helps with my mental health and it also helps me finish extra homework. It also helps because some people like me have a hard time sleeping at night and it gives us a day to actually get sleep. In class we're more energetic and we talk more than if we were to have the old schedule. Also when we had our old schedule it took up most of our day. I have to drive a long time to get home and by the time I would get

home it would be late and I wouldn't have too much time to accomplish what is needed. This schedule helps with mental help.

Skyler Campos: Having a break in the middle of the week can help students catch up on school work and get ahead on new work. It also gives students a break in the middle of the week to get through the week and keep on pushing. Having a break helps me rest and prepare mentally for the rest of the week and helps me catch up on missing work.

Heaven Wald: I think that this year has been too easy and I'm not learning as much and I think that we should go back to the old normal. 5 days a week 7:45-2:15. If we do keep this schedule that we have now, teach the teachers how to do online better.

Wilson Haddock: I do not want to go back to full school days 5 days a week because the Wednesdays we get off are a life saver. Last year I was falling behind a lot in school and I barely caught up by the end of every term, this year I haven't fallen behind once because of the Wednesdays off. It gives me a chance to sleep in and also get my work done, so I'm ready and well rested for the next day. This isn't because I just don't like school, I actually get work done on Wednesdays. In my opinion, the modified school days should become our new normal because not only can we get work done and catch up every Wednesday, we can get the rest that we need to be able to get that work done.

Aiden Catmull: I want a break on Wednesdays it helps me catch up on work and when I get more sleep. I work better and can you teach the teachers how to do on line with the students.

Ryder Pack: We have done this schedule for a year and we are all used to it. We are all learning the same amount as we did with the other schedule.

Emily Greer: One in six students struggle with mental health. Personally, this 4 day school week has made major differences for me. It also gives us the opportunity to catch up on work. We know the district will say that it's our job to keep up on school. I dance for 20 hours a week and I fight to keep my grades up. This one day break has been monumental for my physical and mental health. Teachers are always telling us that we need real life experience, this is our real life experience. Some students are starting petitions, surveys, and even writing essays to show how we want to do this.

Abby Davidson: One reason that I want to keep the modified schedule is because it helps me get through the week physically and mentally. When I come back from Wednesday I come back more energized. I have caught up on homework when I am behind and I have caught up on my sleep. Our school is the only one in the district that starts at 7:45 so we get less rest than other kids. You think that we could just go to bed earlier but we can't so we end up staying up extremely late finishing homework or studying for a test, especially if you are an athlete. I play a lot of sports and it is hard to my grades up and stay caught up in school. With the modified schedule sports can start earlier or have time before my sports to get school work done.

Lily Kelson: Alpine School District should stay on the 4 day schedule because it allows students and teachers to take a break and improve mental health. It will give teachers more time to plan their lessons, and will be so much easier for students to focus. Many people struggle with mental health and having Wednesdays at home will benefit everyone. It gives students time to catch up, and helps them feel more ready to come back for the second half of the week. My sister is a teacher in Alpine School District and

she appreciates this schedule. She has more time to plan her lessons and email students individually who have asked her questions. If we went from early out, 4 days a week straight back to full time, 5 days a week, the students will struggle to focus. Their grades will start slipping, people will start sluffing. We went through an entire pandemic, and if we change nothing then we are wasting an opportunity to benefit the entire district.

Joseph Crawford: Almost 100% of the students at Canyon View Junior High can all agree that we prefer to have the online Wednesday instead of the five day school week. It is better because we feel refreshed and we finish the week strong instead of dragging through the Thursday and Friday. Also, I think that any athletes can agree that it is nice to have a mental break. Over all I know that it would be the right decision to keep the schedule the same.

Harrison: Having no school on Wednesday helps me catch up on work that I might not have been able to finish during the week. It also helps catch up on rest that I missed, because I go to CVJH and we start at 7:45. I also play football and having a break in the middle of the week really helps my body recover from running and working out 5-6 times a week. Next year I will be going to Orem high and they start at 7:45 so being able to take a mental break and get my sleep on Wednesday helps me get prepared for the rest of the days in the week. Also I do not think it is fair that you just threw this new schedule on us and expected us to just figure it out, and now you are changing it up again to something we are not used to. We have been conditioned to this 4 day schedule and springing 5 full days on us and just expecting us to deal with it is unfair. You guys also tried to make the decision without us, while we are the people who actually have to be at school doing the work.

Porter Olson: I am in favor of a modified schedule for the 2021-2022 school year. I don't like the longer days because it is hard to pay attention in school. When there are breaks in the week, I know that I can catch up on any missing work and get a mental break. It makes it easier to get through the week with all of my responsibilities. Academically, I know I can work on my missing assignments and improve my grades. Students will be more refreshed and ready to learn if we have a break in the middle of the week. Additionally, I am an athlete, and the Wednesdays online help me find balance in my academic and athletic goals. We need a modified schedule!

