

# Community Council Minutes

*Granite School District  
Rolling Meadows Elementary*

**Date:** October 13, 2008

**Location:** Library

**Time:** 1600-1700

**Leader:** Kayla McKay

**Present:** Kayla MacKay (principle), Tanya James(Technology Cadre Chair), Paul Lund(Numeracy Cadre Chair), Karen Francom(Interconnections Cadre Chair), Karen Mills (parent), Leslie Haberle), Jolene Rice (Student Needs Cadre Co-chair), Lorraine Pinnell (Student Needs Cadre Co-chair), Tanya Gehlen (parent), Jenny Wood (parent/ Community Council Secretary)

**Not Present:** Cindy Gibbs (teacher), Tim Chezem (parent/ Community Council Chair), Oren Randall (Community Council Vice Chair), Mary Jane Griffith (parent), and Shauna Smith (parent).

**Note Taker:** Jenny Wood

| Topic / Leader                            | Notes   | Actions/Next Steps  | Responsible Individual   | Due Date |
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| Digital Recording/<br>Kayla               | As per new guidelines all Community Council meetings are to be digitally recorded, and then transferred to hard copy, where they are to be filed indefinitely. We are beginning this process today, and will be in compliance with the new guidelines.                                    | Record, and Transfer recordings to CD                           | Secretary,<br>Jenny Wood | N/A      |
| School Student Achievement Plan/<br>Kayla | SSAP plan, some changes have been made since some of you have seen copies of it.  |   |                          |          |
| SSAP: Highly Qualified Teachers/Kayla     | Under the No Child Left Behind (NCLB) legislation there are several guidelines that define a teacher as” highly qualified (HQ). We have 4 teachers that do not meet the criteria, 2 are new teachers that are participating in alternative route to licensure program. Due to the teacher | Program in place to get the 2 teachers who need to take test to | Kayla                    |          |

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|   | <p>shortage, Granite did major recruiting, and those who have a bachelor's degree, who are interested in teaching, are offered the alternative route to licensure. These two teachers have not been through the teacher ed program, and therefore are not considered highly qualified, but will be after they complete 3 years of teaching. (One of these teachers has one year of experience). Two other teachers have not completed the test that is necessary to meet the "highly qualified" requirements, but in Kayla's mind are highly qualified and are one step away from meeting the NCLB guidelines. We have a program to get them "HQ". That will soon be 100%. Opportunity for questions, no questions were asked.</p>  | <p>become HQ</p>   |  |  |
| <p>SSAP: Demographics (Title I qualification &amp; budget)/ Kayla</p> | <p>These values were downloaded on Friday, for 2007/08, October 1<sup>st</sup> enrollment. We are hoping that our free and reduced lunch percentage will go up; as we are borderline for qualifying for Title I. Title I is not determined by a percent, it is graded on a curve. We are the bottom of the curve. This is our first year to fit the criteria; we were just barely there for the two previous years. We have to have numbers to qualify, 3 years in a row before Title I can be implemented. It is strictly determined by Free and Reduced Lunch. We are barely qualifying; we are so close to the boarder that we may loose the funding.</p> <p>We didn't get a lot of money. Our Title I budget, is \$134,000, it is not nearly what we thought it would be. We will receive additional funds to take it up to \$191, 000 by</p> | <p>We have a procedure in place that every child that registers here receives the application for free and reduced lunch in the first day packet, we are so close, and the extra</p> |  |  |

