Brookwood School Community Council minutes
Oct. 23, 2026
Brookwood Library

- Welcome: Megan Olson
- Motion to approve September minutes: Megan Olson
    - 2nd: Ann Odom
    - Vote was unanimous in favor
- Safe Walking Routes: Emily Willson
    - No concerns
- School Safety: Emily Willson
    - Emily Willson: some concern about the gates around the playground and field
        - A dysregulated student who was new to our school left through one of the gates and went home, and another student thought it was okay to play at the church field
        - The district said we can get gates that close, they'd just need to be open and unlocked during before and school hours
            - There would be a team that has keys to unlock the gates
            - Abby Wilcox: I'd like to have keys for all teachers in case of emergencies or evacuation
            - Emily Willson: It's about keeping students on campus during the day and other people off campus during school hours
            - There are a lot of open spots
            - Jessica Pohlman: I'm fine with gates, but I don't like the idea of locking them. Maybe we can have a gate that closes but we don't need to have locks. That would make it easier for emergency access.
            - Heidi Lujan: if there was a gate, it would help prevent balls from going through
            - Liz Palmer: Could we gate all of the openings instead of just some?
            - Kimball High: I don't like the idea of gates, but I understand why you would want them.
                - Emily Willson: There are good things and there are restrictive things about them.
    - Megan Olson: concern about the busses
        - Busses block visibility to the carpool line so kids are trying to see around the busses to look for their parents
        - Liz Palmer: I have the same concern and my child ran in front of a bus after safety patrol has left right before the bell rings
        - Monica Rotermund: I like how the kids have been lining up near the gate
            - Emily Willson: The busses for ABS kids can't unload until the bell rings and they have to unload right near the front door

        - Megan Olson: Could the bus for neighborhood kids pull forward to the front so it doesn't block the carpool lane?
        - Kimball High: Would it work to have the larger bus all the way to the south so there's a gap between the ABS busses and the neighborhood bus?
        - Megan Olson: And the ABS busses could be further north near the kindergarten doors.
    - Camille Merkley: Crosswalk on Snow Mountain, there are cars that will come around those who stop at the crosswalk. Could we have flags or something to make kids more visible?
    - Abby Wilcox: The busses affect a larger population, so that should be our #1 concern.
        - SCC agrees
- Digital Citizenship Report: Emily Willson
    - There used to be a person in charge of Digital Citizenship, but now principals are in charge
    - There will be info shared on ParentSquare once a quarter regarding Digital Citizenship. Having parents on board is vital.
    - Teachers share Thrive Time messages throughout the year.
    - ContentKeeper: sends an email to the principal and to parents when students are searching something inappropriate
    - Ashley Theodore: PTA does a White Ribbon week in March that can also be part of the Digital Citizenship plan
        - Jordan Smith: The biggest value for teaching digital citizenship is happening in the elementary classrooms. That's where they learn what they should and should not be doing.
    - Dominic Hunter: It's an ongoing thing they talk about every time they're doing activities on Chromebooks
    - Monica Rotermund: I like White Ribbon week a lot. It brings up a lot of good discussions on digital citizenship.
    - Liz Palmer: I'm wondering with LAN School, is there a constant discussion about that? Are we continuing to monitor what kids are doing on their laptops? My student sits next to someone who is consistently off task.
        - Emily Willson: Teachers are monitoring students, even when they're with a sub. It would be good to talk about it as a whole faculty.
        - Monica Rotermund: Our access to the digital world is very limited at school. They can only have access through Classlink. I had a student google a word and it was immediately flagged. It's not a free for all, it's meaningful.
        - Abby Wilcox: Students have a lot less time on chromebooks this year. They're only online for keyboarding, Amplify or Sora. If they're on chromebooks, I'm watching on LAN School and sometimes will project my screen so students can see everyone's screens.
        - Jordan Smith: Students will always push the boundaries, and that's where digital citizenship comes in.