Mariah: Learning should not be measure by the amount of time that a student is in the classroom. The pandemic has taught everyone many things. Teachers, parents and students have had to adapt to a new way of learning. The modified school schedule has many benefits. I am concerned that after all the changes we have made, all the things we have learned, we are essentially throwing that away and returning to the old schedule. My students have expressed to me that getting out early and/or having a day of online learning has positively affected their schooling. They have told me that they feel less stressed and are able to have more time to focus on homework or catch up. Students have also mentioned how much they like the A and B day schedule working the same every day and not rotating. They have also expressed much anxiety for the next school year in anticipation for the old school schedule. As a teacher, I was able to focus on lessons, planning, hands on activities and individual students. I had time and resources to integrate more skills and information in my lessons that focused on the 6 C's and Wednesdays have been utilized for reviews, remediation, pre teaching, solidifying information and much more. These are few of many examples of the positive consequences in the modified schedule. This is the time to take what we have learned the last year and apply it to schooling in the future. Next year is an opportunity for Alpine District to transform to more modernized learning, the pandemic can quicken the process that tends to lag behind and change too late. School's should be first to adapt to the changing world, not last. The rotating A and B schedule can end. Wednesday's have a variety of options for adaptation, or there could be more early

out days to allow for remediation, trainings, planning, unifying community, and/or more. Again, learning should NOT be measure by the amount of time that a student is in the classroom, but by their ability and by their progress. This is an opportunity to transform and progress. We cannot pass it by.

Danielle: In my past 6 years in Alpine School District I have been impressed with the innovation and progressive practiced we have been able to implement. However, I am surprised that the board has decided that the new normal is going back to the old normal. After all we have experienced this year, nothing in ASD will change. I am writing to ask if we can have more options for next year's schedule. This can be a modified schedule, which doesn't necessarily have to look like the one we have now, and/or at least offer full-time online options. How is it that Jordan School District was able to contract online teachers while we are still forcing our teachers to teach both online and in-person? They are also surveying their stakeholders to get feedback, but Alpine has not even considered asking what the parents, students, and teachers think. Alpine stakeholders have not been given a voice and stakeholders have noticed. For example, one Alpine educator has said, ""The fact that they haven't bothered to ask us, now or last summer indicates to me that our voices don't matter."" I am asking that you at least survey your stakeholders before considering HOW we should modify our schedule. "

Angie Krog: The modified school year (shorter days for elementary-high school) as well as Wednesdays as a distant learning day for jr high - high schools, has been such a positive thing for our family. This year has been obviously difficult, but the modified schedule has allowed the kids stay mentally healthy. They have more time to be home with family and less time rushing around. The Wednesday at home day has allowed my older kids to stay on top of all of their class work and studies. If it stayed just the way it is for next year, I'd be happy!

Deborah Colinton: I do not think that going back to the regular school schedule will do much of anything for students. Teachers have more to deal with especially if hybrid teaching will still be something that we are doing. They need that extra time to do so. Have students back on Wednesdays and ending at 1:15pm would be ideal. Give them an extra hour and the extra day back.

Jacob Stepan: The modified schedule has helped immensely as a teacher. I believe we should keep the early out schedule to allow teachers more time to prepare for classes. Student learning has been very high this year and going five days a week with an early out schedule like we had this year would be incredible!

Owen Miller: I think we should keep the 4 day week because teens need more sleep and they get behind on work because they are tired. We have lives outside of school and we need time for that to hang out with friends and to keep our mental state in good place. Lastly, we need some time to do things we love and enjoy and make us feel good,

Christopher-Jacob Chao: I say you leave the Wednesday to an online day for mental reasons and rest. More rest more energy. We have to continue our work and help our future. If you can't leave the Wednesday than at least change the alpine high school times to 7:45-1:15.

Boston Sallenback: I think we should stick to the 4 days a week schedule and here are my reasons why. I think it is super stressful as kids to have to work on homework every single night for topics that we are just going to forget the next day. I feel like with the shorter schedule it makes us get our work done quicker and do the things that are actually worth our time. It is also nice having a lot of the information about what you did in class that day on canvas. Having to do some work online makes it much easier to make up and see what you missed for that day. I also think it's a lot less stress for athletes to have to do so much work, when

they should be focusing on more time training then more time stressing about how much homework they have for that day.

Brighton Nielsen: I believe we should stay on the minimal day schedule, one of the many reasons why is because of mental health. There are people like me who struggle very badly with mental health. Having shorter days has helped me personally in many ways. I've had more time to work on myself and catch up on my work. As an athlete I need this time to rest and find balance on how I'm feeling. There is so many more reasons, but this is why I feel we need to keep these minimal days.

Logan Walker: I think that as an athlete, the four days a week with Wednesdays off is very beneficial. I think that having normal hours again is necessary, but having a day off in the week gives us time to catch up, rest, or participate in other things

Michelle Segundo: I think that having Wednesday off is a good idea because we get sleep, allowing me to focus more and catch up on my missing assignments

Chloe Tobler: First things first if you are going to put us back to actual school schedule, we should at least have Wednesdays off. I know it helps me wake up early on Thursdays or Fridays, instead of just sleeping in. It also helps me just prepare for the rest of the school week, and it also is just really helpful to have no school on Wednesdays because I can get caught up on all my school work and homework. Like I've noticed when we didn't have Wednesdays off, I was behind in everything, and with Wednesdays I've been able to get caught up. It's just so hard to come home from school and have to do even more school work, so that is also another reason why it is amazing to have Wednesdays off. Also I know this doesn't apply to everyone but Wednesday and Saturdays are the only full day I can do with work, which is super nice in my opinion, but if we do Wednesdays back on I won't be able to go into work. I also just love Wednesdays because I can get caught up on sleeping, waking up early is really hard for me, and when we've had Wednesdays on for some of this year it was awful.

