

# WJMS ACCOUNTABILITY MINUTES

September 2016

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*Date | 9/12/2016 | Meeting called to order by Sally Kate Tinch*

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## In Attendance

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<input checked="" type="checkbox"/> Becky Brown	<input checked="" type="checkbox"/> Beth Bunchman	<input checked="" type="checkbox"/> Steve Cox
<input checked="" type="checkbox"/> Mary Flannery	<input checked="" type="checkbox"/> Michele Fulford	<input checked="" type="checkbox"/> Anna Goldfarb
<input checked="" type="checkbox"/> Melissa Gutierrez	<input checked="" type="checkbox"/> Kim Halingstad	<input checked="" type="checkbox"/> Molly Kavanaugh
<input checked="" type="checkbox"/> Patti MacLennan	<input checked="" type="checkbox"/> Suzanne Matson (via remote)	<input checked="" type="checkbox"/> Sara Miller
<input checked="" type="checkbox"/> Frank Reetz	<input checked="" type="checkbox"/> Tammy Story	<input checked="" type="checkbox"/> Heather Swegle
<input checked="" type="checkbox"/> Sally Kate Tinch	<input type="checkbox"/>	<input type="checkbox"/>

## Accountability/Membership

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The committee's purpose was briefly reviewed: school accountability committees are a state-mandated group for parents to work with schools and teachers to talk about issues relevant to their schools and advise on ideas to improve their school. Members must attend 50% of meetings to be eligible to vote.

After an informal vote, it was agreed to use a single intent to participate form instead of individual forms and it was circulated.

Copies of the [School Accountability Committee Meeting Norms](#) and [Issue/Concern Form](#) were circulated. Copies of both documents are always available in the school office.

The committee lost a significant number of members from the previous year as parents moved up to high school activities. The floor was opened to ideas for inviting current sixth and seventh grade parents. Advise teachers could send an e-mail to their students' families and have individual conversations to encourage interested adults.

The secretary position is open. Its duties entail taking minutes, sending minutes to the school's administration to be published on the school's website, and holding a folder with information pertinent to the school accountability committee.

The open forum portion of the meeting agenda was used minimally in the 2015-16 school year. A middle road to keep open forum to a reasonable length and relevant topics needs to be found. Requesting advance notice of speaker name and topic to vet ahead of the meeting was dismissed as too constraining. Visitors have attended past meetings to use the floor during open forum to speak about topics that were not necessarily relevant to committee's direction at the time. The district's Board of Education meetings have a simple sign-up by name and brief description of topic. An informal vote to ask future open forum speakers to sign up at the start of a meeting with their name and topic was proposed and found consensus.

# WJMS ACCOUNTABILITY MINUTES

September 2016

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## UIP/School Improvement

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Principal Becky Brown presented a draft of the school's 2016-2017 Unified Improvement Plan.

### Major Improvement Strategy: Math Reasoning

- Problem-Based Learning (PBL) implementation - students learn to use reasoning to defend and critique their learning;
- Department scoring conferences/norming;
- Evaluate MAP data for what's working and what we need to adjust;
- What can we do schoolwide to support math reasoning?

### Major Improvement Strategy: Written Expressions

- PBL implementation - students demonstrate their learning by writing;
- Writing Wednesdays - students will explain thinking processes, teachers confer with writers, differentiated instructions, some writing will be handwritten and some will be typed;
- Writing paired with texts at higher Lexile levels in Social Studies and Science;
- Students will present a piece that shows they can transfer skills from writing into other genres.

An explanation of Lexile was requested. [Lexile](#) is a quantitative assessment system that assigns a numeric value to text complexity based on individual words and sentence lengths; e.g., *Charlotte's Web* has a Lexile measure of 680L and *The Hobbit* has a Lexile measure of 1000L. MAP testing gives us a range to estimate where students are actually reading instead of a test given at a specific level where students either can or cannot read at that level.

How can parents support reading at higher Lexile levels? Online tools including the [Scholastic Book Wizard](#) and [Lexile.com](#) offer guidance, but keep in mind that the Lexile framework is a mathematical formula that does not take age-appropriate content into consideration. Encourage students to consider reading more nonfiction - they are already comfortable with narrative fiction and series they are comfortable with.

Teachers have intentionally asked students/families to choose material at or below current level to promote reading fluency. Suggested lists of books that are in targeted Lexile ranges and have middle-school appropriate content can be compiled by the library staff, posted to the school website, and promoted through school and PTA communication channels. An explanation of reading levels including the Lexile framework used in context will be included.

It was asked how and why Unified Improvement Plan (UIP) goals are created. Using our still-incomplete data from testing, the staff considered at data team meetings what areas we would like to focus on for improvement and decided at grade-level teams what specifically we wanted to do. Middle schools historically score lower in writing and our math reasoning scores were lower than we would like with the data we have available. These goals are applicable to every grade level.

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## Counseling Calendar

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Mary Flannery presented on behalf of the counselors. The counselors are working with our school's psychologist and social-emotional learning specialist to visit core classes and Advise this year. A chart of the five social-emotional learning (SEL) competency clusters – self-awareness, self-management, social awareness, relationship skills, and responsible decision-making – surrounded by rings marked as curriculum & instruction, school climate/policies/practices, and family/community partnerships was displayed.

# WJMS ACCOUNTABILITY MINUTES

September 2016

Approximately 80% of students have completed the student-driven needs assessment linked from the counseling web page. Highlights presented: 96% of respondents feel safe coming to school, 82% feel their grades reflect their potential, 87% know an adult in the building they can talk to and trust, 84% feel the school has taught them conflict resolution skills, and about 71% have an idea of what kind of job they would like later in life. Students want to learn more about college and career information, how to get good grades, organization, and time management.

Counseling's year at a glance:

*August:* T1 scheduling, needs assessments, 504 plan review

*September:* self-awareness

*October:* social awareness, 8th grade career day October 13

*November:* T2 scheduling, self-management

*December:* relationship skills

*January:* responsible decision-making, high school registration

*February:* 6th grade Outdoor Lab, middle school registration, self-awareness

*March:* T3 scheduling, relationship skills

*April:* (minimal Advise contact due to testing), Day without Hate April 29

*May:* responsible decision-making

*Year-round:* W.E.B. activities (6th grade), individual/group counseling

Clarification on self-awareness was requested. The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines it as "The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism."

It was asked if the competencies overlay the [Jeffco 2020 Vision](#). The social-emotional learning competencies fit with the Self-Direction and Personal Responsibility competency of Jeffco 2020.

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## Reminders

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There are many openings for volunteers this month, including Science Night this Wednesday and vision/hearing screening on September 27. Please see the [Volunteer Opportunities](#) page of the school website for information and links to Sign-Up Genius pages for each opportunity. PTA is meeting this Thursday.