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|   | <p>Thanksgiving. . We are using a large portion of the money to pay Title I paraprofessionals. As previously discussed we have switched out Oren Randall’s, our PLS(Professional Learning Specialist) salary for a new teachers salary, so that FTE(Full-Time Equivalent) pays for Mr. Randall’s salary, and Title I pays for our most economical teacher because this is good use of fiscal funds.</p> <p><b>Leslie Question:</b> What is our percent?</p> <p><b>Kayla:</b> It needs to be 76.8%; it needs to be close to last years.</p>   | <p>money would be so helpful for the children. We just need the parents that qualify to fill out the form.</p> |              |  |
| <p>SSAP: Incentives to attract Highly Qualified Teachers/ Kayla</p> | <p>The Cadres program is a wonderful, vertical, community of professionals, which is a huge draw to new, highly qualified teachers.</p>  |  |              |  |
| <p>SSAP: School Generated Data: Test Results/Kayla</p>              | <p>The data that is generated:<br/> <b>DIBELS;</b> and looking at where our numbers are.<br/> <b>Math Fact:</b> The drop in the percentages over the past three years was explained by Paul.<br/> <b>Paul:</b> At the 90% the kids were not timed, and we did not do the 10’s, 11’s and 12’s, so the drop to 77% occurred last year because the kids were timed for the first time and we added the 10’s, 11’s, and 12’s.<br/> Opportunity for questions. No questions asked.<br/> Our math scores on our CRT’s; we did better in math than we did in Language Arts that speaks to the quality of this program, and to the teachers that teach with fidelity. There is room for improvement.</p> | <p>Kayla is determining which classes need increased focus for improving “math facts”</p>                      | <p>Kayla</p> |  |

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|  | <p><b>IOWA</b>; was not looked at this year because it is a part of district provided data, so Words their Way was used.</p> <p><b>Words Their Way</b>; will be used this year.</p>  |  |       |                                   |
| <p>SSAP: School Generated Data: Plan to involve parents in education of their children/Kayla</p> | <p>This is a new document called the <b>New Parent/ School Compact</b>, it's brand new, and is a Title I requirement.</p> <p>There are 12 things that the school agrees to do, there are 9 things that the parents agree to do. We have the original copy which just needs the following signatures: Stephanie Ansley, the PTA President, Tim Chezem, our Community Council Chair , Tina Mort, our GEA rep(association rep), and Oren Randall (PLS). 540 copies will be made; which will go to every parent at SEP conferences in November.</p> <p>This is a legal contract.</p> <p>Discussed adding a line for the teacher and the parent to sign the document. We are going to do our part, and we fully expect the parent to do theirs. Parents asked to speak to this document.</p> <p><b>Parents:</b> Suggested to have student sign so they would be invested in the contract as well.</p> <p><b>Kayla:</b> It is a three legged stool: Parent, School, and Child. The extra lines will be added for signing.</p> <p><b>Review of what school will provide as part of the compact:</b> <i>Interpreters, Goals are shared,</i></p> <p><b>Parent Liaison</b> (funding through state grant whose name is Claudia Alvarez-a bi-lingual woman who holds parent classes on the stage in the gym) She is going through district documents of things that the parents need to be</p> | <p>Signing of Student/Parent Contract, make copies, distribute at SEP conferences.</p> <p>Kayla will check with Bryce about placement of the relo for the family center placement west of the parking lot.</p> | Kayla | <p>SEP Conference in November</p> |

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|  | <p>aware of as far as homework requirements, SEP conference things, information on how to keep immunizations current, increasing awareness of community resources available such as CHIP, even how to sign up for county rec programs- she is growing out of her stage. Kayla spoke w/ district, Bryce Holdbrook, who has one relo he can provide to make a family center. We will now have a place for her, they will be able to hold cooking classes there, she will be helping parents learn how to fill out job applications, and this will be a huge community resource. The problem is where to place the relo; we want it on the lawn, as we have very limited asphalt. The district will not fund lying down more asphalt right now. Suggestions requested for location of relo.</p> <p>Teachers: West of the parking lot, is just grass, that is not used to play on, and this will reduce the amount of grass that has to be watered.</p> <p><b>Question:</b> Is the center bilingual</p> <p><b>Clarification:</b> She is bi-lingual, but the center is open to anyone of any language.</p> <p>Further discussion about placement of relo; all agree best placement would be west of the parking lot, as this area has grass, is accessible to power, has parking accommodations, and is also accessible by the sidewalk.</p> <p><b>Leslie:</b> Wants to make sure that the family center is made aware to the entire community because it was very functional as observed by her, but there was a large</p> |  |  |  |
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|  | <p>Hispanic population, which is wonderful, and we do have a lot of lower socio economic families here that need the service just as much as those who don't understand or speak the language and would also benefit from the services provided.</p> <p><b>Kayla:</b> It will be important to advertise this program to all parts of our community.</p> <p><i>Performing Arts:</i> the community education partnership of West Valley has provided \$3,000 of funding for our after school art program, they are looking to get more. Flyers were sent home on Thursday, "Twice as Nice" about reusable art projects. The goal of the program is to further involve the students and expand their knowledge of the arts. They will be studying 5 artists.</p> <p>We would also like to start a before/after school program to get some tutoring going.</p> <p><i>Math Night/ Jr. Engineering Nigh, Writing Festival</i></p> <p><i>Star Reading Program:</i> <b>Jolene:</b> Very large amount of tutors, from the surrounding secondary schools, we have over 85 tutors.</p> <p><i>PTA:</i> Halloween Carnival</p> |  |  |  |
| <p>SSAP: School Wide Reform Strategies</p> | <p><i>Reading Program:</i> Imagine It, put out by SRA, it is a mandated district wide program, it is the first year that we are starting it, there are 63 elementary schools, it will be a 3</p>  |  |  |  |

