

District Advisory Board Meeting Agenda for March 3, 2025

The [District Advisory Board](#) (“DAB”) represents the interests of, and communicates with the Board of Education and Superintendent on behalf of, current District students and their parents/guardians in a cooperative effort to help improve and support Poudre School District programs and operations.

Meeting Time and Location
<p>March 3, 2025 from 7:00 – 9:00 PM</p> <p>**Note the meeting location is in the main board room of the JSSC</p> <p>Johannsen Support Services Center 2407 Laporte Ave. Fort Collins CO</p>

Time (Approximate)	Topic	Presenter
7:00 - 7:05	Welcome	DAB Chair – Taylor Ritchie
7:05 - 7:10	Approval of February 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 SEAC - Aaron Green
7:20 - 7:30	BoE Updates	BoE, DAB Liaison - Jim Brokish
7:30 - 7:40	Chair Elect Election	DAB Chair - Taylor
7:40 - 8:10	Dyslexia Update	PSD - Julie Woolner and Julie Mastre
8:10 - 8:40	9th and 10th Grade Literacy Adoption Update	PSD - Kelly Burns and Amanda Kreiger
8:40 - 8:55	DAB Bylaw Update	DAB Chair – Taylor Ritchie
9:00	Closing	DAB Chair – Taylor Ritchie

Homework: Budget Priorities and share what you learned tonight with your principal, school community, PTO/A and SAC and bring feedback from your school to DAB.

Next DAB Meeting: April 7, 2025

Contact us: dabreps@gmail.com

DAB Attendance- March 3, 2025

Taylor Unwin (Bamford); Sara Bryan (Bauder); Latoya Noel (Beattie); Mike Thomas (Bennett); Brett Hansen (Bethke); Faith Fritsch (Blevins); Stephanie Matthews (Boltz); Marissa Herman (CLP E); Beth Reynolds (CLP MS); Laura Martin (Fossil); Karrie Grama-Hatfield (Kruse); Marybeth Rigali-Oiler (Kruse); Michelle Duncan (Liberty); Jenny Miller (Lincoln); Katrina Toth-Green (Linton); Grace Turnbull (Lopez); Mackenzie Mushel (Mountain Sage); Kevin Dorn (Olander); Sarabeth Lundquist (Polaris); Anne Nelson (Putnam); Gaylene Moldt (Rice); Michelle Finchum (RMHS); Christy Haldeman (Timnath E/MHS); Whitney Hersh (E Timnath); Sara Merrill (Traut/Kinard); Taylor Ritchie (Chair, Webber); Stacy Armstrong (PSD Global); Jim Brokish (BOE); Aaron Green (SEAC); Andrew & Beth Spain (Community)

Meeting notes:

Meeting started at: 7:02pm, Welcome by Taylor.

Agenda review

Previous meeting notes edit (David G correction). February minutes approved.

Mountain Schools team intends to join via Microsoft Teams tonight.

Committee Updates:

Membership Committee (Sara Merrill):

Not many membership updates; doing Microsoft Teams tonight. If you are not a DAB representative next year, be in touch with your principal and parents to ensure representation occurs.

Question regarding who decides on representatives. Principal decides primary representative for each school site.

Legislative Committee (Sarabeth Lundquist):

Conversation about the [Ascent Program](#), potential changes. Currently it is being phased out via state of CO decision. Something new coming; details currently unknown. Likely big changes in the future. Believe everyone currently in is grandfathered. New introduction: HB1278 – modifications to statewide accountability system. PSD will likely follow suit with endorsing. HB1167 -- changes to alternative education – changes to student counts.

Moving forward with 153 – public school finance recording; has been scaled back. HB1210 – data reporting requirements, also financial literacy requirement (did not leave committee).

April 17th: [Community Conversations scheduled at Rice Elementary and Bethke Elementary.](#)

District Accountability Committee (Ashley Barrett):

From Ashley Barrett via Taylor Ritchie (Ashley absent). Taylor will pass along notes. DAC discussed potential update to Ascent program, state funding changes - does not include federal funding cuts yet as they are unknown. At least 11 different admin roles being eliminated and others being shifted. Not impacting teachers. Goal is as little impact to students as possible. Mill Levy money slated to very specific items. Funding and enrollment declining.

Academic Committee (Jami Montoya):

Jami not able to attend tonight; no update.

