



Board of Education Study Session
Tuesday, October 15, 2024 5:00 PM
Auditorium A

A regular meeting of the Board of Education of Granite School District. The Board may vote to meet in a closed executive session for any of the purposes set forth in Section 52-4-205 of Utah's Open and Public Meetings Act.

1. **CALL TO ORDER** President McDermott
2. **STUDY ITEMS**
 - A. Deselection Process for Books Chris Larsen, Educational Technology Associate Director 2
 - B. Multi-Tiered Systems of Support and Positive Behavior Interventions and Supports (MTSS and PBIS) Scott Bell, College and Career Readiness Director 7
3. **EXECUTIVE SESSION - Litigation**
4. **ADJOURN**

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Complete texts of agenda are available at www.graniteschools.org.

In compliance with the Americans with Disabilities Act, individuals needing special accommodations (including auxiliary communicative aids and services) during this meeting should notify Stacy Bushell at 385-646-4523 (alternate TDD number 801-298-9484) at least three working days prior to the meeting.

Members of the Board of Education may participate electronically.

Sensitive Materials Review Process

Updating our Review Process from HB374 (2022) to
HB29(2024)





LEARNING MATERIALS DEFINITIONS, PROCEDURES, AND RULES

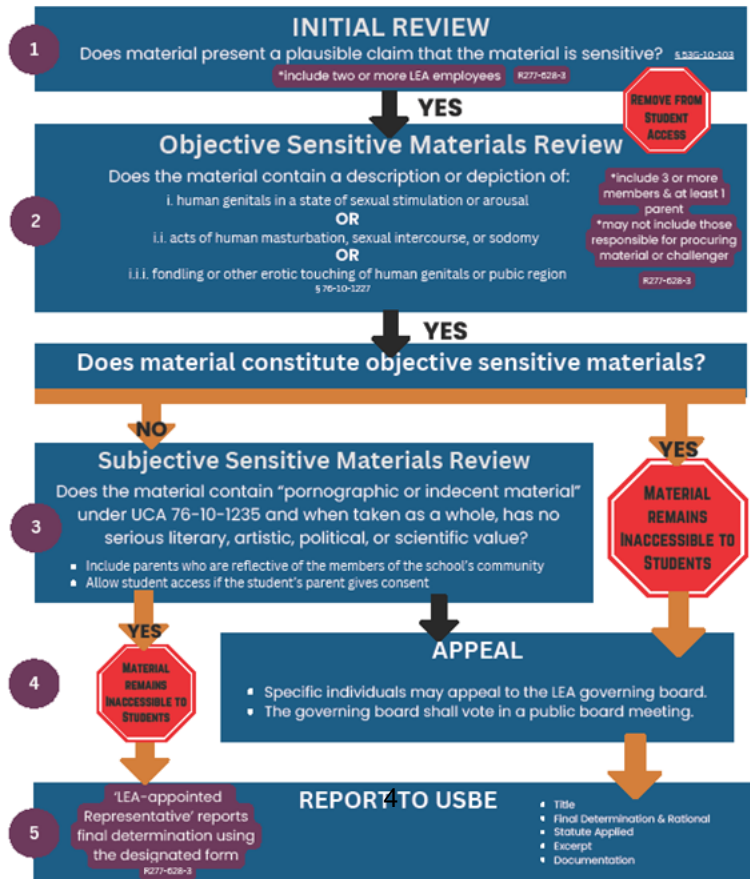
UTAH CODE 53G-4-402 & GRANITE SCHOOL DISTRICT POLICY X.A.6

	NOVELS	LIBRARY	INSTRUCTIONAL	SUPPLEMENTAL	SEX ED	CONCURRENT, AP, IB																
POLICY, CODE, RULE	<p>District GSD Policy X.A.6 GSD Memo 94</p> <p>State 53G-10-206 53G-10-103 R277-628</p>	<p>District GSD Memo 57</p> <p>State 53G-10-206 53G-10-103 R277-628</p>	<p>District GSD Policy X.A.6 GSD Memo 140</p> <p>State 53G-4-402 LEA Board 53G-10-206 53G-10-103 R277-628</p>	<p>District GSD Policy X.A.6 GSD Memo 140 GSD Topics Guide</p> <p>State 53G-4-402 Teacher 53G-10-206 53G-10-103 R277-217-2 R277-628</p>	<p>District GSD Memo 127 GSD Memo 128</p> <p>State 53-10-402 53G-10-206 53G-10-103 R277-628</p>	<p>District GSD Policy X.A.6</p> <p>State 53G-4-402 Other</p>																
SELECTION	Novels Committee	Educational Technology	RFP Committee	Teacher	Sex Ed Committee	Authorizing Entity																
REVIEW	<p>Objective Sensitive Materials Committee (R277-628-3) (Must include three or more members and at least one parent may not include those responsible for procuring material or challenger)</p> <table border="1"> <tr> <td>Joe Cramer - Facilitator</td> <td>Precinct 2 Parent</td> <td>Precinct 4 Parent</td> <td>Precinct 6 Parent</td> </tr> <tr> <td>Precinct 1 Parent</td> <td>Precinct 3 Parent</td> <td>Precinct 5 Parent</td> <td>Precinct 7 Parent</td> </tr> </table> <p>Subjective Sensitive Materials Committee (Must include parents who are reflective of the members of the school community)</p> <table border="1"> <tr> <td>Joe Cramer - Facilitator</td> <td>Precinct 2 Parent</td> <td>Precinct 4 Parent³</td> <td>Precinct 6 Parent</td> </tr> <tr> <td>Precinct 1 Parent</td> <td>Precinct 3 Parent</td> <td>Precinct 5 Parent</td> <td>Precinct 7 Parent</td> </tr> </table>						Joe Cramer - Facilitator	Precinct 2 Parent	Precinct 4 Parent	Precinct 6 Parent	Precinct 1 Parent	Precinct 3 Parent	Precinct 5 Parent	Precinct 7 Parent	Joe Cramer - Facilitator	Precinct 2 Parent	Precinct 4 Parent ³	Precinct 6 Parent	Precinct 1 Parent	Precinct 3 Parent	Precinct 5 Parent	Precinct 7 Parent
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SENSITIVE MATERIALS FLOW CHART



