

DAC Meeting Minutes

PSD Boardroom

Wednesday, April 19, 2023

6:30 p.m. – 8:30 p.m.

Present

Michael Werner	Angela Lindquist	Jessica Zamora	Norma Huerta-Kelley
Tena Green	Marcy Lewis	Becky Woodcox	Clare Barquero
Erica Daniell	Nikki Arensmeier	Jennifer Keeton	Susan Sasson

Minutes

Welcome and Introductions

Dwayne welcomed everyone.

Marcy Lewis read the Intent and Desired Outcomes for this meeting.

Approval of Minutes

The March 1, 2023, minutes have been approved and seconded as amended.

Strategic Plan & District UIP Updates Presentation - Dwayne Schmitz

Dwayne discussed updates to the Strategic Plan and District UIP. The DAC will continue looking at and responding to revisions at the May and August DAC meetings. Reminder: the UIP typically has a one-to-three-year timeline, and the Strategic Plan is a five-year timeline. These plans are aligned and are written around student outcomes. The launch of the Strategic Plan will be in the Fall.

The process for revising the District UIP (Unified Improvement Plan) has moved up. This will give schools more time to go over the District UIP to see what parts they would like to align with in their SUIPs (School Unified Improvement Plans), while allowing for flexibility.

Strategic Plan Update (PowerPoint Presentation)

Focusing on three district priorities:

- Literacy
 - Strategy: Adopt and implement high-quality, standards based literacy instructional materials that are representative of multiple cultures and identities.
 - The district will take what they've learned from this year's literacy adoption and apply it to future adoptions in literacy and other curricular areas.
- Mental Health and Belonging
 - Strategy: Increase student access to mental health providers.
 - This includes family engagement and community partnerships.
- Graduating with Options
 - Strategy: Update high school graduation requirements to support multiple post-secondary pathways including 2 and 4-year college, military options and career and workforce readiness.
 - The district is working on changing the policy for graduating students supported with IEPs. This change will allow these students to receive an IEP driven diploma instead of a certificate.

Distinguishing between district priorities and ongoing work

- Safety & Security
- Long Range Facilities Planning

Diversity, equity, and inclusion is an all-encompassing perspective that we apply every day.

Dwayne went over the objective, the strategy, the 2023-24 implementation, fidelity monitoring, and results for each priority. If you improve one priority, you inevitably improve all three.

Committee discussion included:

Literacy:

- Literacy ties into mental health because if you are not a good reader by the time you are in third grade you start to feel like you do not belong. Some students have learning disabilities that go undiagnosed or unnoticed and they start to feel stupid and look for other places to find belonging.

PSD will be establishing fidelity monitoring when rolling out new curriculum. Fidelity monitoring is a system of measuring and analyzing the degree to which a program is implemented as intended. The results will be reported to the Board of Education

- What is PSD planning to do if the new curriculum is not being implemented?
 - Dwayne answered the question by informing the DAC about some recent changes taking place in positions at PSD. Dwayne will now be overseeing three more departments; Teaching & Learning, Curriculum, and Career & Innovation. This process must be data informed and Dwayne will be able to collaborate with the directors of these departments to make sure that fidelity monitoring is implemented. This process is more about moving trends, not targets, in the right direction.
 - We should start to see changes in the next couple of years.

Mental Health & Belonging:

- This priority will be heavily funded soon. Liz Davis, Director of Student Services, is working on strategic ways of making PSD a competitive place to work. She is partnering with CSU on cultivating students that will help in filling some of the new roles around Mental Health & Belonging. PSD is also actively working on diversifying their workforce when new jobs are posted.
- Staffing has been a challenge.
- One member shared that students supported with IEPs are underserved, and paras are underpaid. It has been said that PSD doesn't have the resources or the people to help with this problem. What can we do about this? This puts the schools and the district out of compliance. The most important issue is the service being given to individual IEP students and that integrated services students are not siloed, they are general education students first. Special Education is a service, not a placement.

Dwayne will invite Dennis Rastatter, Executive Director of Integrated Services, to one of our meetings to speak about the upcoming changes for next year around funding, staffing, and compliance issues.

- Are parents involved in these community partnerships? Parents are sometimes excluded from conversations or awareness that their child needs support. This might have to be looked at with a more collaborative approach.
- At a certain age students should be able to advocate for their own mental health.
- How much information is being shared with parents and what is the policy on this?
- As a parent committee, let it be known, that the Mental Health topic and parent communication is the cause for a lot of anxiety in the community.
- Sharing personal information with community partners needs to be handled very carefully.
- The district should be communicating with parents on what the mental health needs are of their child. Parents should not be excluded from these conversations.
- The strategy behind Mental Health & Belonging needs to be communicated to parents.
- The district has to be careful with outside partners and what student information is being shared.
- Sometimes a child might have a hard time trying to communicate what they need with their parents/guardians, so they go directly to the school because they feel that is a safe space.
- The stress of a student may come from the family. In situations like these, the student trusts the counselor to keep what is being said between the two of them. If the counselor communicates with the family, it breaks that trust, and the student may stop seeing them. This is not safe for the child.