The [Lab Cards Program](#) is available for families with students from kindergarten to 6th grade to start saving for Outdoor Lab by using reloadable gift cards for Safeway and King Soopers. The initial card fee is \$5 and 4.5% of all funds you put on the card are returned to OELS (for your student, scholarships, or general program funding at your discretion). If you use your lab card to pay for gas, it is recommended you go inside to pre-pay instead of paying at the pump to avoid having a temporary block-hold put on the card until the gas purchase is processed.

David Fennimore is in the new position of Social-Emotional Learning Specialist (SELS) at our school, a position the Board of Education established at each middle school in our district this year. He helps students with a variety of

# WJMS ACCOUNTABILITY MINUTES

September 2016

issues and attends training every Thursday morning about his role and supporting our students. He has partnered with our counselors and psychologist to deliver the counseling curriculum which, to the best of our knowledge, is not common in our district to do, and they will be working on social-emotional competencies to help students across the board. Other schools may be struggling to refine their SELS role but we are lucky he came in feet-first – he was a school psychologist prior to this year and served our school as an area GT counselor a few years ago. We are not using the regional SELS to give our feeder elementary school and Conifer High School more time; she is working in tandem with David Fennimore. He is a tremendous asset to the building and we hope to have him attend the start of a future meeting.

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## Open Forum

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In lieu of Open Forum this meeting, the attendees were asked to share great things happening in the building:

- David Fennimore’s full-time position at our school;
- Science Night;
- 8th grade Career Fair;
- A possible new collaboration with Denver Water for 7th grade science and social studies;
- Higher than average 8th grade English scores; and
- This year’s 8th grade class is great - kind and respectful with one another and adults.

The next meeting will address new graduation requirements for current 8th graders.

If anyone is interested in participating on an ESSA Spoke Committee, which are groups working on different areas of [Colorado’s Every Student Succeeds Act \(ESSA\) state plan development](#), please speak with Frank Reetz or Sally Kate Tinch.

Meeting closed at 3:30 pm.

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## Next Meeting

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Date: 10/10/2016

Time: 2:30 pm

Location: WJMS Library

# WJMS ACCOUNTABILITY MINUTES

October 2016

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Date | 10/10/2016 | Meeting called to order by Sally Kate Tinch

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## In Attendance

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<input checked="" type="checkbox"/> Becky Brown	<input type="checkbox"/> Beth Bunchman	<input type="checkbox"/> Steve Cox
<input type="checkbox"/> Mary Flannery	<input checked="" type="checkbox"/> Michele Fulford	<input type="checkbox"/> Anna Goldfarb
<input checked="" type="checkbox"/> Melissa Gutierrez	<input checked="" type="checkbox"/> Kim Halingstad	<input checked="" type="checkbox"/> Molly Kavanaugh
<input type="checkbox"/> Patti MacLennan	<input checked="" type="checkbox"/> Suzanne Matson	<input checked="" type="checkbox"/> Sara Miller
<input checked="" type="checkbox"/> Janet Moore	<input checked="" type="checkbox"/> Frank Reetz	<input checked="" type="checkbox"/> John Seevers
<input checked="" type="checkbox"/> Tammy Story	<input checked="" type="checkbox"/> Heather Swegle	<input checked="" type="checkbox"/> Sally Kate Tinch

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## Principal's Report

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- Movie Night on Friday night was successful. Lots of kids came and enjoyed watching *Zootopia*.
  - We are in the third week of a five-week [ReNew Our Schools](#) energy conservation competition; it's why many lights are turned off once rooms are not in use. The first place prize is \$18,000 for energy-efficient building improvements and second place is \$12,000 for the same. Our cohort is Carmody MS, Chatfield HS, Creighton MS, Ralston Valley HS, and Wheat Ridge HS.
  - The magazine sale has wrapped. We probably won't have numbers for another few weeks, but believe sales are close to last year's. We will also have a small online sales window in December for holiday giving that will result in additional income for the school.
  - The newspaper was here this morning talking to Kelly Morris and Laurie Osborn about the beautification initiative. Hopefully we'll see a story soon, but we don't expect the work to happen until spring.
  - The 8th grade continuation committee is meeting tonight at the school.
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## Lexile Update

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A double-sided, single-page Lexile Measures Overview prepared by our instructional coach was passed around and reviewed by attendees. It was asked what implications [Lexile](#) measures have for the school. They are simply information for parents; MAP testing gives a Lexile estimate and our UIP includes challenging students to read in higher Lexile levels. It was suggested and agreed to take the chart and final two paragraphs from the handout to use on the school website as a brief explanation of Lexile for parents.

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## Culture and Climate

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A handout titled "[PTA National Standards, Goals, and Indicators for Family-School Partnerships](#)" that has been referenced at District Accountability Committee meetings was distributed.

The Family/School Partnership subcommittee of the District Accountability Committee is encouraging schools to talk about setting school goals for family-school partnerships. The area of family-school partnership is not currently part of the school accountability domain, but the District Accountability Committee is taking it on and schools are approaching it in many different ways. We should at least make a target as a school so we can set priorities and goals in reference to that agreed-upon target.

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# WJMS ACCOUNTABILITY MINUTES

October 2016

It was asked what baseline information the School Accountability Committee has to approach those goals. Students did the district Make Your Voice Heard survey last year and our counseling team did a student needs assessment through Advise classes in the first several weeks of this year. In the last round of the family-school partnership survey delivered by the district, we only had about 25 West Jeff families respond. (The results for Make Your Voice Heard, Family-School Partnership, and Jeffco Public Schools employee surveys are on the district website page [Your Voice Matters](#).)

Referring to the handout, principal Becky Brown noted that we have had a lot of parents recently make statements or express concerns that they do not understand how to navigate district resources to effectively advocate for their students. An example given was 504 plans, which are increasingly a moving target to address as the process has changed from even two years ago when Mrs. Brown was trained.

A clarification of the differences between 504 plans and IEPs was requested. In brief:

- An Individualized Education Plan, or IEP, is designed for students affected by one of the classes of disabilities in the Individuals with Disabilities Education Act (IDEA) and outlines the special education and related services to meet the unique needs of the child.
- A 504 plan has a broader definition of disabilities and outlines services and changes to the classroom learning environment necessary to meet the needs of the child as adequately as other students.

Neither plan is new, but we may be at a tipping point where these services have become less esoteric so more families are aware of them.

It was suggested that a brief family-school partnership survey be drawn up and promoted through a future Weekly Wednesday Update. Sara Miller volunteered to look at past survey data and draft a sample survey to be reviewed at the November meeting. Suzanne Matson, present at the meeting, and Julie Oxenford-O'Brian on the District Accountability Committee can both help craft questions for accurate results.

