

PSD District Advisory Board

January 6, 2025
7:00-9:00pm
Boardroom

Meeting Agenda:

Time (Approximate)	Topic	Presenter
7:00 - 7:05	Welcome	DAB Chair – Taylor Ritchie
7:05 - 7:10	Approval of December Minutes	All
7:10 - 7:20	Committee Updates	Membership Chair - Sara Merrill Legislative Committee - Sarabeth Lundquist District Accountability Committee - Ashley Barrett Academic Committee - Jami Montoya
7:20 - 7:30	BoE Updates	BoE, DAB Liaison - Jim Brokish
7:30 - 8:10	Summer Maintenance Projects	PSD - Dave Montoya
8:10 - 8:30	Middle School Cell Phone Policy Update	PSD - Amy Kirby and Bud Hunt
8:30 - 8:55	Topic Survey Update	DAB Chair – Taylor Ritchie
9:00	Closing	DAB Chair – Taylor Ritchie

DAB Attendance- January 6, 2025

Faith Fritsch, Sarah Youssef, Tory Pappas, Rebecca Everette, Anne Nelsen, Stephanie Matthews, Katrina Toth-Green, Michelle Duncan, Jenny Miller, Taylor Ritchie, Aaron Green, Taylor Unwin, Carrie DeJulio, Ashley Barrett, Grace Trunbull, Sarabeth Lundquist, Beth Reynolds, Mary Beth Cheversia, Laura Martin, Lee Romsa, Brett Hansen, Mike Thomas, Insoon Olson, Jim Brokish

DAB Meeting 1-6-25

- Approval of December minutes
 - Addition: Add Ashley's name to minutes
 - Motion to approve; approved by majority vote

- Committee updates
 - No membership update
 - Sara Beth - legislative update
 - Referenced attachment sent out in lieu of an update at the last meeting
 - 3 board positions opening up, looking for people interested in running for those positions
 - Candidates should register (along with 50 signatures) by August(?) to get on the ballot
 - Reach out to Sara Beth for more information
 - Starting in February there will be weekly legislative calls
 - Resource to keep up to date on Colorado education as a whole: ChalkBeat.org
 - Recent article about a Commission created to see what it would take to fully fund education: \$3.5-4.1 billion; now up to legislature to see what they want to do with the information from that report.
 - Ashley - DAC update
 - Haven't met since December; will have an update at the next meeting

- No academic update
- Special Education Advisory Committee (SEAC) overview
 - Aaron Green - parent of a student at RMHS; parent advisory member on SEAC; 4th year on committee
 - Format of meetings - receive presentations on topics chosen for them; then discuss the presentation in small groups; formalize recommendations through a letter to the Director of Special Education (Jody Rommel)
 - Presentation last month about the Comprehensive Planning Committee
 - Will join DAB as a SEAC liaison moving forward
 - Next meeting Jan 22
- Board Updates - Jim Brokish
 - One board meeting since last DAB meeting
 - Presentation from Brian Gustafson about the budget process for PSD
 - Comprehensive Planning Committee discussion
 - Jim shared feedback from DAB with the rest of the Board
 - Asked the question: “are we starting this committee too soon?” - since the board is not planning to close any schools in the next few years
 - Discussion among Board about starting the committee now to address boundary issues and other topics on an ongoing basis, not just school closures
 - Recent 1x1 with Brian Kingsley, where Jim described his two success criteria:
 - 80% of people feel like it was a good use of their time
 - Nothing from the committee in the next two years sets off any angst from the community
 - Request for an update on the timing of the Mill Levy Oversight Committee applications and for the Comprehensive Planning Committee
 - Response from Jim: think both are planned for January/February, will ask about it
- Summer 2025 Maintenance Projects - Dave Montoya (see slides for additional detail)
 - Why these projects for the summer of 2025?
 - These are projects PSD knew were impending failures or would need to be dealt with regardless of whether the mill levy passed; items that were identified as highest priority or most critical based on the McKinstry engineering reports

- Facilities & Construction teams developed extensive project plans before the election in preparation for potential passage of mill levy override
- What is happening right now related to future mill levy projects?
 - Looking long-term and big picture to put together an extensive plan for future projects and prepare for summer 2026 projects
- Process overview
 - McKinstry reports only went so far, so the district has spent time expanding on the categories in those reports, including: outdoor services, playgrounds, athletics
 - Prioritized projects based on: safety and security, deferred and preventative maintenance, student and staff comfort, energy and sustainability
 - Looked for cost and labor efficiencies by combining similar trades (i.e., projects that make sense to be done together)
 - Trying not to oversaturate the subcontractor market
 - Looking for technology upgrades where it's beneficial
 - Process includes design, permitting, procurement, BOE approval, then construction
 - Permitting process in particular can take a long time (through the State)
- Upcoming construction projects for this summer (~\$20+ million)
 - Rooftop units (RTUs)/AC: Beattie and O'Dea - *note: if 4a hadn't passed, AC would not have been included*
 - Boiler Replacements: Fort Collins HS, Boltz, Kruse, Laurel
 - Roofing replacement: Poudre HS, Harris, Poudre Community Academy, Irish, Shepardson
 - Fire Alarm Systems: Blevins, Poudre Community Academy, Putnam, Lincoln
 - Building Automation: Fort Collins HS
 - Carpet/Flooring: Traut, Werner
 - Parking Lot Improvements: Fort Collins HS
 - Track & Field Replacement: Rocky Mountain HS (French Field)
 - Playground Projects: Irish, Poudre Global Academy, Shepardson, Bennett
- Large volume of Board of Education approvals needed in January-April 2025
- The timeline established is aggressive; it's possible some projects may need to move to Summer 2026
- Feedback
 - Please include ADA Coordinator when decisions are being made, should be thought about at every step of the design and decision process