SEAC (Aaron Green):

Met Wednesday; two main topics. Transition Pathways Fair at Aztlan was held. Aaron and parent attended and staffed SEAC booth, good attendance from community members and students looking at different pathways. Aaron Voigt presented on Pathways. Focus on after high school. Information related to Pre-K and K transition and Elem-Mid and Mid-High also covered. More than 50% of the board comments at last meeting were related to Special Education. State SEAC has both public attendance and comments at meetings. Group felt stakeholders should have an outlet, but that outlet was confusing; there are concerns about how it would affect work of the committee. Possibly virtual, parents could bring concerns or topics, maybe on a quarterly basis. Last April PSD passed [IKF2025](#) and [IKF2017](#); all students regardless of disability status should have pathways and opportunity to earn a diploma. Only going to affect students with EEOs, only 1% of students on IEPs in the district.

Question: At UNC, dealing with ramifications of executive orders and slashing of DEI initiatives at the federal level. That includes dyslexia programs and access. Have you started to talk about what that ripple effect might look like in SEAC?

Aaron: We haven't discussed it at SEAC, but I recognize that the A was added in as an executive order from the Biden administration for accessibility. Many concerns from parents in the district about 504 rights possibly being taken away. We have many kids on 504s getting accommodations to help them access curriculum. There is the lawsuit by 17 states to dismantle that. There was another executive order that recognized gender dysmorphia as a disability, so school districts would need to accommodate gender dysmorphia. We are worried about the outcomes for every child in the district and without that law present there will be a serious impact. Also concerned about office of Civil Rights being dismantled at the federal level, so now we are in a place where 504 rights are there, but if they are not being met you don't really have a place to go to talk about it. Many parents are concerned but we haven't spoken about it at the SEAC meeting.

Comment: If anyone hears more information, would appreciate updates.

Aaron: Attended BoE community discussion, there was support when he brought it up at the Kruse listening session.

Comment: Attended a national Zoom meeting about the 504 lawsuit; can forward link to that Zoom meeting.

BoE Updates (Jim Brokish):

A few DAB meetings ago, someone asked about Charter School data. Concern about how data is used. Superintendent Kingsley has decided that we are not going to do the student tracking Charter School marketing anymore – data will not be shared to market to families.

Talked about how a lot of school board members came from this DAB group. As we talked about planning for this meeting, we thought it might be good to talk about serving on the school board.

Shared *Serving on the School Board* slides.

Responsibilities include: Supervise superintendent, listen, set policy, work with the community, be an advocate for the community, strategy, district ends, represent the legislature via legislative committee.

Question: How do you decide the area covered by each section?

Jim: Legal person Amber shifts the sections as population shifts.

Applause for Jim.

Question about conference attendance. Breckenridge conference in June – open to all members. Contact Poudre Education Association – they can guide on a variety of school board topics.

Question: Why only 7 school visits per year by board members?

Jim: We have about 50 schools, we have 7 board members and we are assigned visits.

Chair Elect Election:

Requirement to be on the DAB for 2 years; therefore, Taylor Unwin is not yet able to run. Tory Pappas withdrew. Karrie Grama-Hatfield briefly shared experience and qualifications for role; voted in as Chair Elect.

Dyslexia Update (Julie Woolner and Julie Mastre):

Note catcher distributed to attendees

Julie W:

Both PSD parents. Several people on the team have dual roles.

Important to know dyslexia a language-based disorder and not a visual disorder. Main concern is with reading words. Can lead to secondary consequences. Dyslexia is widespread; 1 in 5 people can be affected. Genetic component. Why is addressing dyslexia so important? Does not affect potential or intelligence - early identification and intervention can help students build foundational skills in reading and writing. Without proper support students can struggle with motivation, students may become frustrated and disengaged with school.

Dyslexia exists on a continuum – mild characteristics to profound. Screening of K-3 students guides how students are supported. Students impacted more profoundly may be referred to Special Education. In Colorado dyslexia is not a separate eligibility category.

Question: What is the impact of it not being in its own eligibility category?

Answer: It makes people more confused, but they pretty much mean the same thing.

Julie M:

Universal dyslexia training – grade level teachers – what are instructional practices they can put in place for their students? How are we layering on dosages of instruction to support learners? With reading specialists, adding extra layer of support. Adding another layer with integrated services teacher.

Put together 3-year plan for students with dyslexia; realized we needed to shift our supports. Opportunity in spring 2024 with reevaluating where we were at with supporting students with dyslexia.

Question: Are these trainings accessible to district charter school staff?

Answer: If there is room in the course and we have Charter School staff interested in attending they can reach out about attending.

Jule W:

Updated [PSD website](#) for supporting students with dyslexia. Much easier to get to now. Click “Academics”; 4th link down on the side. Page where we are requesting feedback from parents. This will always be in “draft” mode. We will be updating the website within the next month or so.

Reviewed various links on dyslexia page. Feedback is requested. Please send feedback to Taylor Ritchie and Taylor will pass it along to dyslexia team.

Question: Is there a font or type that could be listed on the website so someone who has dyslexia could access that would lead to a more accessible page/site?

Answer: Great idea, please note that.