Review Committees

Parent Committees

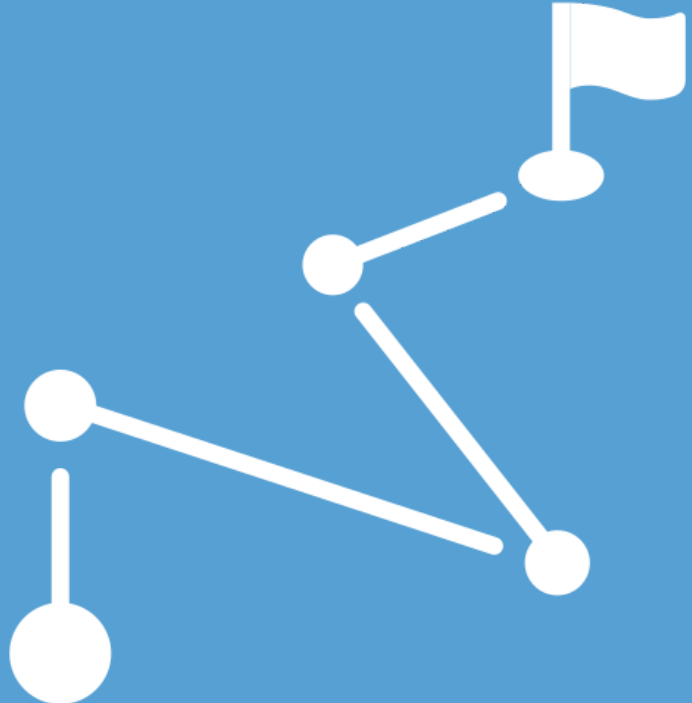
- Objective and Subjective Committees Volunteers can be on either or both committees
- Objective committee requires less reading and more frequent assignments. Subjective committee requires more reading and less frequent assignments.
- Membership is **CONFIDENTIAL**
- We currently need more Volunteers
- Review committees allow us to have community assessment from people **in the community**

Training

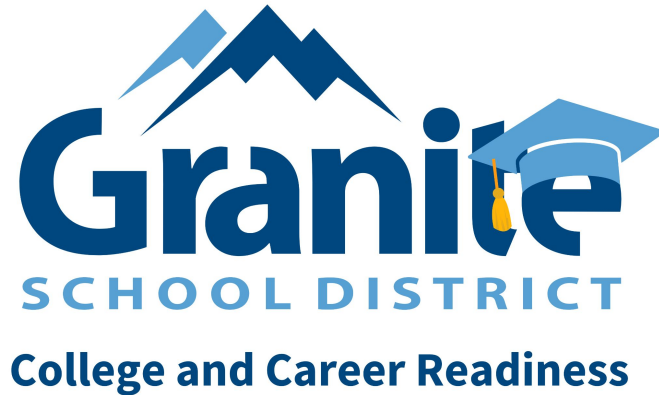
- Training will be conducted by Doug Larson and Joe Cramer
- Volunteers will be trained to follow the instructions on the USBE Flowchart
- Volunteers will be trained on Objective and Subjective review guidelines



QUESTIONS?