Three suggested family-school partnership goals:

- Advocating for kids
- Educating parents (programs, policies, activities)
- Communicating effectively

Other organizations sort all of their priorities/goals under major topic ideas, or umbrellas. Boulder Valley School District's are "Safe, Responsible, Respectful". The Jefferson County Education Association's are "All Voices Matter"; "High-Quality, Respected and Supported Teaching"; "Strong Public Schools, Strong Communities"; "More Learning, Less Testing"; "Safe and Welcoming Schools"; and "Public Schools as Public Institutions".

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## Social Emotional Learning

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David Fennimore has gone with counseling to work with math classes using the Personality Compass model for self-awareness and self-management. In October they will be doing a tolerance piece. Each month he will be working with counselors on delivering SEL topics. He plans to attend the November meeting; please put him on the agenda.

The district created the Social Emotional Learning Specialist position to be an extension of the social-emotional learning work already done by counselors. We opted out of using the articulation area Social Emotional Learning Specialist because middle schools were given a full-time specialist and it frees the articulation area specialist to be at each of our feeders and CHS about one day per week.

# WJMS ACCOUNTABILITY MINUTES

October 2016

We as a group need to think about how we will engage with the Social Emotional Learning Specialist as a School Accountability Committee. He can influence our culture and climate because he is in contact with so many students, staff, administration, and the greater community.

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## Provide Input on Urgent Improvement Strategies

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An issue was brought to the School Accountability Committee via the [Issue/Concern Form](#) about displays of religious belief between students that made other students uncomfortable. While details were not available to be shared, a discussion was ensued about how to be respectful of differences without overstepping. We are working on this with the social-emotional learning work we are doing this year.

If a staff member sees a student in a possibly uncomfortable position, intervening appropriately can be a challenge. Rather than confront anyone, it was advised to ask the student looking to be uncomfortable "What's going on?" and discreetly give them an opportunity to walk away rather than leave them in that situation. Pulling a student aside and briefly explaining that something they are saying or doing makes others feel uncomfortable is usually enough to reduce or stop the undesirable behavior.

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## Great Things

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Some great things going on at our school this month volunteered by those in attendance:

- PTA's movie night was well-attended and enjoyed;
- the magazine sales went well;
- we are doing well in the ReNew Our Schools challenge;
- we have great students;
- many subject areas have started a Problem-Based Learning project this trimester;
- plant seedlings are growing upstairs in Mr. Reetz's room;
- a new preservation project with Denver Water is in the early stages;
- we achieved 107% of our Book Fair sales goal, tripling the library budget for the year.

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## Open Forum

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Frank is on an action team organizing committee for JCEA. He has attended "I Can Do It" classroom management training and wants to find opportunities to practice his skills training people in the program, particularly with new teachers. He has implemented some of the recommended strategies and found them very powerful, reducing his inclination to reprimand and increasing students' interest in preferred activity time. He will be looking at rolling it out at West Jeff Middle and maybe delivering some modules at Elk Creek Elementary.

Meeting closed at 3:35 pm.

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## Next Meeting

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Date: 11/14/2016

Time: 2:30 pm

Location: WJMS Library

# WJMS ACCOUNTABILITY MINUTES

January 2017

Date | 1/24/2017 | Meeting called to order by Sara Miller

## In Attendance

<input checked="" type="checkbox"/> Amy Born	<input checked="" type="checkbox"/> Becky Brown	<input checked="" type="checkbox"/> Beth Bunchman
<input checked="" type="checkbox"/> Steve Cox	<input checked="" type="checkbox"/> David Fennimore	<input checked="" type="checkbox"/> Mary Flannery
<input type="checkbox"/> Michele Fulford	<input checked="" type="checkbox"/> Anna Goldfarb	<input checked="" type="checkbox"/> Melissa Gutierrez
<input checked="" type="checkbox"/> Kim Halingstad	<input checked="" type="checkbox"/> Molly Kavanaugh	<input type="checkbox"/> Patti MacLennan
<input checked="" type="checkbox"/> Suzanne Matson	<input checked="" type="checkbox"/> Sara Miller	<input checked="" type="checkbox"/> Janet Moore
<input type="checkbox"/> Frank Reetz	<input type="checkbox"/> John SeEVERS	<input checked="" type="checkbox"/> Tammy Story
<input type="checkbox"/> Heather Swegle	<input checked="" type="checkbox"/> Sally Kate Tinch	<input checked="" type="checkbox"/> Lynn Westfall
<input checked="" type="checkbox"/> Emily Wiechec		

## Principal's Report

We have a few updates on staff members:

- Mr. Talbot is teaching PE through the end of the school year. He retired from Jeffco Schools with experience teaching physical education and working with middle school students.
- Mr. Hakanen is teaching 7th grade English Language Arts. (Mrs. Beard moved out of the state in December.) He came to us from Chicago, where he has previously taught English and Social Studies.
- Tyler Meakins is our new night head custodian. We have been short at least one full-time custodian all school year; Chris Isabell and Robert Elrod have been working long hours and overtime to keep up with the work here. Custodians are difficult to hire and retain in our area.
- We are in the process of finding a long-term substitute for 7th grade math. A candidate is meeting with administration this week. While a licensed substitute can fill a short-term position, we want substitutes with a Highly Qualified endorsement in the subject area they will be teaching for long-term substitute positions.
- Mr. Mitchell, our art teacher, is on paternity leave through the end of January.

All grades of English/Language Arts (ELA) are doing a two-week "back to basics" foundation building unit to work on gaps in skills and establish shared language on building expectations for writing. The ELA department will be teaching this work to the rest of the staff on February 1.

Our school won its cohort of [ReNew Our Schools](#), a competition to reduce energy consumption. We were invited to a Continued Savings Competition among schools that have won a previous cohort; it runs from January 17 to May 15 and the winning school will have a common area of its building retrofitted to LED lighting.

## Social-Emotional Learning

David Fennimore, social-emotional learning specialist, handed out copies of the district's [Social Emotional Learning \(SEL\) competencies sheet](#). There is an oversized version of the diagram in the commons. The specialist position was created in response to many students entering the workforce with strong academic skills but deficits in interpersonal skills, self-awareness and self-regulation. Every middle school has an SEL specialist this year.



# WJMS ACCOUNTABILITY MINUTES

January 2017

The [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), a national organization, has published research showing a positive correlation between SEL competencies and schools' strategic plan competencies in student growth. We are working to embed the competencies into our academic curriculum. We are doing a lot more collaborative work in schools and students need to learn SEL skills to work successfully together.