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|  | <p>year process to get all of us involved in the new program.</p> <p><i>Math:</i> Everyday math is a proven, strong program.</p>  |  |  |  |
| SSAP: On-going Professional Development/Kayla                  | <p>Oren Randall is out of town today, but he is in charge of professional development. Imagine It and training in Imagine It is a part of our professional learning. Other components are: Words their Way, YPP, Cadres as part of the school structure and support, QTSA, LAND Trust, and Grants</p> |  |  |  |
| SSAP: Addressing the needs of gifted/high achievers/ Kayla     | <p>We have a 2<sup>nd</sup> grade teacher working on getting her endorsement.</p> <p>Kayla asked for feedback on the SSAP, reminded group that this is a fluid document, and that it is not set in stone.</p>   |  |  |  |
| SSAP: Addressing the needs of the low achievers/Kayla          | <p><b>Pinnell:</b> Clarified that it is stated that she serves K-2, but she serves K-3.</p> <p>It was also clarified that a 3<sup>rd</sup> grade teacher is involved.</p>   |  |  |  |
| SSAP: Addressing the needs of English Language Learners/Kayla  | <p>Clarification, Claudia will be holding English classes for parents, which is one of the primary reasons for having the family center, to increase communication.</p>   |  |  |  |
| SSAP: Addressing the needs of students with disabilities/Kayla | <p>Suggestion to add use of the Push In and Push Out Model.</p>   |  |  |  |
| SSAP: Addressing the   | <p>Add Word their Way to DIBLES, and YPP.</p>   |  |  |  |

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| needs of students who are from an ethnic minority/Kayla                        |  |                                       |  |  |
| SSAP: Addressing the needs of students who are at risk/ Kayla                  | Add that we have both a school psychologist and a social worker.   |                                       |  |  |
| Proposed new Stop and Go slip  | <b>Leslie:</b> The proposed slip is only half a sheet, it has the things on it that are behavioral, offenses, and/or situations whether it was sexual harassment, graduated from least to most offensive, it is very easy to fill out. Much more understandable to explain to parents what has happened.   | Will discuss further at a later time. |  |  |
| SSAP: Addressing differences in achievement between male/female students/Kayla | Add Cooperative Learning Groups, as this is one of the proven strategies that girls succeed at learning at.<br>Also add Individual Learning Instruction  |                                       |  |  |
| SSAP: Title I additional information/Kayla                                     | “Home and School Connection” is a Title I newsletter that is sent home with the students, which is a district newsletter provided to Title I schools, provided in Spanish, and English. Get it Got it Go, is sometimes referred to as “baby DIBLES”, and is a program for assessing pre-kindergarten.  |                                       |  |  |
| SSAP: Focus Area and Goals: Literacy/ Kayla                                    | Discussion about the 83% standard level of achievement for AYP in grades 2-6, and the difficulty that the school will have meeting this standard. Kayla clarified that this goal is set by NCLB, and if the goal is not met the school will go in to “high alert”. The focus has to be literacy; our focus has to be a Language Art, which is our concern. |                                       |  |  |

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| SSAP Focus Area and Goals: Numeracy/<br>Kayla                                       | Standard set by state is 78%, and the school is much closer to being able to achieve this goal.   |                        |       |  |
| Year End Student Achievement Plan<br>Intervention Report:<br>Literacy/Funding/Kayla | Funding shows that there is a \$3450.20 credit, this is not accurate; I have no records that we have any funds, in fact it shows that we are in the hole. That is wrong; Kayla will talk to Karen Sterling about this. Plans for next year will be to continue with modifications. We are still using the majority of our money for paraeducators. We do not qualify for Highly Impacted Funds, as the indicators are extremely high mobility rates, single parent families, and extremely high (90%) free and reduced lunch. | Talk to Karen Sterling | Kayla |  |
| SSAP: Budget for the coming year/ Kayla   | We have \$18,400 dollars from QTSA<br>LAND Trust we have \$27,800   |                        |       |  |
| SSAP: School Community Council Members/ Kayla                                       | Confirmation that members and e-mail addresses and terms are correct.<br>Teachers need to be added.   |                        |       |  |
| SSAP/Kayla  | Will need final approval from Community Council<br>Let Kayla know of changes/adjustments that need to be made as this is a document that we will live by.   |                        |       |  |
| Presentation of LAND Trust Brochure/Kayla   | Map of the trust lands money, which is such an important part of our LAND Trust money. It is doing very, very well. This is land that is owned by the children of the State of Utah. No adult has the right to do anything to the land without consulting the committee involved in how this is   |                        |       |  |

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|                                       | <p>managed. The land cannot be sold; it must go through a rigid set of guidelines to see how it will be used. Some things that are done to protect the TRUST Lands are: fire rehabilitation, not allowing dumping oil, gas, innovation and new technologies, mining, minerals.</p>  |  |  |  |
| <p>Enrollment Update/Kayla</p>        | <p>Enrollment has gone up, and Rob Averett (our area director) will not make us use the money we had set aside to cover the 0.5 teacher we were over. (We had previously agreed to fund the 0.5 teacher via the following methods: FTE 0.25 teacher out of Title I Fund, and 0.25 out of LAND Trust.) We need to average 529 students, which is the magic number for keeping 19.5 FTE that we currently have. Two weeks in a row we have had 533 students enrolled. HR said that if we maintain 1 more week, above 529, they will not make us be responsible for that money (\$23,900). That takes care of new teacher salary and benefits.</p> |  |  |  |
| <p>Kindergarten Class Size/ Kayla</p> | <p>We are at 91 students for kindergarten, divided by 3 classes. The faculty has met and would like to divide that 4 ways (2 OEK and 2 half-day) as it is really difficult to teach this many students, especially with our high ESL population. We need to maximize their time and their talents and get the kids ready for first grade. Proposal to use the money that was previously set aside (0.25 from LAND Trust, and the 0.25 from Title I fund) to fund 0.5 Kindergarten teacher, there would still be adequate money for Cadres and Teacher Collaboration in the budget. The</p>  |  |  |  |

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|  | <p>only problem would be telling some of the parents whose children are in OEK that we need to come up with an afternoon Kindergarten.</p> <p><b>Parent:</b> Stated that when her child was in OEK, that she would have happily moved back to half- day to improve the quality of her child’s education. Discussion about having the teachers of the OEK classes determine which children would be least affected by only receiving a half day of instruction, and still be prepared for first grade. One parent stated that she did not realize how large her daughter’s kindergarten class was.</p> <p><b>Kayla: Possibilities:</b> Send a letter to all 91 parents, update them to the size of the classes, and give parents the opportunity to see how many would volunteer, and if not enough volunteer to then look at the 12 who enrolled after Sept 2, these students increased the size of the classes.</p> <p><b>Group:</b> Agrees that this would be the fair way to do it. This decision is for the best of the children.</p> <p><b>Kayla:</b> Rob Averett recommended considering a 3/4<sup>th</sup> split, rather than loose money to Cadres/Collaboration. When taken to the faculty, they did not like this recommendation.</p> <p><b>Parents:</b> All parents verbalized they did not want a 3/4<sup>th</sup> split. It is hard for kids to learn in a split, and it is harder on older kids to change classrooms.</p> <p><b>Kayla:</b> Look to the next meeting for a report on how this goes. 6-7 students need to be pulled from each of the classes. HR is looking for a 0.5 Kindergarten teacher. None</p> |  |  |  |
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|                   | are available. Discussion to bring back retired Kindergarten teacher Debbie Ruckert.<br>Document sent home from the State Board of Education about Community Councils and the Districts long range objectives, instructions to take home and read. |  |  |  |
| Meeting adjourned |  |  |  |  |