Eva Green: I am writing to ask that school should not go back to the full schedule because Wednesday is a day to catch on missing work. It is a day where we can take a break mentally, and we are able to catch up on rest. If school goes back to a full schedule it will affect students grades and also take a toll on them mentally. Not being able to have a day to take the time to catch up on school work will affect students grades. Not only can this help me stay caught up and keep my grades up but, it can be a good time to study so that I am able to do well on assignments and tests. For those people who have mental illnesses it is a good time to take a break and step back from the stress of grades and overwhelming assignments and tests. Having this day can help them stay caught up. As a teenager I need sleep. It is proven that teens function better when they are able to get a good amount of sleep. I feel I do better in school when I have a day off to get a good amount of sleep.

Sophie Gomez: I am writing to ask that we keep the schedule that we have now. Wednesdays are so useful for me, because I use it for catching up on hard classes. I also use Wednesdays as days that help me get a rest from not having to worry if I make friends or not. Whether I should say something in class or not. Whether my actions are weird to others. When there are group assignments who should I join should I just wait for the teacher to assign me a group? Those are all of the questions that flows through my brain. So Wednesdays are super helpful for me

Micah LeFave: With going back to last year's school days it takes away time from people being able to sleep so they can pay attention better in class and to recover from sports. People that have mental health problems, they need a day off and away from people. Time helps to build relationships with friends and get to know people better and have family time and a chance to work through problems.

Johanna Behm: I'm just going to get to the point, Wednesdays should be back, it is stressful to have all 8 classes to do in one day, we have gone so long with 5 days a week. Why change it now? I find Wednesdays one of the most stressful days of the week, cause what if I forgot because I think it is a weekend, then I'm more behind than I was before. Sometimes on Wednesdays there's nothing due, so how is that helping our education if we are not learning anything? One great thing about being back on Wednesday is it gives the teachers more time for their lessons. School is also a great place to socialize. If we are isolated we will grow social anxiety. School helps us be able to talk, express, make friends, etc. I do love the short schedule, but if we could push that later in the day like instead of 7-12 its 9-2, it will give the students that few extra hours of sleep that they need. Sleep is a prime nutrient; it helps stimulate the brain. Kids will be more willing to go to school if they didn't have to wake up so early. We'd also be able to retain things in our classes and participate because we won't be half asleep. Have you noticed in the last few class periods of school students have more energy and willingness to learn and participate? My point is, give Wednesdays back, keep the short schedule but push it a couple hours later.

Jamie Adams: I have social anxiety and depression and having Wednesday off helps me focus and gives me some time to do therapy. As a trans man school is really hard with bully's, harassment, and on top of that body dysphoria, anxiety, depression, and feeling suicidal. Wednesday give me a break from all the voices of students and teachers and a day to focuses on class. One thing that is really bothering me is that you didn't even ask the parents or the kids or the teachers if they were okay with this. I don't want to be pushed into a school with anti-maskers and people telling me I'm dumb for caring about the pandemic. Until you can stop dress coding girls about their clothing and start dress coding people for their mask, then you can talk to me about going to school full time.

Hector Madrid: I think having a modified schedule is a good things because on Wednesday we could to things like catch up on rest which is good for our mental health making up homework.

Coleman Maya: Wednesdays are good for homework.

Brianna Linebaugh: We should be reevaluating what is a necessary amount of time for our kids to spend in the classroom. This last year we have learned a lot, and I strongly believe that one of those things is the amount of time that is wasted on filling a quota of time spent in the classroom/workplace. This last year I was able to cover all the same content as I have in previous years while having a modified schedule. This extra time spent at home has given many of my students valuable time with their families learning outside the confined walls of a classroom. I don't know what the exact right answer is on this issue, but I think it needs to be discussed.

Brianna Knight: As a teacher, I would very much appreciate some type of modified schedule for next year. This year, I've realized (and my students have realized as well), that having school end at 12:45 or having a 4-day week is beneficial for students and teachers. We're more productive and I believe we're better off socially and emotionally.

Kari Bormann: As an English teacher here at CVHS, the modified schedule for this school year has been a life-saver. While I have missed the face-to-face time with students, the extra time to plan, grade, give effective feedback, and connect with students virtually has been absolutely necessary during this school year. Looking forward to next year, I have concerns that a full-time "return to normal" schedule would be detrimental to us as a staff and our students. What this 2020-2021 school year has taught us is that successful teaching does not necessarily take more time, but rather effective strategies, clear and open communication, and innovative technology. A return to a normal schedule would give teachers less time to plan in what will, undoubtedly, still be a stressful teaching environment. Therefore, I think continuing with a modified schedule would be the best option for next year: either four full days or five shortened days. My coworkers and I have used the extra time provided to us this year to collaborate on content, refine our teaching practices, and so much more. The idea of returning to a "normal" schedule for next school year is daunting. We as a teaching staff would greatly benefit from, and appreciate, a consideration toward a modified schedule for next year. "

Misato Suzuki: After a year of a modified schedule, I would say it has been a good change. The shortened days and class periods have helped with student efficiency and learning. When classes go too long, students zone out quickly, but I have found students are more attentive with the shortened class time. Wednesdays have also been very good for catching students up. I think the pros of no school Wednesdays outweigh the cons.

Amy Call: Having more time to prep and make meaningful, in-depth lesson plans, helps the students learn more effectively. It allows teachers not to get burnt out and to get all preparations done during contract time, instead of constantly taking work home. It allows everyone for a more balanced life and for us to focus heavily on essentials standards and concepts. Please consider this as the positives far outweigh the negatives.

