

DAC Meeting Minutes

PSD Boardroom

Wednesday, October 15, 2025

6:30 – 8:30 p.m.

Present

Clare Barquero	Adam Cronk	Erica Daniell	Dr. Traci Gile
Tena Green	Jess Ellis Hagman	Lindsey Mozer	Jodi Quass
Marybeth Rigali-Oiler	Ian Rutherford	Scott Schoenbauer	Michael Werner

Welcome and Introductions

Dwayne welcomed the committee members.

Preview Meeting Design– Dwayne Schmitz

Ian read through the meeting design.

Approval of Minutes

The committee approved and seconded September 17, 2025 meeting minutes as amended with one vote opposed.

Campus Select Updates and Feedback – Tanya Alcaraz

The objective was to update the committee on Concurrent Enrollment (CE) programs, particularly Campus Select (CS), due to financial constraints, and to gather feedback on a new proposal for the CS program structure effective for the 2026-2027 school year.

The district utilizes several pathways for students to earn college credit:

- **High School Select (HS Select)**
 - A PSD instructor teaches a college-level course directly at high school.
 - Zero additional costs (funded via existing MOUs/agreements).
 - This is the most prevalent program (over 4,000 students last year) and shows the best student success rates. The district plans to expand this pathway.
- **Campus Select (CS)**
 - Students take courses at an accredited college (FRCC/Aims) or online, taught by a college instructor.
 - Approximately \$700 for a 3-credit course (\$182 per credit hour, plus books and fees). PSD pays these costs.
 - 237 students participated in the 2023-2024 school year.
- **Dual Enrollment (CU Succeed)**
 - A program (e.g., CU Succeed) that requires parents to pay for the college credit.
 - Note: This is distinct from tuition-free Concurrent Enrollment.
- **AP/IB Courses**
 - Students earn college credit based on achieving a certain cut score on a test (exam) rather than the grade earned in the class.

Every comprehensive high school offers HS Select, but course offerings vary and are not identical across schools, as they are based on teacher credentials. Transferability for most

Concurrent Enrollment (CE) credits are good for 4-year public universities, though some CTE-focused credits (e.g., Culinary) may be less likely to transfer.

The program must be streamlined due to:

- The state eliminated the 5th-year Ascent program last year. The \$700,000 in surplus Ascent funding, previously used by PSD to supplement Campus Select (and support students at smaller schools like CHS, PCA, and PGA), is no longer available.
- The Campus Select budget must be reduced from \$438,000 to the allocated \$275,000 (sourced from the 2010 mill levy).
- Streamline CS to eliminate duplication of courses offered in high schools and prioritize courses that provide economic mobility and equitable access.

Proposed Campus Select Policy Changes (2026-2027)

The following changes are proposed to streamline the Campus Select (CS) program, eliminate duplication, and prioritize resources:

- The application process will align with high school registration and the PSD Career Tech Center timelines.
- Participation will be limited to 11th and 12th-grade students only. This acknowledges that older students tend to be more successful, and families retain the option to pay for 9th/10th-grade courses out-of-pocket.
- A limit of 18 total CS credits per student will be enforced during their high school career.
- Students must successfully complete a High School Select course with a grade of C or better before applying for Campus Select. This encourages students to prove readiness in a cost-free environment before the district incurs tuition costs.
- Students who fail or withdraw from a CS course will lose eligibility for district-funded Campus Select courses.

Course List Restrictions

The open course catalog will be replaced with a curated list that excludes courses already offered at the students' high school, which helps eliminate duplication and ensures quality. The approved courses will focus on two key areas:

- **Guaranteed Transfer Courses:** Core academic classes (e.g., specific math like Calc 3) that are the best fit for 4-year college transfer.
- **CTE Certificate Programs:** Career and Technical Education (CTE) programs that are *not* currently offered at the PSD Career Tech Center, are aligned with regional workforce needs, and are associated with a nationally recognized credential. This prioritizes post-secondary education and economic mobility.
 - A prerequisite will be added for each CTE Certificate program to ensure students explore the pathway first before the district pays a high course cost, thereby minimizing spending on programs students may not complete.

Committee Discussion and Feedback

- The proposal was viewed as reasonable, logical, and great given the budget constraints and the need to focus on the district's primary purpose of providing high school education.

