

Minutes for Uintah SCC Meeting

12.12.19

Attendance: Erika Hill, Jennifer Foth, Carol Theurer, Angie Carter, Brian Conley, Samuel Hanson, Ellen Schwede, Melissa Ford, Amanda Funai, Brandon Mark, Lissa Lander, Amy Taylor

1. Welcome & Introductions

Sam Hanson introduced himself. He works on the School Board with Melissa, in Precinct 5. Brian introduced himself as interim acting principal.

2. Introduction & Update from Brian Conley

Brian will be at Uintah through at least winter break.

3. EEP goals/ Land Trust updates

The Land Trust Plan is up-to-date except for Council membership, which should list current voting members. Brian asks about members. Confirmed SCC members are: Erika Hill (Chair), Caroline Morena (Vice Chair), Amy Taylor (parent), Ellen Schwede (parent), Angie Carter (school employee), Amanda Funai (parent), Jennifer Foth (parent), Weston Clark (parent), Carol Theurer (school employee), Lori Briggs-Cook (school employee), and Brian Conley (school employee). Brian will check with Erika about others on the list who are not present. Matt Lyon is confirmed. Erika will follow up with Jakob Skog; Brandon will ask about Rachel Otto.

A few years ago each school was given the SLCS Mission Statement, in its four parts, with the goal of having each school formulate and write their Three-Year Vision. Twice a year, each school is asked to write SMART Goals to help them achieve that Vision. These goals should be actually achievable. Brian printed the Vision/Priorities prepared last year and the SMART Goals for this fall. Copies were distributed and reviewed; these are attached. Regarding Professional Development: the District had some PD offerings in science and there were also some at the school. 4-6 hours were offered. Another goal is to try to get extra help for students with special needs and focus on growth. All students were tested in the fall; will repeat in the spring. Brian has collected some historic data; also attached. The data show a general upward trend in ELA for K-2 data. Math fluctuates to some extent; Angie reminds there is a new math program. There is no K-2 science testing. EL stands for English Learner. SWD is Students With Disabilities (when there are fewer than 10 the n size is too small and they are no longer counted for privacy reasons).

K-6 data show an upward trend in English, math steady, science climbs. Recent goals have been written around science and trends show 10% growth in this area. For SWB there are some achievement gaps. It is a small part of the data but it gives some historical context to clarify what SCC is doing and where Land Trust money goes. It's about finding a pressing academic

need. There are many types of data, and SCC will review some of that as well in the future – student surveys, teacher surveys, qualitative data etc. These efforts pay off in improvements like we have seen in science.

4. Approve November meeting minutes

Angie requested a brief clarification of her contribution regarding PTA; change was made. November minutes approved.

a. Follow up on November item - Afterschool

Jennifer reports that Arte Primero is still interested in providing offsite aftercare (contact briefly away due to a bereavement). If they have at least five full time slots each day they will transport (each slot does not need to be the same child all week).

Billboard: as long as parents are running it, the school is not advocating a provider and it is simply parent-to-parent cooperation.

5. Discuss parent concerns

a. Accessible parking

Lissa has two kids at the school, and she has a disability. She has difficulty using the disabled parking spaces because of the confused state of the entrance. The backed-up traffic in the circle can block access to these spaces. Lissa suggests an improvement could be that the eastern side be Entrance Only, so that anyone attempting to leave the lot does not block traffic. General agreement that the circle is part of much of the traffic problem. Lissa questions the sign that indicates Teachers and Volunteers only; this neglects to mention that the disabled spots are also located beyond that sign in the lot, and is unwelcoming.