Gordon Fluckiger: I am a teacher at Cedar Valley High School. Subject to an unforeseen worsening of the COVID-19 pandemic and associated protocols, I advocate for the resumption of a full 6.5+ hour school day and full five day, in-person school week for the 2021-2022 school year. There have been many benefits, particularly to teachers, of the modified schedule that we have followed this school year. While necessary to facilitate in-person learning during the restrictions of a pandemic, they came at great cost to instructional time and student learning. Valuable curriculum, instruction, assessment, remediation, and extension, much of which cannot be adequately replicated through digital or technological means, has had to be streamlined, resulting in reduced essential content, rigor, richness, and depth. If anything, students need additional instructional time to help remediate the deficits created by the disruptions of the pandemic and to ensure they are delays rather than irretrievable losses that compound year-to-year. From what I have observed from my students, the online learning days generally have not been effective for learning but used mostly as a crutch to compensate for or enable over-scheduling, lower engagement during the school day, and procrastination. These downsides, because they directly impact student learning, far outweigh the convenience benefits I have enjoyed for having more time to prepare during contract time. Outside of pandemic exigencies, continuing a schedule with shortened bell schedules and/or fewer in-person days will lead to a decrease in the quality and equity of the student learning in Alpine School District. Therefore, the Board must reject any proposals leading to a schedule that will reduce in-person instructional time. Thank you for your consideration.

Stephanie Noyce: I believe there are many advantages to continuing with a modified, schedule going forward. As a teacher in Alpine School District, I completely support going back to school 5 days per week next year in order to gain back a lot of the in-person time we lost with students this year and in order to have enough time to cover our full curriculum. I strongly believe, however, that we should keep the earlier ""Monday schedule"" that we adopted this year for the following reasons:

- 1) The additional time after school allows teachers to truly help and work with struggling students while still having enough time to fulfill their other duties such as lesson planning and grading. This has allowed for a work/life balance like I have never been able to enjoy in the 9 years I have been teaching.
- 2) By shortening each class by only 10 minutes, teachers are able to cover all of the essentials while still ""trimming the fat"" out of their lesson plans and eliminating busy work.
- 3) Students are much more likely to use their time well and get the one-on-one help they need during an after-school appointment as opposed to a homeroom class in the middle of the day. Homeroom is viewed by most students (and many teachers) as a 20 minute break in the middle of the day as opposed to treating it as an opportunity for remediation. That time could be much better spent after school with a select group of students you request without the need to babysit an entire class at the same time.
- 4) Students and teachers have more time after school to participate in extra-curricular activities that contribute to improved mental and physical health and a well-balanced life.
- 5) This experience teaching in a ""COVID year"" has forced us to re-evaluate the why in everything we do. It has been a positive opportunity to discover new and better ways of doing things. After all we have learned, I have a hard time believing we would go right back to where we started without incorporating any of the positive changes we have seen this year. Please consider keeping our modified, ""Monday schedule"" in the 2021-2022 school year. Thank you for your time and consideration."

Crystal Nielson: I would like to support the petition for a modified schedule for the 21-22 year. As an educator, the additional prep time has allowed me to be flexible as students are in class or at home. I think that this is something that will continue next year as students have become accustomed to being in and out of class.

Kelly Boyles: I think something that is a standard that has been set which seems fairly inappropriate in my opinion, is that teachers should be working extra hours after school constantly and that's the norm. All the years of my previous teaching, I have always had to work after school contract hours, and I still do this year, but having those Wednesdays and the extra time after classes has been absolutely invaluable this year, I very honestly wanted to quit my job within a month or two when the school year started with all the expectations that were put on us with the complete lack of time to accomplish it all. To be completely frank all the years before we did not have enough time, so next year I believe it's very important to actually provide time for teachers to accomplish the things that the parents the students the district and that we ourselves would like to be able to accomplish and prepare for our students. I believe the best thing would be to have a full class time Monday Tuesday Thursday and Friday, but still have Wednesdays as distance learning so that I have a full day to be in my classroom and studio to be able to prep for the lessons, to prepare materials, to recycle clay, to get prepared glaze, record demos... All the things that it takes for me to have my classroom running sufficiently and have assignments prepared clearly with examples and aids for my students. Second best would be to have every day in class but with a shortened schedule. but going back to just the standard schedule before to me feels like a slap in my face because it's been very apparent for a very long time that we have had insufficient time to accomplish what we need and just saying, hey now that we figured out a way to allow that time for you, we're still going back is just another way that teachers are unappreciated and have these expectations put on them that are unfair and unattainable.