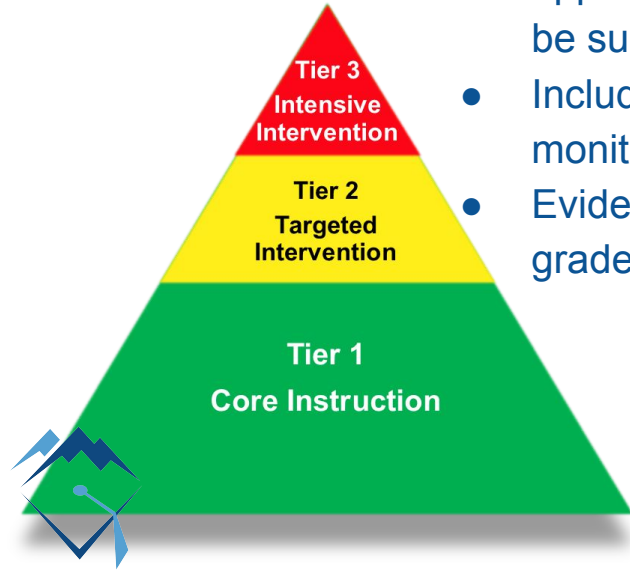
Multi - Tiered Systems of Support and Positive Behavior Interventions and Supports (MTSS and PBIS)



MTSS

Multi-Tiered Systems of Supports

- MTSS is the lens through which we view **academic** and **behavioral** efforts and interventions to ensure the appropriate level of support is provided for each student to be successful.
- Includes data informed decision making and progress monitoring.
- Evident in Professional Learning Communities (PLCs), grade level teams, and Student Support Teams (SST)



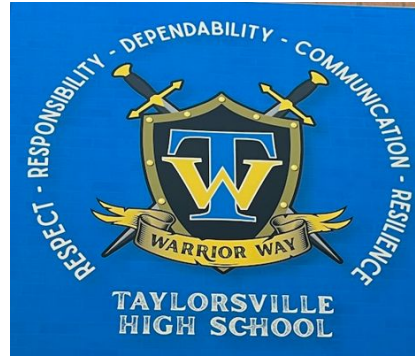
PBIS

Positive Behavioral Interventions and Supports

- Positive approach to teaching and reinforcing structure and expectations
- Encourages positive student relationships with teachers and other adults.
- Improves school culture
- Provides clear structure
- Emphasizes Graduate of Granite Characteristics
- Encourages parent communication and involvement



Examples:





Jackling Elementary

Classroom

EXPECTATIONS:

Hard Work & Resilience	<i>Growth mindset</i>
Communication	<i>Make meaningful contributions in class</i>
Respect	<i>Treat others with kindness</i>
Responsibility	10 <i>Follow directions the 1st time</i>
Dependability	<i>Give your best effort at all times</i>



KEARNS JR HALLWAY EXPECTATIONS

HARD WORK & RESILIENCE	Walk calmly & directly to your destination.
COMMUNICATION	Use professional & kind language.
RESPECT	Put trash in garbage cans. Treat your surroundings with care.
RESPONSIBILITY	Wear hallpass around neck during class time. Take ownership of your actions.
DEPENDABILITY	Be in class before tardy bell rings.

Strategic Plan: (Pg. 5)

“The Academic Priority and the Social Skills and Dispositions Priority provide the path to facilitate the academics, culture, and climate at school sites; while the Talent Development Priority increases the internal capacity of employees, external support systems, and resources that will enable accelerated student achievement.”



MTSS, PBIS, and the GSD Strategic Plan

(pg. 13-17)



Academic Success



- MTSS ensures ALL students are supported at the level needed for their academic success.
- PBIS Proactive approach to a safe, learning environment and school culture.

Social Skill & Dispositions



- Framework for supporting students behavioral and academic proficiency.
- Fosters healthy relationships, self efficacy and sense of belonging.
- Annual TFF is a measure of progress in the GSD Strategic Plan.

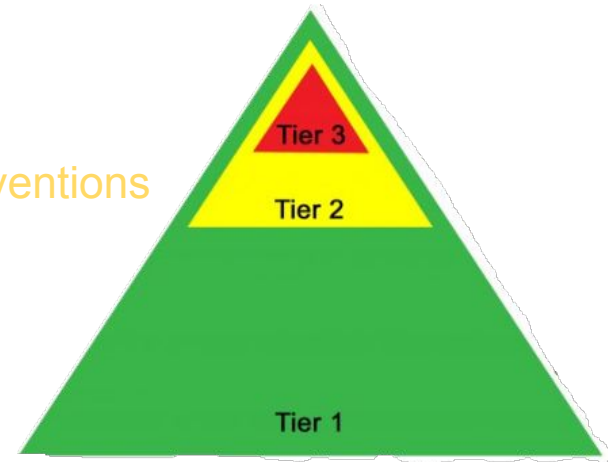
Talent Development



- Supports teacher retention.

What does MTSS and PBIS look like in GSD:

- Panorama
- School Wide Expectations
- Positive Reinforcements in Classrooms and School Wide
- School Wide Behavioral Decision Tree
- School based PBIS teams
- District MTSS/PBIS coaches
- District MTSS Leadership Team
- School Social Workers
- School Counselors in Secondary Schools
- School based tiered systems, supports, and interventions
- Student Support Teams (SST) in every school
- District Licensed Behavioral Analysts (BCBA)



CCR Funding Sources:

- Utah State Comprehensive Guidance
- School Based Mental Health Qualifying Grant
- School Based Mental Health Screening Grant
- Title I (School based)
- Land Trust (School based)
- TSSA (School based)