Question: Is the 1-in-5 count nationwide or in PSD?

Answer: Nationwide.

Question: How many in PSD?

Answer: We don’t know yet – this is what is being worked on.

Question: Just to clarify we still are not screening students?

Answer: DIBELS 8 will screen for dyslexia, that is what we use. We have had it and used it for many years.

Question: Might it be because you guys were not able to say the word before?

Question: Parent of a dyslexic learner in PSD. Went to her teacher, teacher said we do not test until 3rd grade. Thank you – it’s been a longtime coming. Jim, you said at the board meeting that when we talked about training teachers they probably got this training, but teachers are not getting much training. Less than 38% of teachers have access to this information. 504s, love them, they are great, they don’t teach, had a student who graduated who could not read. DIBELS does not align to Colorado standards, my daughter showed up as red on the test. Kids who show up as green

– it does not align with CO standards. You can have a kid who is testing in green but does not meet CO standards. We've got to get some of this stuff standardized. These people are doing really great work, and I want to say thank you. Some facts and myths that should be dispelled – if they get an IEP they lose access to best teacher, get pulled out of class, I don't think any of those are fair. We are hearing of lots of IEP meetings that do not have data.

Julie: That is a big part of our trainings.

Comment: As a child psych who does evaluations - lots of things that go into a dyslexia diagnosis/screening. A lot of times families are looking for tutors outside, the goal is that kids are getting everything they need at school, sometimes parents are still hoping to get additional support especially during summer break. Where to find someone qualified, is that something this group can give? If you are looking for a tutor?

Answer: Would take some vetting and looking into resources.

Comment: Conflict of interests would need to be looked into.

Question: On the continuum of severity, does that change throughout your life?

Answer: Yes, it could

Question: Without pointing fingers, I don't understand why I haven't heard anything about dyslexia until the last meeting. I had several friends in the district 35 years ago who had dyslexia. As a high school teacher I have kids who are illiterate. What are you doing to target those students who we missed for years?

Julie: I'm an MTSS facilitator in addition to a literacy person, I'm doing a lot of that work, there is an alternate screening method.

Julie: Looking at how are we putting that early education in place so we can change the trajectory.

Julie: In addition to the 504 accommodations, kids also need instruction, but teachers don't have what they need to deliver instruction. People are not getting this training in their graduate level education. We are having to fill in the gaps and go back and fix what hasn't happened.

Julie: And we know things are very different at the elementary and secondary levels. Thank you to the psychologist for bringing in the whole-child piece.

9th and 10th Grade Literacy Adoption (Kelly Burns and Amanda Kreiger):

Aiming for one year's growth in one year's time. Selecting strategies to help disrupt disproportionality.

First year of implementation of new curriculum for 9th and 10th grade. First time we had students participate in helping decide materials. Kids asked really great questions. Built instructional framework. Lots of time spent on collective scope and sequence that meets variety of needs.

Same materials and same scope and sequence across schools.

Currently in a pilot semester. Will modify scope and sequence if needed based on feedback from teachers.

Fixed and flexible scope and sequence – ensure for certain targets and also infuse flexibility to ensure students are getting what they need.

Every high school has had the opportunity for 1:1 coaching from curriculum liaison. Will continue to look at gaps and necessary modifications.

Teachers have someone they can always call to talk through process. We are making some real change; it's not business as usual. Trying to move at the pace of progress and also at a human-centric pace.

Also working on cohesion and access at the middle school level - ensure as kids transfer they won't miss or need to repeat literary experiences. If any of you are community members that have literary connections we'd love to partner with you.

Question: Why is it grades 9-10 and not more?

Answer: Once students get into 11th and 12th grade, literacy "buckets" evolve – giving 9th and 10th solid foundation helps ensure better progress toward graduation.

Question: I have been advocating for universalizing that experience. I see that you did surveys. What we ran into is people are doing things differently in different schools. How have you worked to maintain the successes (where schools are making progress)?

Answer: That happens best in community, where teachers can work with each other. Teachers really support each other, share best practices. Need protected teacher development time. We do share-outs and shoutouts about what it looks like when things work. Also at same time looking at gaps. Our focus this year has been to do that more at middle school and then look more at the integration in high school. It's very expensive to get teachers together.

Question: Is there a less costly option?

Answer: We are exploring that. Trying to find ways for teachers within building to be thought partners. I want to reflect on your question more after completing year one.

Question: Can you touch a little bit on when you adopted this curriculum, is there someone in the district reading every book going through with a fine-tooth comb to see what exactly is being taught to the kids?

Answer: There is not a person in the district reading through every option, need to go through process waiting for materials to be evaluated, we did a first round going through each of them for 8 hours evaluating, we then narrowed it down to 3 options and had those 3 present to the group (including students). Then narrowed down to top 2, went through those options, and then ultimately chose one. We made PSD promise that grades 6-10 every student would have 3 "long" reading experiences. The shared long reads for that site were reviewed.