Aaron Smith: My family and I (my wife and 5 kids) live in Julie's district, and I teach in the district too at Willowcreek middle school. I have two concerns and a schedule suggestion that I would like to share from my 13 years as a math teacher point of view. 1) I am concerned with movements among teachers to want to continue the "4 day work cycle" because it has a negative impact on student learning in mathematics in light of the depth and breadth of the Utah Mathematics Cores as it now stands, and the necessity of performing on a state test in those areas. I love the idea of having more time to prepare for learning, collaboration, and meeting increased digital communication demands. However, the Utah Mathematics Core as it is written today, does not allow for losing much instructional time. Unless the core is rewritten, losing a day of in person instruction creates a huge problem for math teacher. In talking with teachers teaching "non-core subjects" such as history and elective subjects, I get the picture that they do not understand that schools are given a grade in our state based on Math, English, and Science State test scores. While these scores do not totally define a school and students having a great experience, to drop a day of live instruction without the core being re-packaged at the state level would invalidate our efforts to teach the core. I do recognize that we "teach kids" more than "content". Yet, these go hand in hand, and any core teacher knows that while administrators will often preach kids over content on one hand, they also wave, (and brag about at times and are given district attention and praise) , for proficiency and growth in their scores. Administrators feel the positive and negative pressure of parents new to the community calling about "test scores" of their schools. It is just the way it is in math in this state. In addition, it was already challenging enough to teach the whole core before the modified COVID -19 schedule, considering that state testing occurs a month before school even ends. Please consider these realities! 2) Flex time needs to be put back in motion as we have not yet tapped what it can do for kids. Among those who feel to change the work week to 4 days, I hear little said about "flex time" efforts prior to COVID-19 restrictions and the positive effect they had. We forget that we still have a ton to learn about "flex time" as it was before COVID -19 modifications. I have been at two different Jr. highs and witnessed at least 4 totally different flex time approaches. I still see ample opportunities to improve all of those models. I fear if we leave those models...the consistency that a kid needs each day for a little face to face support will be lost. There is research that supports that the face to face connection with teachers and students talking outside of regular class time is impactful both academically and in making connections with adults at the school. I have seen that Teachers and students also feel more accountable to one another when the flex time is in smaller chunks and more regular face to face, rather than a "Wednesday" each week to make it all happen from a distance. We need to "flex" that muscle again=) 3) I have some suggestions for reasonable schedule modifications that acknowledge teachers needs for more collaboration time, mental health (just breathing), and coordination of digital expectations including hosting of digital learning opportunities that kids have to engage in work after live teach hours. Teachers need at least two or three Monday "early out days" a week! We can still teach our cores, if we have the 5 day schedule and a little more time after school. As both a teacher and a parent, I would rather my students have 5 day learning consistency with flex time, and come home a bit early two or three times a week, than have them take a full day off. I don't believe most families are equipped to make that day off effective anyways. Home situations create a glaring inequity that makes taking a full day off unreasonable and not helpful to most kids situations. Teachers need mental health days! I feel like there is no place for me to check out and take a mental health brake. When I am fried and can't even think straight, I take a personal day off too often, and then do work at home to get caught up...or stay up too long to get a sub job prepped to keep the content going. Sick days are not meant, as I understand it, for us to "pull out" so we can mentally "jump in" again, or at least they are not advertised as such...nor should they over bused as such. I wish there was a way to more openly say I'm having a hard time mentally and emotionally in my job, or that I need brake. I personally am a proponent of year round school as I feel the mental health benefits of more regular breaks and resets would be worth it. But is there not a way now we can acknowledge a few "at home days" here and there, that allow teachers to work without the students just to get caught up a bit? Or an occasional contract day at the school where kids are at home, and we can get caught up or reflect and get excited about the newest whatever.

Selina Llewellyn: I am a secondary teacher in the district and as someone who has been ""boots on the ground"" for the last 7 years, I would consider my opinion on this to be informed at worst and expert at best. I talk with my students regularly about how Wednesdays online is going for them and how the modified schedule is impacting them. They would love to have a modified schedule moving forward. As a teacher, having the extra time to prep and grade has been hugely beneficial for my mental health, my teaching, and for my feedback for students. I am so much more organized and ""on top of things"" when I have a Wednesday to dig into my work. Assuming we shorten the schedule in just one way (i.e. just online Wednesdays but the other 4 days are full schedule, or all 5 days but shortened) the amount of lost instruction time could be more than made up with the extra time for planning and grading on my end. I'm aware this isn't the most articulate I could be, just please consider improving education rather than bowing to tradition because it's tradition. Please let us all learn and improve from our experience during the pandemic. "

Cheryl Ruth: When are you going to end the mask mandate for our children? This has gone on for over a year, we now know Covid does not spread at schools or through children. The last post I saw from Amber said out of all of Alpine there had only been 77 students who tested positive and that was with your forced testing of student athletes. The lack of connection, communication, socialization, fresh air, being able to show your face, smile and be seen are all reasons our children need their faces back. What is the date to get these masks off of them? If there is no date still what is the justification and reasoning behind this decision and who is making it?

Nita Wood: This pandemic has given us an opportunity to shake up education. Let's not go back to the norm. Let's see what has worked this year, and see what didn't. Let's continue to try new things until we get something that works. Wednesday's have given students opportunities to for students to work on projects, extend what they are learning in the outside world. I have used Wednesday's to work with students who struggle, to allow for extended time for those student who don't get it. I am not saying that it is perfect, but the old way is certainly not ideal. Let's take this opportunity to change education for the better.

Lisa Pett: I would like to be you to consider continuing the shorter day schedule next year. I don't mind working a M-F schedule back in but I am truly begging you to consider letting students out earlier like this year. Having students leaving at 1:30 has made a tremendous difference in the quality of lessons I can prepare and the amount of feedback I can provide to my students. On the weeks that we haven't had a Wednesday distance learning day, I end up staying up until midnight several nights that week in order to prepare lessons, grade and create remediations. I get sick to my stomach imagining trying to do all of that next year with students getting out at 2:45 again. That only gives me (realistically) 30 MINUTES to prep, grade, and provide feedback each day, by the time students have left my classroom. It will be extremely difficult to go back to that class. I guarantee that the quality of lessons, and therefore the quality of our students' educations will decrease, despite being in the classroom longer. PLEASE CONSIDER keeping the shortened day!! Even if we were to end at 2:00 in order to incorporate some remediation and lunch time for our students, it would still give teachers additional prep time that we so desperately need. I have heard several teachers who said they would leave the district if this schedule was not incorporated next year. We need to be heard on this issue. Please consider this. I love being a teacher so much, but staying up until midnight once or twice a week is not feasible or sustainable. That is the situation I will be faced with next year if we go back to 8:15-2:45.