It was asked how adults learned this as children; there was more modeling in home life and greater interpersonal interaction without technology in the past. The school recently purchased [School-Connect](#), a "60-lesson multimedia curriculum designed to improve students' social, emotional, and academic skills and strengthen relationships among students and between students and teachers".

An observation was made that there seems to be significant overlap between the counselors and the social-emotional learning specialist. David's role is to work with the entire school population and a little more with students that have significant additional needs. The counselors work primarily with their assigned portion of the school population and provide additional specialized work with scheduling and college/career planning. David helps bridge the work done by the counselors with students' classroom work.

It was asked if SEL work makes schools safer. Our hope is that SEL work helps staff be able to identify or ask for assistance in identifying student needs, increasing pro-social behaviors and decreasing maladaptive ones. The teachers and licensed staff completed [Mental Health First Aid](#) training in August.

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## Culture and Climate

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A newspaper article was published the week prior to the meeting that contained allegations involving the school; the article has been discussed on local online forums. A parent asked what the school has done to address the situation in the article. The school is aware of the article and the online discussions, but is not in a position to release a statement at this time. A copy of the district policy applicable to the specific issue discussed in the story was available at the meeting.

A community member observed that the newspaper article did not address what the school has done in response to the alleged situation. In the interest of transparency to the community, it was suggested to put out to the community that when such a situation arises, there is an applicable policy and a process to address things and to briefly go into detail about the policy and process. Becky Brown will consult with the district counsel but at this time cannot issue such a statement.

It was suggested to form a subcommittee to address issues of community perception, culture and climate. Sara Miller will write a brief introductory piece to go to families and community members that have expressed interest in being involved with school accountability; Becky Brown will include that information in the staff news.

Ideas to improve on communicating what the school is doing to families and the local community were suggested:

- Creating a series of short videos on what things look like in our school;
- Working with our feeder elementary schools to facilitate the transition to middle school (David Fennimore is already working with Conifer area SELS Liz Wehr on this);
- Identifying and addressing questions not yet in the school website's [Welcome Guide](#) (e.g., incoming 6th graders have used Google Docs but not Google Classroom, guides for parents and students on accessing Infinite Campus via web and app);
- Having the administration specifically promote the Volunteer Opportunities page to rising 5th grade parents and have teachers identify specific volunteer tasks for parents/community members;

# WJMS ACCOUNTABILITY MINUTES

January 2017

- Restructuring Back-to-School Night to be more informative for parents, such as the high school having parents follow their student's schedule for brief times in each class to meet the teacher and get a little information about how that class is structured. Potential changes to back-to-school night and parent-teacher conferences can be addressed by the new subcommittee.

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## 2016-2017 UIP/School Improvement Plan

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Copies of the 2016-17 School Improvement Plans for Writing and Math were made available at the meeting and reviewed. Each plan summary reviewed significant data trends from testing, root cause analysis, major strategies and update, and progress monitoring plans.

### Writing

Major strategies to improve our students' writing include Writing Wednesdays, integrating Problem-Based Learning, having writing paired with higher-level texts in core subjects, and common scoring conferences.

The December cross-curricular writing prompt showed significant challenges to students. ELA teachers in all grade levels planned and are underway with a back-to-basics writing unit to address gaps in writing skills and build a foundation for future work. Many students had some of the pieces being looked for in the prompt, but few had all of the pieces, especially analysis. The ELA teachers will be delivering professional learning at the February 1st staff meeting on schoolwide writing expectations and vocabulary developed from the back-to-basics unit. Science and Social Studies classes will be working on critical reading skills going into PARCC season.

It was asked about alignment between the school levels. Our elementary schools use [Every Child a Writer](#) for writing instruction; we use [Lucy Calkins and Colleagues' Units of Study for Teaching Writing](#). There used to be vertical alignment work done by teachers between 5th and 6th grades and 8th and 9th grades, but that was funded with district money that is no longer available.

Specific issues raised:

- How can parents see meaningful feedback on writing? Completed grading rubrics are often not making it home or not with the work they paired to when parents see them. Parents are advised to ask their students to share the Google Doc of an assignment when they have a rubric without the graded work.
- How can parents help students understand PEAL writing? Mrs. Kavanaugh offered to share handouts she uses with the committee.
- Can more verbose comments be added to the gradebook in campus? It is up to individual teachers to do that for now; we can do a staff norming and training on using canned comments to allow them to quickly assign specific common feedback.

### Math

Major strategies being used to improve our students' math learning include increasing the frequency of problem-solving tasks to weekly, teachers working with the instructional coach and curriculum specialists to use [Math Design Collaborative](#) (MDC) tools in the classroom, using [talk moves](#) to shift the cognitive load from teacher to student, developing student perseverance, and implementing Problem-Based Learning.

The current math course pacing does not match Common Core, which is reflected in lower than expected math reasoning scores. We are using anchor charts in math classrooms, offering differentiated math learning, and working on vertical alignment with Conifer High School's math department. Our 6th and 8th grade students

# WJMS ACCOUNTABILITY MINUTES

January 2017

showed more growth on MAP this year compared to last year, with strong growth among students in intensive math classes, Algebra, and Geometry.

Specific issues raised:

- What is a RIT score and how can we interpret them? It stands for Rausch Unit score, which uses a scale based on individual item difficulty to measure student achievement and has the same meaning regardless of the grade or age of the student.
- The committee would like to invite Mika Melvin, our school's instructional coach, to the next meeting to help the committee understand more about the testing data.

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## Budget Survey

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The district sent an e-mail about the 2017/18 budget survey on Monday, January 23. The survey takes approximately ten minutes and can be accessed at <http://jeffcoschools.citizenbudget.com/> through February 10. Sara Miller created a printable handout with information on the budget survey that will be sent with the Weekly Wednesday Update on January 25.

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## Site-Based Budgeting / Spending Priorities

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School's site-based budgets are due on January 31. It was asked if that budget is fixed at that point; no, it can always be revisited. Families and community members interested in providing feedback on spending priorities can e-mail Sally Kate Tinch or Sara Miller; a printable list of priorities will also be set with the Weekly Wednesday Update on January 25.

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## High School Transition

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Conifer High School wants our 8th grade families to know that their summer math program is open to incoming freshmen. We expect to have information to distribute on this by early April.

The high school graduation requirements have changed. We would like to relay information on this to families as students register for high school but are currently waiting on further information from the district.

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## Open Forum

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There was no Open Forum due to time constraints.

Meeting adjourned at 4:13 pm.

