

Uintah SCC Meeting
17 January, 2018

1. Welcome/Minutes

In attendance: Ken O'Brien, Carol Theurer, Kerrie Doane, Leigh Jennings, Caroline Moreno, Stuart Contant, Heather Bennett, Nayeli Stalling, Benjamin Stalling, Amy Taylor, Weston Clark, Ellen Schwede.

Mr. O'Brien introduced Benjamin and Nayeli as new representatives from outside the boundaries. They are kindly replacing our former representative, who has gone to Bonneville.

2. PTA/SIC/principal updates

PTA: Ellen reminds everyone that Science Fest is coming up on September 24th. This is the evening portion of the Science Fair. Come see the kids' projects and enjoy food trucks and science activities. Lots of museums are coming. This will be an "art night" style event for science.

SIC: nothing to report

3. Safety/dress code sub-committee updates

Safety: At last meeting there was discussion about training about using the SAFE neighborhoods emergency box. Weston reports that the District will hold trainings. The first is at Bryant February 7th. Stuart will attend and report back to the SEC.

The safety sub-committee will discuss incremental improvements that can be implemented. Ms. Theurer reports that the teachers get district training on the policies and review each year and during drills. School Board President Heather Bennett asks if teachers are comfortable with what is in place. Ms. Jennings says the kids know what to do; Ms. Theurer agrees and mentions that the District offers first aid training and other options for faculty, which she has done. Ms. Jennings has done CERT as well.

Mr. O'Brien reports there are drills every month; every other month is a fire drill. He struggles with finding a balance of how much to prepare, and what might alarm anxious kids, and asks for guidance from the Board on this. Do District rules exist? Odds of an active shooter experience are 1 in 2.3 million for K-12. Those odds make Mr. O'Brien cautious about scaring the children. Heather Bennett stresses it's important that the teachers know what to do. Ms. Jennings agrees; says the kids will look to the adult for instruction. Ms. Theurer explains children are well trained in what to do. Ellen agrees that how Ms. Theurer explains it avoids terrifying the kids: "This is what we do, and we do it quietly". Kerrie Doane points out that upper grade kids ask questions and want to know what to do. Benjamin asks if there is a standard to give the parents, so they can discuss with their own children at home where the kids are most at ease.

Mr. O'Brien points out that most shootings are domestic disputes, or weapons left unattended that are brought from home; he asks for logical parameters. Ms. Bennett says she's not hearing us as a group ask for one particular thing we don't currently have. The subcommittee hopes to collect suggestions and questions to submit to the Board.

Weston points out that there must be an entity working on national standards on this, and Ms. Bennett agrees. The subcommittee will follow up. Kerrie asks what policies the teachers go over, and says there have been new policies in the last month. The office distributes those to the teachers. A blackline policy for their handbooks would be welcome, including for substitutes.

Dress Code: The District redid their dress code last year. It's very different and much broader. There are guidelines that you can narrow down; it appears to have some good content. Plan is to give the teachers training to handle violations so there is no body shaming and so every teacher follows the same rules.

4. School Improvement plan/Land Trust plan evaluation and New EEP Plan

The EEP is replacing the SIP. It clarifies a vision for the school and sets specific goals, which are set by the SCC and the SIC.

The new EEP (Excellence & Equity Plan) will be developed by looking at the data to see where there are gaps. Last year Mr. O'Brien wrote the SIP and the land trust based on history. Title I schools have tons of data which makes finding a focus easier. A high-performing school like Uintah does not. Many of our ELL students have parents at the University so their language is already more academic; in many classrooms at Uintah they are top scoring students.

Mr. O'Brien stresses that the word 'equity' in the title is different from 'equality': it's NOT doing the same thing for every child. Uintah doesn't have a ton of kids in academic crisis. He says that when we look at the data we really look at **our** school and **our** kids. It's important to celebrate where we're doing well, but we also need to really focus on who isn't getting what they need.