Jordin Bradshaw: I recognize that the pandemic has affected students, families, teachers, and the workplace in different ways. However, I also want to express that we can come out of this pandemic more innovative and better than before. I want to express my support for keeping a flex learning/intervention day 1 day a week for students and teachers. We can eliminate the intervention times built in school days already and return to our pre-pandemic Tu-Fri bell schedule and would actually get more classroom instruction time than this year but allow more small group time for those who need it, more dedicated collaboration time, better planning for better instruction in the classrooms, save some money, and lead the way in showing that the pandemic made us more innovative instead of less. The mental health positives of having a work day for both teachers and students has been significant this year. Many teachers have felt they are finally able to wear all the hats necessary, even with the pandemic, by having that extra instructional planning and PLC time. As a parent I also see the positive mental health value in allowing students to have more time to focus on their homework or other commitments. My high school students have expressed their preference to the current schedule as they say Wednesdays give them a chance to recharge and get ready for the remainder of the week. Within my circle of friends who are also stakeholders they have enjoyed their students getting time to do homework, socialize, focus on religious and personal goals, and decompress from the stresses of adolescence. For some this extra day out of the school building is a blessed respite from the bullying and anxieties that accompany their other days of school attendance. By eliminating Monday collaboration schedule and adding a teacher work (PLC, Curriculum Design, PD, and/or remediation) day instead we will see better results for student learning outcomes. By modifying the schedule in this way we could also have some economic savings as well through the decrease in transportation and nutrition service costs. This could be accomplished by not having all secondary busses or nutrition workers - maybe have just a few from certain areas to bus students who need remediation and just a skeleton kitchen crew to serve those who are there or even sending lunches home the previous day. This would also allow 29 hour support staff to better use their time in the building. I think this day would be most beneficial on Mondays as well, since that is also the day that many school holidays and already scheduled PDs occur on it would allow the movement of calendars to be the most minimal. Having this day on Mondays would also allow teachers to reflect on the data from the previous week and plan for interventions and extensions if needed in the coming week. However, I think any day to collaborate and plan would be better than none. I recognize that elementary students are different than secondary but even those teachers and students can be served with a modified schedule. I believe that ASD is innovative enough to be able to create solutions for Elementary and Secondary schools that will lead to better learning outcomes. In sum I would love to see ASD lead the way in educational innovation and eliminate early out days and replace them with flex learning and planning days. This can be done with the expectation that one hour each week is to be used as PLC time. Student instructional time will increase and teacher prep time will also increase- these combined will lead to higher quality learning, less teacher burnout, and lower teacher turn over. This next year would be perfect to pilot this modified schedule as we transition out of pandemic teaching responses. However, am one of a handful of teachers I know who may be willing to accept no change for salary or benefits this upcoming negotiation period in exchange for more planning and PLC time. This may be a good way to leverage that discussion with your teachers. If nothing else it goes far to show you care about your teachers and their needs as well as the financial health and academic achievement of students in the district. "

Megan Cudworth: I'm writing to ask school board members to be open to various possibilities for next year's secondary schedule. As a middle school teacher in the district, I'm constantly hearing my fellow teachers and my students express gratitude for the Wednesdays and early out options provided this year. Perhaps we've stumbled on something that could help advance the future of education. I ask students in my homeroom each morning to express gratitude for one thing, and I often see ""Wednesdays"" on that list. One student even said this to me the other morning: ""I feel like I'm more prepared mentally to learn rest of

the week with that extra time to rest, catch up, and do homework on Wednesdays." Middle school and high school can be so stressful for these kids (and of course teachers too), and I've found that there is power in a pause mid-week to meet with individual students, reflect, provide feedback, and ensure student learning in new ways. This flexibility has also allowed me to do my job effectively within contract hours for the first time in the 9 years I've worked in the district. Anything that might alleviate excess pressure on students and teachers should be discussed. I know there's a lot to consider when it comes to next year's schedule and we do want to return to some level of normalcy, but I would ask that the school board be open and willing to send out a survey to the parents, students, and teachers (similar to what the Jordan School District did) to gauge public thought on the matter before any official decisions are made. Thank you for your time and all you do for our community."

Kelsi Crotts: As a teacher, this year has felt different. We were forced into a blended-learning model of sorts, which I have noticed has changed my classroom and teaching in surprising ways. The shortened school days and online instruction days have allotted me enough time to complete the majority of my work at work, rather than at home, which has made me a more focused, feedback oriented educator who is happier and has more energy to build trusting relationships with her students. From what I've gathered, my students have enjoyed an online learning day and extra time to complete their work, along with time to dedicate to other interests and hobbies. This made me wonder why we go to school for 990 hours/180 days per year. I wondered if whoever made that decision had ever been in a classroom with middle schoolers before, or had ever gotten an idea about how delicate and short-lived their attention-spans are. It turns out, this model of education was made during the agricultural time period, where students needed a long summer break to work on the farms. The state school board just voted to remove the 990 hour requirement, which gives us freedom to be creative and innovate a new model that will be much more beneficial for students in THIS CENTURY, rather than the past. I didn't become interested in this until a few weeks ago, when the fear of going back to our old schedule made me a little sick. So, I am in no way an expert on learning models or the effects they have on student growth and learning. I spoke with Darrell Robinson, a member of the Jordan School District school board, whose doctorate degree is in innovative approaches to education. He explained some ideas that their district is considering that would revolutionize our approach to education and benefit our 21st century learners. One school in their district, RSL Academy, has already moved to a 4-day model, and they saw increases in student attendance and academic achievement. Other research done on districts switching to this model has indicated the same: teacher and student attendance has gone up, along with the mental health benefits that come from less rigorous time constraints. While test scores did not see a significant increase or decrease. Meaning that this model could help us help students grow in other areas of life, outside of their standardized test scores. I know that the district probably looks at the increased failing rates of this year and thinks that we should go back to "normal" as quickly as possible. I'm not convinced that attendance issues related to quarantine policies and other mental health/family complications due to a global pandemic are not more to blame for these "F"s than the changes to the structure of our school schedule. One particularly enticing idea that Darrell had, is the use of our 5th school day as a "personalized learning day" where students who need remediation can come in during a 3 hour window and get individualized instruction, while the rest of the day is given to educators to do prepare and give attention to all parts of their jobs.