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## Next Meeting

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Date: 2/13/2016

Time: 2:30 pm

Location: WJMS Library

# WJMS ACCOUNTABILITY MINUTES

February 2017

Date | 2/13/2017 | Meeting called to order by Sara Miller

## In Attendance

<input checked="" type="checkbox"/> Nanci Blanton	<input checked="" type="checkbox"/> Amy Born	<input checked="" type="checkbox"/> Becky Brown
<input checked="" type="checkbox"/> Beth Bunchman	<input checked="" type="checkbox"/> Steve Cox	<input type="checkbox"/> David Fennimore
<input type="checkbox"/> Mary Flannery	<input checked="" type="checkbox"/> Michele Fulford	<input checked="" type="checkbox"/> Patty Garthe
<input type="checkbox"/> Anna Goldfarb	<input checked="" type="checkbox"/> Melissa Gutierrez	<input checked="" type="checkbox"/> Kim Halingstad
<input type="checkbox"/> Molly Kavanaugh	<input type="checkbox"/> Patti MacLennan	<input checked="" type="checkbox"/> Suzanne Matson (via Zoom)
<input checked="" type="checkbox"/> Mika Melvin	<input checked="" type="checkbox"/> Sara Miller	<input checked="" type="checkbox"/> Janet Moore
<input checked="" type="checkbox"/> Frank Reetz	<input checked="" type="checkbox"/> Pete Schiffers	<input type="checkbox"/> John Seevers
<input checked="" type="checkbox"/> Tammy Story	<input type="checkbox"/> Heather Swegle	<input checked="" type="checkbox"/> Sally Kate Tinch
<input checked="" type="checkbox"/> Lynn Westfall	<input type="checkbox"/> Emily Wiechec	<input type="checkbox"/>

## Principal's Report

Principal Becky Brown distributed a draft copy of the 2017-18 school calendar and the proposed 2017-18 budget.

We work with our feeder elementary school and Conifer High School to coordinate dates for everything except for Continuation; ours is planned for the ceremony to finish before Elk Creek's 5<sup>th</sup> grade event begins. It was noted that school picture day and Back-to-School Night are fixed dates, parent-teacher conferences are narrowed down but not yet fixed, and Outdoor Lab and early release days are set by the district.

The proposed budget assumes no changes to the funding amount per student. After salaries and benefits are taken out, we have about \$263,000 to operate the school for the 2017-18 school year. About \$1000 per teacher is put away to pay for sub days; we have had two parental leaves and one more parental leave anticipated this year. It was asked what happens if we go over that pool; the funds come from contingency or somewhere else in the budget.

The October count determines a school's funds for site-based budgeting. If there are fewer students than the count when the budget is submitted, we have to return the difference; with the same number, we keep what we have. The budget's funding was allocated to us for 550 students but we only anticipate 539.

A parent asked if we can find out what families can donate to offset the budget or supplement needs of areas such as the library or clinic needs. Yes; some of this has been on the PTA's Giving Tree. A parent asked if an optional donation can be included in student fees; this will require follow up. A staff member asked if any money saved will be rolled over to protect against a reduction in force; we hope so, but will not know until the end of the fiscal year.

It was asked what percentage of student fees are actually paid. 18% of our families qualify for the free or reduced lunch program and are exempt from paying fees. Less than 30% of the rest of our families pay fees and the school has to absorb the difference, but we do follow up with families asking them to pay what they can to help. Some families pay for some or half, picking and choosing which items to pay. We do not know how this compares to other schools in the district, but we do not penalize students by withholding planners or PE t-shirts. It was suggested we put differing "did you know" facts in the Weekly Wednesday Update about where fees are used; e.g., "x amount of each grade's fees pay for math workbooks", or "fees have only covered part of a planned necessary purchase, so please consider paying fees if you haven't already".

# WJMS ACCOUNTABILITY MINUTES

February 2017

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## Instructional Coach

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Mika Melvin was invited to the February meeting to discuss her role at the school and what we do with student data. This is her fifth year as the instructional coach at West Jeff Middle and her role is to work with teachers to support them in promoting student achievement.

There are four primary areas served by instructional coaches:

1. Instructional specialist: working with teachers via coaching cycles on specific areas, modeling, and co-teaching.
2. Data coach: working alongside teachers to understand what the data tells us and how to respond to it, working at the school level on looking at UIP data and school goals.
3. Capacity builder and change agent: helping lead professional learning in the building, working with teachers to implement professional development and deciding what it should look like, building leadership capacity.
4. District and school improvement leader: representing our school to the district, working with Educational Research and Design specialists and helping facilitate professional development from them to our school.

A parent observed that Measures of Academic Progress (MAP) scores are sent home with every round of testing at the elementary school, then asked what is done with them at the middle school level. The committee looked at a handout of a sample Student Progress Report. (Several sample reports can be viewed online at [Featured Reports for Measures of Academic Progress](#).) The progress report shows the student's score in each test (Reading, Math, and Language Usage), percentile ranges for their score compared to other students at their grade level taking the same test, and the mean scores across the district and nationally for that grade level and test area. We look to see if students' results are showing growth over time – we want students to show consistent growth and identify causes when scores do not show as much growth as expected.

Mika pulled up a Class Report to show what she looks at with teachers. This view shows students' scores, percentiles, and the amount of time taken on the test by each student. Other reports can help educators see if students are on track to score well on other assessments, such as PARCC and the ACT, and can show a breakdown of students' performance in specific skill areas, which we use to see where students are ready to learn and decide how to differentiate ongoing learning with more detail than on individual student report information. One of the first steps when a significant drop is noticed is to look at the testing time to see if the score is valid.

Mika has met individually with parents to look at their students' data. There is not a simple way to e-mail all parents their students' test scores at once. It was asked if it can be announced in the Weekly Wednesday Update that parents can contact Mika if they want her to e-mail them their student's MAP scores; this can be done.

A parent asked for clarification on the continuity of elementary to middle school math curriculum as students at one of our feeder elementary schools did not achieve as highly on the math placement test as parents expected. Mika explained that in the past, we skipped Math 6 with GT center students and found it created gaps in knowledge that did not become apparent until high school. Now our students identified as advanced in math take Math 6/7 in sixth grade and Math 8 in seventh grade, accelerating the content without skipping anything. Sixth grade math introduces a lot of thought about ratio and proportion and algebraic thinking about expressions and equations.

# WJMS ACCOUNTABILITY MINUTES

February 2017

The parent continued that many parents' perspective is that the Math 6/7 class is too slow for some students and too difficult for others. They get a score sheet on how their students did on the MAP test, but do not see the questions from the test. We can share concepts and units, but cannot share actual test content. It was advised that parents begin a conversation with the classroom teacher about their individual students' strengths and suggestions for families that want their student to retest and move to a more challenging math pathway. It was suggested to take the math discussion offline and dig into making sure we find an understanding that if students feel content is repeating, parents can work with the classroom teacher to challenge their students, and to do a math night for sixth grade parents to help them get the messaging on math.