Ms. Bennett shows the Elementary Pathway Indicators by Subgroup chart and explains that they were created for a very specific purpose, but they are not the whole story, especially not for our school. She says the most interesting part of the new plan is the 'domains', which she calls priorities, and this is what we need to work on: creating our long-term 3-year goals. From those in the fall we will create the short-term, specific, achievable goals. However, we have to create a trust plan that cannot wait for the fall, and that plan is meant to serve goals of the EEP.

Ken says we consider mitigating factors that keep kids from success when we're looking at academic factors. Looking at the ACUS study, social and emotional health of the kids. Focus on seeing kids in crisis rather than "bad" kids and working on social justice rather than having a punitive discipline plan. He compliments faculty in working on this with him.

Mr. O'Brien feels that academics need to focus beyond grades and mastery. Last year's SIP had elements that weren't necessarily "academic" per se, but were more a holistic schoolwide culture. Caroline Moreno asks how the ACUS and social/emotional data are worked into this; answer is they're not. Ken mentions that our school can be good at masking crisis. It's difficult to make this quantifiable or concrete but it cannot be ignored. Ms. Theurer says at Uintah with test scores so high, a pitfall can be missing the proportion that isn't high. When we don't need to raise our overall scores, we need to be looking at what the barriers are for kids who aren't scoring well. She says that sometimes teachers need another set of eyes to help see those

barriers, because teachers have to be so focused on the academic side. Caroline points out that even high scoring kids can be having problems too; everyone agrees. She hopes that as we move forward we can integrate other data sets into what we decide, maybe Sharp? Ken proposes to talk to the teachers at faculty meeting because they can really help identify who needs extra care. Caroline points out that since we don't have glaring groups it does need to be individual.

Weston explains the four domains, the three-year plans, and that they align with district priorities. For spring we need to outline our goals to address the four major domains: Collaboration With Families and Communities, High Expectations of Students, Responding Effectively To Individual Needs, and Providing A Safe, Healthy Environment. Once we have those major goals in place, we then set the actionable items for next year. Both the major and sub goals can be revisited as necessary. Weston appreciates how connected it is. The draft is due March 23rd for 3-year priorities and land trust.

Ken says our Tier 2 intervention people are the paraprofessionals. When a kid isn't getting enough of what they need they go to the paraprofessionals. Most of the land trust money pays for paraprofessionals. Tier 1 is straight up teaching; Tier 2 is the extra help for those who need it. Those who still need help get Special Ed (Tier 3). Tier 2 comes largely from paraprofessionals. Some teachers, like Ms. Murakami and Ms. BC, also volunteer to help kids who need it.

The Plan: Teachers meet the 26th; Ken plans to put up four big posters, meet in teams, talk about each domain, and use Post Its. He will bring results to SEC, and we will do something similar. Then with a few teachers Mr. O'Brien will try to crystalize the spirit of what we've found into 250 words. We can then look at those paragraphs at the SEC meeting in March. That will be our draft; District will provide feedback by April 13th. We submit the final by the 23rd. Caroline can help with facilitation techniques on culling the ideas.

Dr Cunningham suggested to Weston at another meeting that some schools do a school-wide collaborative approach to this. Caroline mentions what a high response rate we got on the safety petition; we might therefore get a lot of good input on this. Weston says this would be very welcome so long as it's controlled. Ken suggests that he begin with faculty and assess their greatest needs. SEC can then discuss in Feb. and put together something to collect input. Caroline says we need to let the community know what we're doing – that we're actively trying to improve the community. Ellen reports that the PTA is about to send out a Needs Assessment to see where people most want funds to be spent. Caroline wonders if the PTA could wait on sending that out to be helpful in this regard; Ellen agrees. Kerrie points out that SEPs would be the best time to get input from parents. February 7th is selected as the new meeting date for February, leaving us enough time to prepare to collect parent input.

Ken says that one of the big SIP goals is science. He's done professional development with teachers, we've built the lab and are purchasing science materials. We need a systemic view of these things. Heather says as a parent she'd want to see data that it's working. Look at the data and see if that is where we still want to devote our resources; likely it is, as it's a new program, just show parents the what and why.