Layton High Community Council Meeting Minutes

LHS Main Office Conference Room

November 8, 2021

In attendance: Chadli Bodily, Jared Fawson, Melanie Smith, Sabrina Hornbeck, Paul Anderson, Stacie Mollinet, Tiffany Taurone, Vanessa Quan, Adam Thompson

In virtual attendance: Ryan Mellor, Julie Batchelor

Excused: Kathleen Wilcox

Visiting guests: Jenni McMillan, LHS Scholarship Advisor; Twila Bisk, Counseling Department Head; Erin Halbasch, FACS teacher; Stacy Johnson, LHS CTE Coordinator.

Review of minutes from October. Ryan Mellor motioned to approve the minutes with an amendment to the spelling of Stacie’s name to be Stacie Mollinet and a second from Paul Anderson. The October minutes were approved by unanimous vote from the council.

**Student Scholarship Advocacy**: Jenni McMillan, the LHS Scholarship Advisor came in to report on the monies used for student advocacy for scholarships. She does a presentation with the seniors during the first term of the year to help them identify and prepare to apply for scholarships available to them. She manages the @lhs\_scholarship Instagram feed to keep students updated on new scholarships that come available. She also works with the USHE college access advisor, Ben Harpster, at the school to help students navigate the FAFSA. At the end of the year, she follows up with the seniors to track the scholarships that have been offered (accepted and not-accepted) for that year through a scholarship survey to prepare a report for the district and a slideshow presentation for the scholarship assembly to recognize all the scholarships students have been offered and have accepted.

Jenni does presentations for the General Financial Literacy classes to introduce the juniors to the resources that are available to them starting as juniors and continuing through their senior year. She also manages a monthly newsletter with updates and deadlines and a scholarship update link on the school website.

**ACT Testing Services**: Twila Bisk spoke on behalf of Marianne Duke and Anne Littlefield to report the spending on ACT Testing Services, explain how the different aspects of the program work, and share the successes of this program. Adam Thompson is also a part of the ACT administering committee. They run the practice/strategic ACT and the state ACT for the juniors in the spring.

Twila shared Marianne’s notes on how administering the strategic ACT has tremendous benefits for students who participate in it because it provides specialized instruction in targeted areas as it breaks down the test for students to see their scores in all the different areas. They can then access a Canvas account with individualized practice questions for them to prepare for the state test or tests students may register for. Data is also given to teachers about the student body as a whole so teachers can see where students are struggling and are then better able to help students in core areas or in the STAND classes. Taking the practice test prior to the actual ACT reduces anxiety and increases understanding of what to expect on the actual test through exposure to the standardized testing experience. Twila showed the council PowerBI data demonstrating the increased ACT scores for students who first participated in the practice ACT. She also showed that work can be done to help the SPED and ELL students. Adam added that students with accommodations take the practice test without the accommodations, but then often want to know what their options are for getting accommodations and that this allows them time to apply.

Twila reported that proximity of the practice test to the actual test is important and that giving the practice in close proximity to the actual test date can be helpful. However, the practice is earlier this year than in the past and only one time this year instead of two due to calendaring issues. However, Chadli suggested there are benefits to taking it earlier in that there is more time for students to practice, and we can target preparation and classes for students. Teachers can also help target students in core classes and STAND, especially the junior STAND classes.

Twila reminded us that although the ACT is not currently required for applications, it is still important. Chadli suggested using the first and third intervention time after the results are back and counselors have filtered the data to identify students. On the Wednesdays targeted interventions, they could have a space in the cafeteria where students can get help logging in, etc. and counselors can run that as a group for kids.

Paul suggested providing more awareness for parent involvement with results. The suggestions were made to include the importance of the ACT, the benefits of the practice test, how much scores improve, and a “What to do next” in the school’s weekly email to parents and to do a phone call reminder from the school to parents the night before.

**FACS Collaboration:** Erin Halbasch reported that the FACS department had been working throughout the summer to create rubrics in an effort to move toward standards-based grading and for all of the FACS classes to better communicate expectations and outcomes and providing student feedback. Kelsie Bernards and Terry Rawley have also been creating rubrics for the Early Childhood classes for consistency in grading across multiple people.

**ACT Funding:** Chadli reported that she is still waiting to hear if the district may be contributing to cost of ACT funding or not. If it does, any excess funds allocated in this area will be reallocated to Teacher Collaboration for Increased Engagement as per the community council vote in October.

**Welding Real-world Projects:** Stacy Johnson reported Shadd Allsup, the Welding teacher, has been allocated $7500 to use toward real-world projects for his students. He has been purchasing metal and related consumables for his welding classes to use throughout the year.

**Woods Real-world Projects:** Stacy Johnson reported that Mark Fenwick, the Woods teacher, had been allocated $7500 to use toward equipment and materials for real-world projects. Mark also applied for and received a grant for $7500. Between the community council allocation and the grant, Mark has been able to purchase a $9000 laser engraver and materials for students to create their projects.

**Tech/Engineering Equipment and Real-world Implementation:**  Stacy Johnson reported that the monies for tech and engineering equipment and real-world implementation had been allocated for a teacher that is no longer teaching at LHS. Therefore, the funds were combined and reallocated for the new teacher in that department, Randall Sly, who will be teaching slightly different classes which will require equipment for Digital Graphic Arts, 3-D Graphics. $16,000 will be used to purchase a 4k projector for better viewing of visual information, a more powerful computer, 2 Oculus VR goggles for 3D and software, a printer for printing portfolios, and other real-world implementation equipment.

**Community Council Member Training:** Melanie, Chadli, Julie, Jared, Stacie, and Paul were able to find the correct link to the annual training and have already completed. Due to some confusion in receiving the community council newsletter from the state, the remaining members had not yet viewed the training. During the meeting, Melanie received the November newsletter with the correct link to the training that she would forward to the members for completion.

**Safe Access to the School:** Chadli reminded the council that the streets, crosswalks, and lighting are the responsibility of Layton City and to encourage neighbors, friends, and other community members to reach out to the Layton City Council and attend the city council meetings to voice concerns for the safety of students with the crosswalks from the library to the school, the seminary to the school, and crossing Fort Lane to the school near the fire station. Ryan, as the safety representative of the community council, will draft a letter to the Layton City Council from the community council addressing the concerns for student safety in these areas. Chadli will create a Layton High Community Council letterhead with the council members names for the letter to be sent on.

**Digital Citizenship:** Stacie will provide information related to the state's requirements for digital citizenship in conjunction with Red Ribbon week at the January community council meeting.

Next meeting is set for January 10, 2022 @ 3 pm in the main office conference room.

Melanie motioned to adjourn the meeting. The second was given by Vanessa. There was a unanimous vote to adjourn until January.