It was asked why there are more sixth grade students in Math 7/8 from Parmalee than other elementary schools. The GT center program at Parmalee completes the Math 6 curriculum in fifth grade.

It was asked if the shift a few years ago affected only the pacing of Math 7/8. No, all math is now more rigorous with topics and depth changing in many levels. It changed when Jeffco implemented Common Core State Standards. Our eighth grade students all fall after the realigned math curriculum.

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## Culture and Climate Update

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Sara Miller will contact everyone that expressed an interest in participating in a Culture and Climate subcommittee at the January meeting. Sara and Sally Kate have met with principal Becky Brown and area achievement director Dan Cohan to discuss the issues brought up in January. The subcommittee will work on identifying "low hanging fruit" issues to address at upcoming Accountability meetings such as establishing grade-level newsletters to improve communication and changing the structure of Back-to-School Night and parent-teacher conferences.

A parent asked why there was a law enforcement vehicle at the school at the end of the school day today. We share a School Resource Officer (SRO) from the Jefferson County Sheriff's Office with Evergreen Middle School. Our SRO was at our school this afternoon and stayed because there was a television news crew at the entrance to the school's driveway. The press can contact anyone off school grounds.

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## Next Meeting

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Date: 3/13/2017

Time: 2:35

Location: WJMS Library

# WJMS ACCOUNTABILITY MINUTES

April 2017

Date | 4/10/2017 | Meeting called to order by Sara Miller

## In Attendance

<input type="checkbox"/> Nanci Blanton	<input type="checkbox"/> Amy Born	<input checked="" type="checkbox"/> Becky Brown
<input checked="" type="checkbox"/> Beth Bunchman	<input checked="" type="checkbox"/> Steve Cox	<input checked="" type="checkbox"/> Sharon Evridge
<input type="checkbox"/> David Fennimore	<input checked="" type="checkbox"/> Mary Flannery	<input checked="" type="checkbox"/> Michele Fulford
<input type="checkbox"/> Patty Garthe	<input checked="" type="checkbox"/> Anna Goldfarb	<input checked="" type="checkbox"/> Melissa Gutierrez
<input checked="" type="checkbox"/> Kim Halingstad	<input checked="" type="checkbox"/> Molly Kavanaugh	<input checked="" type="checkbox"/> Patti MacLennan
<input checked="" type="checkbox"/> Suzanne Matson (via Google)	<input type="checkbox"/> Mika Melvin	<input checked="" type="checkbox"/> Sara Miller
<input checked="" type="checkbox"/> Janet Moore	<input checked="" type="checkbox"/> Eva Murray	<input checked="" type="checkbox"/> Frank Reetz
<input type="checkbox"/> Pete Schiffers	<input checked="" type="checkbox"/> John Seevers	<input checked="" type="checkbox"/> Tammy Story
<input checked="" type="checkbox"/> Heather Swegle	<input type="checkbox"/> Sally Kate Tinch	<input type="checkbox"/> Lynn Westfall
<input checked="" type="checkbox"/> Barbara Wickham	<input type="checkbox"/> Emily Wiechec	

## Welcome and Introductions

New attendees at the meeting introduced themselves: Sharon Evridge, a community member and retired teacher; Eva Murray, a community member; and Barbara Wickham, a parent.

## Principal's Report

Principal Becky Brown announced a few staff updates for the 2017-18 school year:

- Bridget Williams will be our social worker, taking the place of our retiring psychologist. She comes to us from Ken Caryl Middle School.
- Stephen Johnson will be our PE teacher. He comes to us from Chicago.
- Jason Wooldridge will be our computer applications teacher. He comes to us from The Bergens.
- Jen Baker will be one of our counselors. She comes to us from Dunstan Middle School.
- Kris Sage, who was a temporary hire this school year, was hired permanently for choir and drama.

Two Coffee with the Principal dates have been set for incoming sixth grade parents: Thursday, April 20<sup>th</sup> and Thursday, April 27<sup>th</sup>. Both will take place from 7:45 – 8:45 am in the library. The 20<sup>th</sup> date will be GT Center and ALP focused. A flyer is forthcoming.

A SchoolMessenger e-mail was sent this past Friday titled "A Message from Mountain Area Principals". There have been many minor disciplinary issues at our schools related to current events. Conifer and Evergreen articulation area principals met to address it and drafted the letter. Dignity, tolerance, and respect are things we are working on with our students daily.

This is the third year our GT center is operating as a strength-based program that aligns classes to students' strengths. Principals from the middle school GT center programs (Creighton, Evergreen, Everitt, North Arvada, and West Jeff) have been working to align what we offer so families know what they will get at each school's program. The principals' next meeting is May 25. We are working on what will be common among all school's programs.

# WJMS ACCOUNTABILITY MINUTES

April 2017

We are working on 2017-18 student fees and have tried to keep it close to the current year's fees. There may be a \$5 fee for the computer application class to offset the cost of an online keyboarding curriculum students can use at home as well as at school. Keyboarding will not be the only thing we are offering, but it will be part of the class. All fees need to be consumable items that students can take home, and we are transparent about that here. As soon as we have a breakdown of fees ready, Sara can send it out.

We need to continue to raise awareness of the Outdoor Lab Foundation's [Lab Cards Program](#) – reloadable King Soopers and Safeway cards that help families raise funds toward the \$350 Outdoor Lab fee. We had many families participate in the Lab Cards Program this year so we only paid about \$6,700 to cover Outdoor Lab fees, compared to about \$12,000 in other years.

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## SAC Elections

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Chair, Co-Chair, and Secretary are required positions per our bylaws. Sara is willing to chair but wants to encourage anyone that wants to do so to run. We would like a new co-chair to continue the succession pattern we have had the past few years. Melissa is willing to continue serving as secretary. Sally Kate will organize a ballot to distribute via e-mail to current members. Please submit any names to Sara or Sally Kate by April 28 to get the ballot assembled and voting complete by the May meeting.

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## Open Forum

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A summary of the Culture and Climate subcommittee meetings was requested. A morning meeting was held at the Mountain Resource Center and an evening meeting was held at Conifer Library; parent members from the SAC distilled the feedback and followed up with administration. Several common threads were identified:

- *Math curriculum:* Families want a better understanding of how math placement and curriculum works. Our instructional coach Mika Melvin has gone to two of our feeder elementary schools so far and will visit the other two to explain the placement and curriculum to families.
- *GT Center:* Families need help understanding GT program terminology and related placement. We have honors English/language arts and social studies classes, above-grade-level math classes, but not an honors science option. The district has chosen to offer STEM science classes instead of honors science classes. Families would like to better understand the ALP process with goal setting and projects. Melissa is willing to write more for the school website, which already has a recently revised presentation on the ALP process. She needs to know what families want to know more about and will write to whatever requests are made.
- *Communication:* This is an ongoing issue surrounding grading structures – how are late work and re-dos handled in various classes? Families have asked if a syllabus or a year-at-a-glance is available for core classes. They want to support their students but are at a loss when students do not communicate what they are working on in class. What if a student struggles with notes or needs support developing study skills? Families have asked for more material on individual class websites or grade-level newsletters.