- Could “accessibility” be added to the prioritization strategy?
- Are there projects that can happen during the school year as well?
 - Response from Dave: has not been the district’s approach in the past, but are looking to do this more when it’s feasible
- Consider evaluating and sharing the beneficial impacts of projects - who is benefitting, how many students, cost savings, magnitude of benefit
- Who is on the team and doing the work?
 - Dave Montoya
 - Assistant Director of Facilities - Trudy Trimbath
 - Construction Manager - Alex Hendrix
 - Bringing project managers and tradespeople (e.g., HVAC technicians, plumbers, electricians) together to evaluate needs and opportunities together
- Do you feel comfortable that you have the right team and resources to do this work?
 - Response from Dave: we have great knowledge and expertise in our district who know the buildings and their trades very well. We do have the right team for now.
- How will the district make sure we don’t have issues with a lack of knowledge, records and information in the future?
 - Response from Dave: There’s another big lift to create a full Asset Inventory that would track assets and inventory, tie into work orders and manage maintenance cycles much better.
- Think about how you are going to disseminate this information to the public. People want to get excited about these projects and know what the district is doing.
 - Response from Dave: The long term plan will be more interesting than the 2025 jump start projects, but this is exciting and should be shared, and we know the community expects that
- The Construction Management department at CSU could be a strong community partner who could bring a different perspective and expertise
 - Response to Dave: Great suggestion, will look into it.
- Look at opportunities to include Futures Lab students to expose them to construction projects.
 - Response from Dave: Have been having conversations and looking at opportunities for the students to observe, participate, or take on small projects.
- Are there any needs related to modulars/portable classrooms?

- Response from Dave: Need to do a complete inventory to get a better understanding. With declining enrollment, there's not as much need for modulars, but do need to evaluate the ones that are old or not in good condition for educational use. Likely won't be buying any new ones.
 - Concern about investing in schools that are more likely to close in the short-term.
 - Question for discussion - how should we prioritize schools with declining enrollment? There are still some needs that must be addressed regardless of whether a building is used as a school long-term (e.g., roof, HVAC)
- Middle School Cell Phone Policy - Amy Kirby (Principal of Preston MS) and Bud Hunt (Chief Technology Officer)
 - Some middle schools have led the way
 - Lesson learned - parents still want to be able to reach their kids during the day when needed
 - Preston MS - cell phone free during the instructional day 7:30-2:25, phones must be silenced and out of sight
 - Impact: it has been an amazing game-changer so far. Not a single negative parent comment, only support.
 - Transition has been easy because the school community was ready for it. Staff was well prepped, and full staff buy-in was critical (from classroom, to lunch duty, etc.)
 - Every adult in the school must act when they see/hear a cell phone, and staff were given the tools/support to do so
 - Modeled conversations for both students and teachers through morning announcements, training for staff
 - Students will hold adults accountable too
 - Has affected adult behavior too (in staff meetings, at lunch)
 - Very few infractions so far
 - Infraction 1: Warning, call to parents to discuss
 - Infraction 2: Don't ask teachers to confiscate cell phones, but students may be asked to walk their phone to the main office to turn in for the rest of the day
 - Infraction 3: Need to leave cell phone at home for a week
 - Research on the negative effects and addiction to screens and cell phones. Book recommendations: The Anxious Generation and Dopamine Nation
 - District Cell Phone Policy

- PSD has had a cell phone policy for longer than many other districts. Don't necessarily need new policies, but there's an opportunity to review and restate the policies. This is less of a policy shift, more of a focus on consistent application and enforcement of the policy.
- Overall policy: middle schools will be cell phone free during the instructional day
- Each middle school can establish how they apply and enforce the policy; must have a policy practice in place, must consistently apply throughout the school, and must have a tiered approach to response/enforcement
- Questions and feedback
 - Is there any instruction or guidance for adults in the building about their cell phone use?
 - At Preston, talked about the adults as much as the kids; focused on importance of role modeling (while also recognizing that life happens)
 - Training, modeling and norms for
 - What results have you seen?
 - Students are more engaged in class, and less distracted/worried about what's happening with friends/elsewhere
 - Fewer problematic incidents with social media, etc.
 - How are wearables (e.g., smart watches) being addressed?
 - Preston decided not to limit smart watches, but must be used as only a watch; focused almost entirely on cell phones
 - No wearables allowed during CMAS
 - More kids have cell phones than smart watches
 - No ear buds
 - How are schools responding to students who need cell phones as adaptive/assistive technology?
 - Students who need a phone for medical reason - teachers know which students have cell phones included in their medical plan
 - Gray area around 504 plans - e.g., needing to listen to music, taking photos of information; looking for alternative ways to get that support (e.g., using laptops with a wired headset instead)
 - When these needs exist, it is part of an educational plan for those students
 - Feedback:
 - Currently there are barriers to getting IT approval for apps and equipment to help with accommodations for students with different educational needs/disabilities

- Not every parent/student knows that they can include cell phone use in their IEPs or medical plans; need staff to understand and think creatively as well
 - Important to check in on children who may need to use their phone for medical/IEP needs, ensure they aren't experiencing stigma or bullying
 - Is the science and health impacts of cell phone use being explained and taught to students?
 - Amy shares during morning announcements; taught during 7th grade health class; library orientation and book talks
- Topic Survey Update - Taylor Ritchie
 - Write ideas for future presentation/discussion topics on notecards

Prepared by Rebecca Everette