Dwayne will invite Liz Davis, Director of Student Services, to one of our meetings for a question-and-answer session on Mental Health and Belonging, family engagement, and the role of community partners.

Graduating with Options:

- Some students start working on ICAPs (Individual Career and Academic Plans) in the 6th grade using Xello. Most students have found the software to be helpful.
- Another parent perspective is that this can also be a stressful process for 6th grade students.
- Students that do not graduate are lacking credits.

The proposed timeline for this work is the next seven months. The planning stages will be in April – June. The launch stage will be in July and August of this year, and implementation stage will start in September and continue from there.

Volunteer statistics – data shows that volunteers have been on the rise.

Superintendent Policy JC Feedback – Brett Larsen, Director of Special Projects

Brett is working on revising policy JC, School Attendance Areas, and shared his draft of revisions with the committee. The last update to this policy was in 2009.

The revisions being proposed to policy JC directly correlate with the School Choice policy that was revised last year. This policy also cross references the school attendance policy and work around redefining school capacities and projections.

Proposed changes include:

- Moving from a small committee to community input.
- Making sure the language is clear on school capacities for both the School Choice and JC School Attendance Areas policies.
- Removing specificity of elementary, middle, high because there are so many types of schooling provided.
- PSDs legal counsel is working on generalizing some of the district's policies, so the policies are compliant with state law, then details will be added to guidelines.

Committee discussion included:

- The letters JC are a policy designation, not an acronym. CASB – Colorado Association of School Boards uses letters for policy designations.
- It is challenging for boundaries to be sustainable for some schools.
- The choice to change the wording from “facilities” to “resources” was due to transportation not having facilities, but buses.
- The JC policy is being rewritten so that a boundary cannot be changed without public feedback (no longer a small committee).
- There is a tremendous need for transparency around the capacity of schools.
 - This will be part of the guidance documentation.
- Boundaries have a lot to do with capacities in school buildings.
- Some students get split up in neighborhoods with interesting boundaries which makes transportation problematic for families.
- The district is hoping that this is one policy that will be worked on continually.
- According to policy, capacities at schools should be defined, the School Choice policy should be followed (policy JFBA), and there should be transparency. The district has new School Choice software to make sure that the system is accurate and transparent.
- School Accountability Committees are also involved in this conversation.
- Community input is imperative so the nuances of neighborhoods, School Choice, capacities of schools, transportation, and staffing can be discussed and brainstormed before changes are made.
- School Choice does not make sense for some families because transportation may be an issue. It used to be that School Choice families could apply for transportation and during Covid this option went away. This district is looking into bringing this process back. It would solve many problems for families with transportation issues.
 - An example was given for CLPE and CLPMS – an elementary student going to CLPE is allowed to ride the bus and her sister, who attends CLPMS, is not. It is the same route, same start time, and the schools are right next to each other and there is a lot of space left on the bus. Now the family needs to figure out a way to get their middle schooler to school. This is one example of the system not working efficiently.
- The DAC supports the proposed revisions for policy JC.

Dwayne will invite Brett Larsen, Director of Special Projects, back in for a question-and-answer session on bussing and boundaries.

DAC Recruitment for 2023/2024

Dwayne talked to the board of education about extending the time commitment of DAC committee members from a two-year to a four-year time commitment. Dwayne passed out a signup sheet asking committee members if they *wish* to stay on the committee another 2 years.

Next Steps for DAC

DAC Next Steps . . . Planning Forward 2023/24 UIP

- What is in the current UIP, that has been completed or is in progress and will continue (what can be removed)?
- What needs to be moved into the UIP as detailed action steps from the Strategic Plan Draft? (i.e., IEP Driven Diploma)
- What else, if anything, needs to be considered for the UIP?
 - Example: What is the process around Mental Health & Belonging as extra services are brought into the district. How will the strategy be communicated?
- The DAC will continue looking at and responding to revisions in May and August.

Closing

- Next meeting: May 17, 2023, JSSC Boardroom, 6:30-8:30 p.m.

Adjourned

2023-24 Meeting Dates

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| • August 16, 2023 | • January 17, 2024 |
| • September 20, 2023 | • February 21, 2024 |
| • October 18, 2023 | • April 17, 2024 |
| • November 15, 2023 | • May 15, 2024 |

Parking Lot Items: