

STEWART COMMUNITY COUNCIL MEETING

February 20, 2020, 3:30pm

Mrs. Neal's classroom

Members Present:

Amanda Keller, Amy Neal, Brooke Haag, Rachelle Boulton, Heather Taylor, Laura Charchenko, Gina Hirst, Heather Taylor (PTA President)

Members Absent:

Jen Christensen

Guests:

Brandon Lansing, Natalie Roach, Jen Johnson, Heidi Birth, Emily Jensen, Jennifer Webb, Stefani Jensen, Brooke Sanchez, Ali Clegg, Kristie Rushforth, Darlene Remington, Rachel Helgesen, Nathan Zollinger, Brenna Cox

Minutes

1. Legislative Update
 - a. HB 16 – school meals program amendment
 - i. School community council can make a recommendation to the local school board concerning participation in School Breakfast Program
 - b. HB 58 – electronic cigarettes in schools amendments
 - i. School community council provides input to the principle in developing a positive behaviors plan to address causes of student use of tobacco, alcohol, and electronic cigarette products
 - ii. Templates are being developed for schools to use which will incorporate evidence-based activities and outline targeted behaviors
2. Disney Points of Light service project
 - a. Gina Hirst will lead, with Heather Taylor as co-lead
3. School improvement plan/pod instruction
 - a. Due to ongoing challenges with split grade-level classes and classroom sizes, a new structure for 3-6th graders will be implemented next year for traditional students
 - i. The plan does not meet immersion requirements, so cannot be extended to those students, although we hope to demonstrate success with the model and be able to expand in the future
 - b. 3rd/4th and 5th/6th will each be staffed by 3 full-time teachers and 1 teacher's aide
 - i. 3rd/4th – Johnson, Roach, Birth, and Bartholomew
 - ii. 5th/6th – Eisert, Goodman, Neal, Phelps
 - c. Departmentalized teaching, with A-days and B-days
 - i. Math, language arts, social studies/science, and personal learning with teacher's aide
 - ii. Preserve the same in-class minutes, students will just have each subject in a bigger chunk
 - d. Students will have a homeroom teacher – this will be the touchpoint for parents
 - i. Homeroom will be a mix of grades
 - ii. Homeroom will encompass morning movement, lunch, team building, assessments, organizational work
 - e. Friday's students will be with their grade-level and with immersion
 - f. Personal learning will be planned collaboratively with all the teachers and the teacher's aide
 - i. Involve independent work, personalized support, and will involve physical and electronic accountability
 - g. Students will be assigned an instructional group that they will rotate through classes with
 - i. Instructional group will be all the same grade-level
 - h. Benefits for students – avoid grade-level splits, more teachers to connect with, smaller class sizes
 - i. Benefits for teachers – single content focus, avoid isolation, iterating lessons, creates growth, forces collaboration

- j. Funding for aides will come from Trustlands funding – approximately \$65,000
 - i. The two TAs both have teaching degrees
- k. Nathan Zollinger – has this been piloted anywhere else?
 - i. Idea of pods is not unique, East Coast instruction is more departmentalized
 - ii. Our model is a hybrid
- l. For ILPs, parents will be able to visit with each teacher, similar to how immersion works
- m. Kristie Rushforth – how will the younger kids handle this?
 - i. Immersion is already on a two-teacher model
 - ii. A/B days cut down on the number of daily transitions
 - iii. 3rd/4th buddies in homerooms can help transition younger kids
- n. Ali Clegg – traditional students have seen a lot of adjustments – looping, split classes, large class sizes – is this preferential treatment?
 - i. Immersion is not immune to a split, our numbers just don't fall that way
 - ii. Immersion guidelines are much stricter – set at the state level, and there was not any flexibility to include immersion students in this model this year
- o. Brandon Lansing (district) – we do have some splits within the district, and we still have splits and non-immersion schools
- p. Amanda removed students on a variance to see the impact – our ratio is still the same, there is a conscious effort to make things equitable between traditional and immersion
- q. Brenna Cox – what are the downfalls?
 - i. Lose the community feeling of one teacher/one class, but kids will gain a bigger community
 - ii. Students will have to adjust to different teacher personalities
 - 1. We will need to ensure consistency between teachers, particularly for the younger grades, focusing on behavior and communication
- r. The pod model is a big trend with lots of research behind it
- s. Darlene Remington – can you clarify the four main groups?
 - i. Students will be in the same homeroom all year long, but their instructional groups will change each term
 - ii. Instructional groups will not be ability grouped – they will be determined similar to how classes are split now
- t. Fridays – students will have assessments in homeroom, specific grade-level time, and will be able to incorporate immersion
- u. Ali Clegg – will personalized learning mean kids are on screens for 2 hours?
 - i. Maximum will be 15 minutes of math, and 15 minutes of Lexia
 - ii. Rest of the time will be with the teacher's aide or small group study
- v. Personalized learning will always be on the same day as science/social studies
- w. Teacher's aides will have access to all the curriculum and will lesson plan with teachers
- x. Teachers will decide collaboratively which subjects they will teach
- y. Parents will receive ONE email – not individual emails from each teacher
- z. Communication methods may not be the same across grades, but will be the same within the pods
- aa. Amanda proposed a motion for the community council to fund the 2 TAs using Trustlands money
 - i. Heather Taylor asked for a one-week delay to look at how the new budget compares to last year's budget
 - ii. Laura Charchenko proposed a motion to vote in one week, which was approved by all community council members in attendance