Tommie Valentine: I am a teacher at Timberline Middle School. This year, our district has modified our secondary schedule to accommodate the global pandemic. I believe our education system has maintained "normal" based on a system developed long ago for people in different circumstances. This pandemic has forced us to modify our schedule and I believe the benefits that have been seen with this modified schedule give us reason to consider keeping some of these changes even after the pandemic.

As a teacher I finally feel like I have enough time to do my job completely. I feel like I have the time to plan and modify my instruction to be better. I have time to create better learning opportunities for my students and I don't feel emotionally drained as I have in past years. As teachers, we care about our jobs and we care about our students. Having the time to care and to put effort into changing and improving my teaching practices has made all the difference for me this year. I feel like I have the energy to be a better teacher and to connect with/form relationships with my students. I can't imagine going back to a schedule where I don't have the time to accomplish this, without sacrificing other parts of my life. For the first time in my teaching career I feel like I can completely be a teacher and the rest of my life is not put on hold. I also see this benefiting my students. Students obviously have a lot to worry about this year. The pandemic has brought a lot of change and stress. Wednesdays have been a huge tool for my students to catch up and remediate their grades. Although I hope future years don't lend to as much stress and change for our students, I do believe Wednesdays can be used in the same manner to help our students remediate and get caught up. In the research I have done on schools that have already transitioned to a 4-day week (Mainly in Colorado and Idaho), there has been no evidence that more learning occurs in a 5-day week. Test scores are just as high. The schools implementing this schedule show that academic achievement is not affected at all by a shortened school week. That being said, I'm not sure that test scores are our only focus here. In the research I did, it was evident that a shortened school week did result in increased student and teacher attendance. As one could expect, increasing the attendance of students and teachers can only increase the learning happening. I also believe that shortening the school week will improve the mental health and emotional well-being of students and teachers, without affecting the quality of student learning. Our district has put a large emphasis on mental health and talking with my students, they feel a huge relief, having Wednesdays to focus on remediating. In my conversations with teachers I can't count the number of times I have heard that this modified schedule has resulted in a better quality of life. Teachers finally feel like they have the time and resources to complete their jobs and not feel burnt out. I believe modifying this schedule will not only lend to increased mental health among teachers, but also an increase in retaining teachers in Alpine School District.

Kristen Anderson: I think that there are some big pros to considering a modified schedule. I would love to explore what having a 4 day traditional model with 1 day allowed for extensions and interventions. Where we could have time to work one on one with a small group of students. I would love to see students allowed come to the school during that distance day and allow for help and extension during that time. I find it helpful for students to stay on top of work and to keep A Days always Monday, B Days always Tuesday, etc. As a teacher there are huge benefits and as a parent, I find it helpful to have a day to get a head or get caught up.

Brady Schvaneveldt: Thank you for being so willing to look at next year in an innovative way. I love how in the study session it was said that last year we were surviving, this year we are thriving! I have spent the last 2 weeks collecting data on what teachers at my school hope to see next year. I have over 30 qualitative responses and they all have something different to add to the table regarding this issue. Overwhelmingly among all disagreements, teachers agreed to 2 things. They need to keep more prep time and they need more flex time with students to help them with remediation. Having more prep time this year has allowed teachers to improve their quality of instruction, data collection, and feedback in three ways. First, teachers get quality collaboration time. Before our collaboration was one extra hour at the end of a working day. It was exhausting and difficult to be productive after teaching all day. Second, we actually had a lunch longer than 30 minutes (which usually ends up being 15-20 after taking care of student needs). Many teachers also shared that not having to take home hours of school work each day allowed them to refresh each day. We should be able to go home and recharge, not have to do more work. Third, teachers are now facing students being absent way more than ever before. Many times these are not COVID related. With all lessons now posted online, kids do not "have to" come to school.

This creates a huge load of grading late work and providing online instruction. We also have found that we are being asked to remediate students before the end of term to curb failing grades. We have gone along with this, but it creates a huge burden of time and energy we don't have on a "normal" schedule.

The problem with the current adjusted schedule is we do not have time with students needed to remediate. If we have a flex day we need the kids there that need remediation. It would be nice to have kids at school for a day dedicated to remediation. To add to this, there are lots of kids that could benefit from enrichment. Even if they don't need remediation, a flex day should help kids get enrichment too.

Thank you for hearing me out. I am so excited about the innovative outlook this board has! This is so encouraging as a teacher. Thank you for hearing us out. I hope we can find creative ways from all teachers and parents to give teachers the prep they need and to the flex kids need as well.

ACTION ITEM

1. Resolution 2021-005 – Authorizing Two Vans to be Declared Excess for Disposition
Interim Superintendent Farnsworth recommended approval of Resolution 2021-005 to authorize two vans to be declared excess for disposition. Sarah Hacken made the motion, Mark Clement seconded it and the motion passed unanimously.