# WJMS ACCOUNTABILITY MINUTES

April 2017

A discussion on the connection between student attendance and academic performance revealed that missing days to either side of a weekend or break is a systemic issue. It was agreed that it is vital for students to receive direct instruction in school and the rich discussions, concepts, and skills surrounding that instruction. To make further decisions on whether educating families on the importance of attendance should be a broad or targeted message, it was suggested we look at attendance data from the past year or two and visualize what our attendance looks like. We need to ask what percentage of students miss more than a certain number of days per trimester, remove outliers for extenuating circumstances, and look again. It would be helpful to distill data into statements like “ $x$  number of students miss  $y$  number of days for hunting, vacation, etc. and it impacts students in these ways...”. It was agreed to pull some data and look at developing messaging.

A staff member feels that the Bring Your Own Device policy is not being taken advantage of by families in a way that makes it useful to students. Using computers and other devices to plan and complete work is an expected skillset in the workplace. Another issue is that students with district-issued devices (this can be done for students with an IEP or 504 plan) don't want to use them in class because it makes them different from other students that aren't using devices. We want students to use devices to frontload their work, whether that looks like sending themselves messages as reminders, using spreadsheets or forms to enter reading logs, or even taking photos of the board to keep track of work. The staff member wants devices to be used for the systems we already have in place to carry home information from school to families – e.g., “if you're not going to use your planner, then do this”.

It was asked how many student devices we have in the building. We have approximately 175 computers in five labs and the library; 120 devices on carts; and 34 devices in academic intervention rooms and electives classrooms. (There will be some changes over the summer as about 120 devices are being surplus, but they are being replaced with two FireFly servers supporting 78 multi-user workstations, 30 Chromebooks to establish a classroom-sized cart, and 15 flip-camera Chromebooks to build a video-ready cart with additional microphones and portable green-screen and light setups.)

A parent noted that we have parents that would be willing to purchase Chromebooks for their students, but want clear, direct instructions on how to encourage their students to use the technology appropriately.

A parent noted that the Jefferson County Public Library owns Samsung Galaxy Tab tablets that may be checked out for three weeks and Pocket WiFi hotspots available for one week periods. There is a significant replacement cost if lost, but they are helpful and not always used.

A staff member noted that they have students say that their parents tell them [the students] that they don't have to bring personal devices because there are devices at school, but the entire school shares the labs. If students can bring their own device and have access, it would be useful.

# WJMS ACCOUNTABILITY MINUTES

April 2017

A staff member reported that the teachers' association negotiation has gone very well. They expect to have the most positive negotiated agreement in several years. The two main areas of discussion were collaboration and workload, which has brought up discussion of the possibility of a change in schedule to early release or late start once a week. The schedule change would build in 90 minutes per week to accommodate additional teacher planning, grading, etc. – teachers would be in the building, but it would not be student contact time. When our administration has any information to share about it, they will, but this was the first time they had heard about this possible discussion.

If anyone wants to be added to the e-mail roster for Accountability, please contact Sara. She would also like to hear from anyone that will not be back next year and wishes to be removed from the e-mail roster.

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## Next Meeting

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Date: 5/8/2017

Time: 2:35

Location: WJMS Library

Meeting adjourned at 3:38.

# WJMS ACCOUNTABILITY MINUTES

May 2017

Date | 5/8/2017 | Meeting called to order by Sally Kate Tinch

## In Attendance

<input type="checkbox"/> Nanci Blanton	<input type="checkbox"/> Amy Born	<input checked="" type="checkbox"/> Becky Brown
<input checked="" type="checkbox"/> Beth Bunchman	<input checked="" type="checkbox"/> Dan Cohan	<input type="checkbox"/> Steve Cox
<input checked="" type="checkbox"/> Sharon Evridge	<input type="checkbox"/> David Fennimore	<input type="checkbox"/> Mary Flannery
<input checked="" type="checkbox"/> Michele Fulford	<input type="checkbox"/> Patty Garthe	<input type="checkbox"/> Anna Goldfarb
<input checked="" type="checkbox"/> Melissa Gutierrez	<input checked="" type="checkbox"/> Kim Halingstad	<input type="checkbox"/> Molly Kavanaugh
<input checked="" type="checkbox"/> Patti MacLennan	<input checked="" type="checkbox"/> Suzanne Matson (via Zoom)	<input type="checkbox"/> Mika Melvin
<input checked="" type="checkbox"/> Sara Miller	<input checked="" type="checkbox"/> Janet Moore	<input checked="" type="checkbox"/> Eva Murray
<input type="checkbox"/> Frank Reetz	<input checked="" type="checkbox"/> Connie Ross	<input checked="" type="checkbox"/> Katie Schiffers
<input type="checkbox"/> Pete Schiffers	<input type="checkbox"/> John SeEVERS	<input checked="" type="checkbox"/> Kyle Stielow
<input checked="" type="checkbox"/> Tammy Story	<input checked="" type="checkbox"/> Heather Swegle	<input checked="" type="checkbox"/> Sally Kate Tinch
<input type="checkbox"/> Lynn Westfall	<input type="checkbox"/> Barbara Wickham	<input type="checkbox"/> Emily Wiechec

## Approval of Minutes

The April minutes were posted on the school website shortly after the meeting and were distributed to staff via e-mail. Motion/second/passed to accept the minutes without revisions.

## Welcome and Introductions

Voting in elections is limited by our bylaws to members that have attended a majority of the year's meetings; with six meetings for this year, the requirement is four meetings. Sara prepared a list ahead of time of people that had already attended four meetings this year and of people that had attended three and would be eligible with this as their fourth meeting, both to be visited later in the meeting.

New and recently-new attendees at the meeting introduced themselves: Sharon Evridge, a community member and retired teacher; Eva Murray, a community member; and Connie Ross, a community member.

## Principal's Report

Principal Becky Brown gave the principal's report. We will be finishing up MAP (Measures of Academic Progress) testing tomorrow with 8<sup>th</sup> grade students taking the math and ELA/literacy tests. This will be the last day of scheduled testing for the year aside from makeups.

We had a large turnout for the Coffee with the Principal events for incoming sixth grade parents in late April.

The PTA did a great job putting on Teacher Appreciation Week events last week. Thank you.