- Students will need to plan ahead and make choices as the district will no longer fund CS courses simply because of a high school schedule conflict.
- Concerns were raised that implementing GPA or attendance requirements for CS could unfairly exclude many students from smaller schools (PCA/CHS) who rely on non-traditional schools for success.
- A need was identified to improve district communication to families to clearly display the varying HS Select options and associated costs at each high school.
- A suggestion was made to explore the possibility of creating a structure to allow students to take a specific HS Select course at a different high school if their home school doesn't offer it.

UIP Strategy 3A Conversation with SEL/PBIS Focus – Full DAC Parts 1 & 2 – Dwayne Schmitz

Presenters Leah Jones (Project Aware Coordinator), Liz Davis (Senior Executive Director of Student Services), and Beth Green (Counselor Coordinator) spoke to the DAC to clarify the differences and relationship between PBIS and SEL and discuss the district's next steps in explicit SEL adoption.

Core Concepts: PBIS vs. SEL

The presenters clarified that PBIS and SEL are distinct but complementary frameworks:

PBIS (Positive Behavior Intervention and Supports)

- **Focus:** A framework centered on adult actions for establishing consistent expectations, boundaries, and values that create the school's climate and culture.
- **Analogy:** Establishing rules and routines in a home (e.g., bedtime, taking off shoes at the door).

SEL (Social-Emotional Learning)

- **Focus:** Explicitly teaching student actions or skills—like teaching core content areas like reading or math. It is tied to the five CASEL competencies (Self-Awareness, Relationship Skills, etc.).
- **Analogy:** Teaching a child a specific skill (e.g., tying shoes, riding a bike).

Goal of SEL: To provide students with "future-ready skills" or "soft skills" to help them navigate the world, build relationships, advocate for themselves, and contribute to mental health, belonging, and upstream suicide prevention. A DAC member raised a question regarding Transformative SEL (TSEL), "which aims to turn students into social activists". The presenters noted the district's focus is on skill-based SEL.

Curriculum Adoption and Coherence (Middle School Focus)

- Because the district has lacked a formal, district-wide SEL curriculum adoption, schools currently operate with a multitude of resources. This has led to inconsistent teacher training, a lack of standardized practices, and students using varying, non-aligned language to describe SEL concepts.
- The district is beginning a formal, thoughtful SEL adoption process for the Middle School level first, as data indicates potential benefits for student learning and wellbeing.

- A key goal is to achieve coherence and alignment across the system by creating a clear instructional framework for SEL, like the standards set for literacy.
- The adoption will be paired with standardized teacher training (PD) to ensure staff can effectively teach and model the skills.
- The goal is to start the RFP process next semester. Funding will come from a Curriculum Department budget line item, requiring collaboration between Student Services and the Curriculum Department.

Committee Feedback and Parent Engagement

- Committee members stressed the critical need for parent education and support around SEL to prevent misunderstanding ("vilification") and ensure parents and educators are on the same page around the language and the "how" of teaching these skills. This support is especially vital for parents navigating complex issues like identity language or mental health diagnoses (e.g., ADHD).
- The district must be clear about what it is doing and what it is NOT doing to preempt false assumptions (e.g., indoctrination concerns) and build trust.
- PSD staff acknowledged the need to consolidate existing SEL resources from "pockets" at schools into a cohesive, easily accessible landing space for families. A community Resource Fair was cited as a possible venue for connections.
- The committee noted a growing theme of the need for planned sustained community involvement. It was suggested that the DAC continue to work with the SEL committee to integrate family perspectives into the development process.

Teacher vote for DAC – Dwayne Schmitz

The DAC is seeking a new Teacher Representative for a two-year commitment with the possibility of an additional two years (totaling up to four years). The goal is to ensure robust representation, given the importance of the role.

- The selection of a new Teacher Representative for the DAC has been temporarily paused to allow for more candidates to apply. Currently the DAC only has one applicant for this position.
- The goal is to have the new Teacher Representative start their term ASAP (November or January).

Closing Reflections and Next Steps – Dwayne Schmitz

Closing

The next DAC meeting will be on November 19, 2025, JSSC Boardroom, 6:30-8:30 p.m.

Adjourned