DISCUSSION/ACTION ITEMS

1. Fee Schedules & Spend Plans

Business Administrator Rob Smith explained that school fee schedules have been a component of funding schools in Utah for many years. It is a "user fee" that families pay while their children are in school. Once they have no more children in school, the fee goes away. The fees listed are the maximum amounts and many schools charge less. One of the most significant charges on the schedule are student trips. He explained that it is hard to approve the spend plans this early because travel costs change. He acknowledged that there are concerns about one of the spend plans in particular. Most schools are estimating a little higher on their spend plans because of the questionable cost of travel. The hope is to bring the cost down when the trip gets closer. **Rob recommended that the board approve the fee schedules and spend plans for 2021-22. Ada Wilson made the motion to approve the 2021-22 fee schedule and spend plans as outlined. The motion was seconded by Sarah Beeson.** Steve Reese, Director of Accounting, explained the process for a school to amend a spend plan and has recommended the state adopt the same process. **The motion passed unanimously.**

2. Policy 4060 Scope of Employment

Interim Superintendent Farnsworth recommended approval of Policy 4060 if the board is comfortable to do so following their discussion. Assistant to the Superintendent Kimberly Bird explained that ASD has a scope of employment policy for each class of employees. The proposed change to Policy 4060 would affect the scope of employment in managerial, classified and certified employees. The title change for the policy would be *Code of Conduct for all Employees and Volunteers* and Kimberly recommended it be moved to the 7000 series as Policy 7300. This new policy outlines the proper behavior and interaction Between employees and students and will be included in administrator and employee trainings. The policy follows the new Administrative Utah Code (R277-322-3) passed July 1, 2020. **Sarah Beeson made the motion to approve Policy 4060 and move it into the 7,000 series (Individual Rights and Responsibilities of Employees) as policy 7300. Sara Hacken seconded the motion.** Kimberly explained that with this change we could possibly retire three policies. **The motion was approved unanimously.**

DISCUSSION ITEMS

1. Consolidation of Suncrest & Geneva Elementary Schools

Boundary Changes for Suncrest, Geneva, Aspen, and Orem Elementary Schools

Interim Superintendent Farnsworth referred to the early discussion in study session about the Suncrest/Geneva consolidation in study session. Amber Bonner thanked the staff for the time and energy spent in meeting with the community to gather their needed feedback. Ada Wilson said her community is supportive of this change. The decision on the consolidation and boundary changes will be an action item on April 13th.

2. School Calendar 2022-23

David Stephenson discussed the three options for the 2022-23 school calendar. The calendar information was not in the board meeting documents because the committee met for the first time yesterday. The committee is made up of a teacher and administrator from the elementary, middle level and senior high schools; an AEA representative, a parent and two students, one from Lehi and another from American Fork High schools and Board Member Julie King.

Option 1: The first day of school is on August 16th, two weeks at Christmas break, and school ends prior to Memorial Day.

Option 2: The first day of school is on August 16th, the teacher comp day would be on February 17th, closer to parent teacher conference, and school would end on May 26th.

Option 3: The first day of school is on August 10th and the last day is May 19th. This equalizes first and second semesters.

Superintendent Farnsworth recommended doing a calendar survey every three years. The surveys from previous years are in line with options 1 and 2. The approval of the 2022-23 calendar will be an action item on April 13th.

3. Naming the New Elementary School in Saratoga Springs

Principal Katie Bowman and PTA President Sarah Rasmussen shared the three top names and mascots selected after surveying parents in the community.

- Harbor Point Pelicans (first choice)
- Deseret Springs Wild Cats
- Cove Point Pelicans

4. Naming the New Elementary School in Vineyard

Principal Geovanni Guzman and PTA President Briana Olavason shared the three top names selected after surveying parents in the community.

- Lakefront Elementary (First choice)
- Trailside Elementary
- Station Bay Elementary

Mascot choices:

- Raptors
- Falcons

The school colors will be green, blue and white.

5. Naming of the Potentially Consolidated Suncrest/Geneva Elementary

Principal John Shelton, and the SCC Chairs from Geneva and Suncrest presented three options for the name of the potentially consolidated schools. The name will be selected if the consolidation is approved on April 13th.

- Parkside Elementary #1 with the community
- Parkview Elementary
- Heritage Elementary

The dragon is the favorite choice for the mascot.

ADJOURNMENT

On motion by Sarah Beeson and seconded by Stacy Bateman, the meeting adjourned into closed session at 7:45 P.M. with Mark Clement, Sarah Beeson, Stacy Bateman, Amber Bonner, Sara Hacken, Julie King, and Ada Wilson voting in favor.

MINUTES OF THE CLOSED SESSION – MARCH 23, 2021

The Board of Education of the Alpine School District met in a study session on Tuesday, March 23, 2021 at 7:53 P.M. at the Alpine School District Office.

Board members present: Board President Dr. Mark J. Clement, Vice President Sarah L. Beeson, Stacy M. Bateman Amber L. Bonner, Sara M. Hacken, Julie E. King, and Ada S. Wilson.

Also present: Interim Superintendent Dr. Shane J. Farnsworth, Business Administrator Robert W. Smith, Assistant Superintendent Rhonda Bromley, Assistant to the Superintendent Kimberly Bird, and Patrick Tanner, ASD legal counsel.

The purpose of the closed session was to discuss personnel, property, litigation, and collective bargaining.

ADJOURNMENT

On motion by Sarah Beeson, and seconded by Julie King, the meeting adjourned at 9:49 P.M.