        - Monica Rotermund: If they're searching something, a pop up will come up and tell them it's unavailable.
        - Liz Palmer: If they're searching in google slides, sometimes it doesn't get flagged.
        - Emily Willson: If there's a repeat offender, we do try other things like taking away a chromebook. The district has given rules that time on chromebooks needs to be meaningful and intentional. We're doing the best we can to protect students.
            - Liz Palmer: Hoping there are reminders for teachers to monitor, especially for those who are not at this meeting.
            - Emily Willson: I've observed teachers reminding students to follow expectations on chromebooks.
- Review Assessment Data: Emily Willson
    - Megan Olson: How can we help 2nd grade?
        - Emily Willson: The teachers are excellent. The first thing they needed to do this year was build relationships. It's going very well. Overall, that grade has some struggles. We're talking about specific kids in SST, but we're also seeing that they're starting to move. Probably not all students will hit benchmark by the end of the year, but we're hoping many of them will. We have paras helping, we've looked into hiring an additional para but that was denied. We're trying to be really flexible.
        - Kimball High: They're 20 points lower than other years. It was similar with the COVID kids. Can we move an interventionist to support those students for additional time?
            - Emily Willson: We have interventionists going in to support teachers in math. We're doing that in all grades because of the new curriculum. The problem we're running into is that the funds are locked down so we can't add another para. We're looking at how to reallocate the support professionals so 2nd grade can get helped.
            - Kimball High: What can parents do to support?
            - Megan Olson: The challenge of training a parent is a lot for a teacher. That gives the teacher another thing to do
            - Jessica Pohlman: I think baggie books are really helpful.
            - Megan Olson: I'm more concerned about what's happening in the classrooms.
            - Jessica Pohlman: I still think it could only help.
            - Megan Olson: 2nd grade could have the 1st grade parents switch out baggie books.
            - Sara Rogers: We used to have way more parents in the schools pre-COVID, reading with students and helping in the hall. Was that helpful?

        - Monica Rotermund: It wasn't for me personally in 4th grade. I do use the trained specialists that are scheduled and I don't have to train or teach them what to do.
        - Megan Olson: I think it depends on the grade and the group. Sometimes it can be helpful to have parents.
        - Laura Nielsen: Testing for neurodivergence now seems to be on parents more than teachers. I think it would be beneficial to have a screening to catch kids.
            - Emily Willson: There isn't a current screener for that. Acadience data does help us catch kids that have learning deficits and help them.
- Abby Wilcox: I have concerns about the current 4th graders because they're now in classes that are doubled in size. They did well last year because they were in a smaller group. The 2nd graders are in a similar boat. What can we do to support the teachers?
    - Kimball High: We saw that as a parent of the current 4th graders. What are the plans to address it for next year?
    - Ashley Theodore: If you can relate their performance to class size, you have a stronger argument. If class sizes go up, scores go down. This can't keep happening.
    - Megan Olson: The funding is from the district/legislature.
    - Emily Willson: The district is aware that class sizes are a problem. It's a district wide problem. We're losing funding because enrollment is going down. For the 2nd grade group, it's not just academic issues. They have a lot of behavior problems. We can discuss having another teacher for them in 3rd grade. We're aware and doing what we can to support them. There are extra adults in there all the time.
    - Megan Olson: I'd like to add 4th grade to that as well.
    - Jessica Pohlman: Do you think it would be helpful to look at it as a whole and reevaluate how interventionists are used?
        - Abby Wilcox: We discuss it every year as a leadership team and on grade level teams. We changed our plan a bit last year. Interventionists are now working with extending for advanced learners and kids who need more support are working with teachers.
        - Megan Olson: In the 4th grade, does it help to add a para? You have so many people in the classroom.
            - Monica Rotermund: We're doing pull outs so that takes some kids out of the classroom. I have ABS kids, so we have extra adults that are supporting all the students in the class. But there are so many students in the class that I can't reach them all. We

need smaller class sizes to manage the behaviors and to reach all the students.
- Dominic Hunter: Every teacher wants smaller class sizes, but we can't solve that problem today. What can we do to make the class sizes smaller next year. Do we not accept as many permits?
- Megan Olson: School closures and boundary changes will help fix this problem.
- Jessica Pohlman: Do you like to have ABS in one classroom?
    - Abby Wilcox: It's not possible to do that. There aren't enough paraprofessionals to split between the kids that are required to have them.

- Ann Odom: This is a systemic issue. Reach out to your legislators and ask them to change it.
    - Kimball High: The district also is not helping as much as they are doing. We can see from the data that class sizes affect test scores. We want Ms. Willson as the principal to advocate for a third teacher for 2nd and 4th graders next year.

- SCC Financial Update: Emily Willson
    - We still don't have hard numbers. They're behind.
    - We have a general fund that was $6000 in deficit last year. We were told that the only way to make that account current is through fundraisers. We have a 3 year plan to fix the deficit.
        - Jessica Pohlman: What comes out of that account?
            - Planners, maybe supplies. There may have been some things coming out of that account that need to come from somewhere else.
            - Megan Olson: We can use extra cell tower funds to help balance that account as well.
    - Kimball High: Is it possible to use corporate fundraisers with banners on the fencing? I'd be happy to head that up to add additional funds.
        - Emily Willson: I'd love that.
            - Megan Olson: Does that count as a fundraiser? We can only have one school fundraiser a year.
            - Emily Willson: The company contacts the district and then the money goes right to the school.
            - Kimball High: I'm happy to head that up.
- Community input
    - Heidi Lujan: If there's a locked gate by the bike rack it wouldn't be safe for students who need access to the front office.
- Motion to adjourn: Megan Olson
    - 2nd: Kimball High