Question: My 9th grader read Poet X. Masturbation was discussed, sexual situations were discussed. What is your standard for making sure there is not oversexualization in these books?

Answer: It's a good question and a subjective one. Poet X went through review, poetic style, even in classic texts there are references to the same sexual concepts. In an instructional frame, how do we hold that content in a way that allows students to understand the human experience, including the ones that might be uncomfortable.

Question: But I do feel there should be a balance, and as a parent I should be able to feel safe. The teacher felt uncomfortable enough to have the students read it silently. That is telling.

Answer: If there is ever a text a student or parent does not want to read, they can always request an alternate text if the selection does not feel appropriate to them.

Question: Are teachers sending the list to parents ahead of time? Otherwise, parents won't know.

Answer: That is a school-based decision. Consistent across all grade-level classes at each particular site. They did all come from HMH (Houghton Mifflin). You can always ask the teachers.

Question: I hear what you're saying and it's great to focus on diverse, bigger picture works. It just seems there is a better way to do that without putting so much sex in at the high school age.

Answer: I hear what you're saying, and it won't be the only text they'll read this year. They have broad textual experiences.

Question: You said it's knowledge that a kid can opt out? Is that in the student handbook? Is there a rules/policy you are referencing?

Answer: I work directly with the department chairs at every building and I don't know if it's a policy, but books that are adopted are protected from challenges, but students can experience the same standards through an alternate text.

Comment: I would encourage that my son comes home and tells me what he is reading, and what his next long read is. It's not always easy, but you can have those conversations with your child.

Question: What resources are there for if there are a lot of sexual things, how do you talk to your student about that? Are there guides for those discussions?

Answer: I love that suggestion.

Comment: My daughter is 9 and we are already talking about certain things, and sometimes we just need some resources for how to talk with kids about these things.

Question: Can you bring back information on how this is being digested by your students and teachers?

Answer: We look forward to sharing that after May when we are done with the pilot.

DAB Bylaw Update (Taylor Ritchie):

Taylor will send out feedback so we can have a chance to vote on it at the next meeting.

Removing building principals from Item 4 – we don't do it currently

Question: Do we know if principals want that? Our principal gets it and appreciates it. Maybe it could be an opt-in option

Comment: I can provide historical reference since I helped write the bylaws. There was a time when we had poor attendance, and people did not know how they could talk to their principal. It opened the door to that communication. Maybe newer principals don't know about it.

Taylor: Maybe we could put in there "suggested". And this by no means means you all couldn't send it out to principals.

Question: When is it put on the website?

Taylor: Right after I send it out to DAB it gets sent to website manager.

Question: Is anyone really opposed to having their principal get the email when we all get the email? I would so much rather the principal get it at the same time. That takes one more step out of the process in the game of telephone.

Question: I think that piece is just another mechanism of who is maintaining it, I try to figure out any way I can avoid any kind of miscommunication or drop of communication.

Question: I think it should go to the principals, but I don't know how hard it is. Is there an internal principal "group" contact group?

Taylor: I'm not sure if there is a contact group, for me it's not that much more work.

Question: Do they give YOU a PSD email?

Taylor: No, there is an email but it's not a district email.

Question: Can I thumbs down this change?

Taylor: It won't be an official vote, but we can raise hands.

Taylor: For elections you have to nominate someone the meeting prior to the election. Looking to change that to where nominations should be made prior, but any time prior to the election someone can throw their name into the hat.

Question: The only thing I would add is does it still have to be in person?

Taylor: My thought was if you are going to make a nomination it has to be in person. My intent would be that you could email the DAB reps any time prior to the election.

Comment: Then cross out "from the floor"

Comment: But the rest of the DAB can't find out at the meeting that 3 more people threw their names in the hat and we had no idea.

Comment: I think the day of, you have to be here.

Comment: Propose keeping it as it is, and write into the role of Chair and Chair-Elect that those roles look for individuals who might be suited to roles and have discussions with them and identify potential candidates.

Comment: My thought with that is it projects a certain bias perhaps.

Question: Totally. So maybe there's a combo; survey?

Taylor: Maybe achieve a balance of it.

Taylor: Terms – if person is not showing up we refill this position.

Taylor: Executive meetings have not been posted on the website.

Comment: When I was on the executive committee it was like herding cats.

Comment: I believe if you remove that it would conflict with Colorado Open Meetings law. It may be worth keeping in there.

Taylor reiterated that he would send feedback out before next meeting and thanked everyone for their participation.

Meeting ended.

Prepared by Karrie Grama-Hatfield

DAB Secretary