# WJMS ACCOUNTABILITY MINUTES

May 2017

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## UIP Progress Report

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Principa Becky Brown reported that Individual Educator Goal (IEG) data is still being compiled. After it is complete, we will update the Unified Improvement Plans (UIPs). MAP scores are included in the plans, so we also must complete the spring MAP testing.

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## 5th Grade FAQ

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Sara compiled questions from 5<sup>th</sup> grade parents and delivered them to administration. They are working on drafting answers to be printed for incoming 6<sup>th</sup> grade parents and published on the website. The material overlaps with the current Welcome Guide on our website but will be a separate document. PTA plans to publish the document in increments – one tip at a time – on Facebook.

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## Back-to-School Night

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The school has received large amounts of feedback that our current format for Back-to-School Night is not helpful. We are planning to change the format. This goes back to an ongoing discussion the School Accountability Committee has been having throughout the year about culture and climate. (Suggestions from the parent/community culture and climate meetings have been collated for administration and will be published at a later date.) Administration was thanked for being responsive about addressing this concern.

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## School Start Time

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A school start time survey was sent out over the weekend to all families of mountain area K-12 students. Please find the link in your e-mail and complete it this week. It was asked how bussing would work with a change in start times; we don't know yet. Our area achievement director, Dan Cohan, agreed to be available at the end of the meeting for further discussion about the survey.

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## Elections

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Sara Miller, the current co-chair, is the only person on the slate for chair. We are looking for a co-chair. (Chair, Co-Chair, and Secretary are required positions per our bylaws.)

Sara reviewed the list of what attendees were eligible to vote at today's meeting: five parents, three staff members, and one of the two administrators at the meeting (only one can vote although both were present). The bylaws were checked prior to the meeting to ensure a hand vote would meet requirements.

Motion/second/passed to install Sara Miller as the 2017-2018 School Accountability Committee chair.

# WJMS ACCOUNTABILITY MINUTES

May 2017

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## Recruitment

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The committee is always seeking new membership. An intent to participate form is circulated at the first two meetings of each year to collect contact information and explain that voting participation requires attending a majority of the year's meetings (usually four of six total meetings).

Suggestions for recruitment were made and discussed:

- *Table at parent nights:* Yes. The School Accountability Committee has shared a table with PTA at Back-to-School Night in the past.
- *Evening event:* Other schools do a daytime and an evening meeting. We could consider a once-per-grading-period evening meeting that dovetails into another evening event, such as a parent night or Sea Camp meeting. Sara Miller noted she is not opposed to leading an additional meeting but is concerned that an evening event might be mostly a parent meeting without the staff participation we currently have at afternoon meetings. It was agreed to revisit this in September.
- *Awareness:* Sally Kate has heard from many families that are not aware of what the School Accountability Committee is nor does. She suggested giving the School Accountability Committee chair a few minutes at Back-to-School Night to briefly speak about what the committee is and does.
- *Scheduling:* Other schools hold School Accountability Committee and PTA meetings back-to-back on the same day, which would reduce asking people to stay late to just once a month. It was asked to take this to building leadership to decide how to discuss this as a staff, then share back results with the School Accountability Committee.

Sally Kate thanked everyone involved with the School Accountability Committee for coming to meetings consistently and sharing opinions on behalf of their respective stakeholder groups. She invited 8<sup>th</sup> grade parents to continue serving with the School Accountability Committee at the high school.

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## Open Forum

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*School Start Time Survey:* Area achievement director Dan Cohan fielded questions about the school start time survey. A concern was raised that the survey's wording seemed to be leading. The initiating event leading up to the survey was a parent group concerned that Evergreen HS was short required instructional minutes in the 2015-2016 school year due to their soft-start Access period at the start of the day. The parents contacted EHS principal Brandon Brekke and achievement director Dan Cohan earlier this semester to seek possible long-term solutions to the issue, citing research about the benefits of younger students starting earlier and older students starting later.

A task force including the parents, Dan Cohan, Brandon Brekke, district COO Steve Bell, district transportation director Greg Jackson, West area terminal director Josie Gallagher, and acting superintendent Terry Elliott have been working on possible solutions, contacting other districts and organizations that all suggested surveying the community before making any proposals. The task force needs to know if there is enough interest in making this change before proceeding with additional work, so the wording that sounds leading is providing background for community members that may not have that prior knowledge.

# WJMS ACCOUNTABILITY MINUTES

May 2017

It was asked if we have a ballpark value for cutoff values for responses to be statistically significant. Dan Cohan did not have them on hand, but Heather MacGillivray in Educational Research and Design has provided the task force with that information.

It was asked when the survey closes; this closes on Friday, May 12<sup>th</sup>. It was asked if a reminder would be run; one is planned for Thursday. It was suggested that the reminder clearly state the time the survey will close.

It was asked when changes might happen if the community expresses interest in changing start times. Nothing would change before the 2018-2019 school year but possibly later since there is a lot of work and focus groups required before such a change. Cherry Creek hired a consultant from Denver Health when they made their start time change. We have good models available to look at if we do go down this road.

A parent stated that they had previously heard that early start/end times were to accommodate sports. While this is partially true, there are other issues such as high school students' work schedules, workable busing schedules, and non-negotiable items such as how early elementary schools can start (not before 8 AM) and how late high schools can let out.

We want to give people enough information to make an informed decision, but if we have enough response to go ahead, the next round of survey will be more comprehensive and lengthy to address more models for staggered start times. We will look at the data in aggregate and disaggregated by responding schools, then study what we have and publish information, i.e., whether we are going forward.

*Handling allegations:* A community member asked about the protocol for handling allegations of anti-Semitic actions. When a report is made, the school launches an investigation into what happened and takes appropriate disciplinary action. The results of such investigations and possible discipline cannot be disclosed to the community because doing so would violate FERPA, the Family Educational Rights and Privacy Act. Parents of involved students are contacted and asked for permission for their student(s) to participate in restorative justice practices. We continue to monitor and to teach students social-emotional competencies to help them practice tolerance and empathy.

*Staff reporting:* A parent asked if anything has been done for teachers to report what they experience without fear of retaliation. A teacher replied that they have been at the school for over fifteen years and always felt free to tell others what was needed without fear of retaliation. Clarification was requested of the parent, who said there are parties that have felt they cannot come forward and asked if there has there been additional training or posted signs about reporting. Principal Becky Brown said that staff can use Safe2Tell if they don't feel comfortable talking to Kim Halingstad, Becky Brown, or Dan Cohan. The school has extensive signage about the Safe2Tell program.

Meeting adjourned at 3:32.

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## Next Meeting

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Date: 9/11/2017

Time: 2:35

Location: WJMS Library