Ellen asks what responsibility goes to the District on this. Brian mentions involving Building and Grounds; since 1993 there has been a battle about where to put a crosswalk. He also mentions human power to monitor these issues. Jennifer tried to recruit parents for this last year; Amy used to organize the 6th grade safety patrols, but these were discontinued by the district. Safety is paramount, but gridlock is definitely an issue. Lissa has noticed that when many children are crossing, the crosswalk attendant can keep cars stopped for long periods so the circle clears slowly. The bottleneck at the exit is also a big problem. Amy points out that there is no actual need for the crosswalk in the circle; everyone approaches from east or west and can use those sidewalks. General agreement that historic practice on this will be hard to overcome. Brian says he will bring up the issue with the Buildings and Grounds Director. The first steps seem to be entrance only on the east, and right turn only at the exit. Melissa says we could bring a city transportation person out also, although these issues are school-specific. Carol points out that the recommendation has long been not to use the circle, but parents won't do it. Amy asks if we can have a gate on the west of the field for children to enter; Angie points out that during recess this is a danger: outside people could access school grounds, or children might out run after balls. Brandon agrees though, that many parents might never travel east on 1300 at all if there were a west entrance. Carol says Uintah once tried a NW corner gate, but people didn't use it so the idea was abandoned. Amy asks if other access points on the west could work. The teachers

mention that a great many parents park and escort their kids in; most schools elsewhere don't do this.

6. District news

Melissa reminds that she is happy to return all feedback to the Board. There is a conversation at the Board about starting high schools later. The company YS Analytics was hired to conduct a scientific survey; 82% of respondents support delayed start for high school. The sweet spot seems to be anything less than 30 minutes of change. Angie asks if non-bussing schools would be affected less? Melissa says that is under discussion; all elementaries may need to be on the same schedule. Brian says in past there have been questions about when busses will be available for field trips. There was also discussion that some schools have busses and others don't. Ten SLCS D elementary schools don't have busses. Melissa reminds that research and professional associations recommend later starts for high schools students for their mental health and safety. A change would mean that about half of other schools would start earlier, half would start around the same time as high schools. The School Board will have a Listening Tour to gather opinions. There will likely be a stop at Hillside or Clayton. Options for busses are being considered, including not changing schools that have no busses, although this would mean that if a non-bus school were to become bus school in the future, they might have to change their start time. At the moment schools generally decide their own start times. This allows the community to decide when to start based on their needs and location. Brian wonders what the Uintah input would be if we do not change but Clayton does, for example. Melissa hopes at the end that we will have a decision based on what's good for kids, rather than on the difficulties of the disruption, but these will of course have to be dealt with. The importance of later sleep begins at puberty, which is clearly a variable age. Melatonin levels change, and kids have a hard time getting to sleep until later. The research is very clear that later wake times for teens are beneficial. Changing start times for middle schools would be very expensive. Changes could possibly come as soon as next fall, but most likely not.

7. PTA update

Science Fest is planned the evening of Science Fair. Discovery Gateway, NHMU signed up; Leonardo likely. Date is January 16th, 5:30-7:30. Having parents come in the evening and judges during the school day reduces disruption. Some parents do miss having the chance to ask kids about their projects. Angie points out that teachers cannot require kids to come back at night; Ellen reports that PTA has wondered if there is a way we could incentivize kids to stay with their projects and field questions if they are attending in the evening? Science Fest costs next to nothing and is a great event. PTA gets a percentage from the food trucks and spends very little.

Lori BC is going to be helping coordinate between SIC and PTA so that these bodies can communicate productively.

8. SIC update

Carol reports that there was an air quality discussion. We follow the state and district guidelines. Amanda asks what it means to say a child "has respiratory symptoms". Is that just a child who

was recently ill or is it a long-term diagnosis? Angie says there is some vagueness on that. Carol reads the standard: "in consultation with a medical professional". The school pulls the list of affected kids for the year, not short-term. Melissa will look into this. Angie says that a child who arrives with a doctor's note will be allowed to stay in; there is not a clear rule about when a parent simply wants them to skip recess. The teachers have to account for children during outside time, and must find someone to be in charge of them. Melissa asks if this is a question the SIC should address? Carol mentions the logistics; it is not cut and dry. Brian says communication is very vital. Every parent says something different.

Carol mentions that our air reporting station is Hawthorne, which is down lower. Amy asks about discrepancies in different types of monitors, and Amanda explains that Purple Air sensors are less accurate and can be skewed by fog, so the state monitors are more reliable.

Amanda asks about the State discussing making recess count toward instructional time. Will that affect us? Our District has a minimum of 1000 instructional hours per year; recess counts but lunch does not.

Meeting adjourned