

PSD District Advisory Board

November 4, 2024
7:00-9:00pm
Boardroom

Meeting Agenda:

Time (Approximate)	Topic	Presenter
7:00 - 7:05	Welcome	DAB Chair – Taylor Ritchie CSU Moderator - Martin Carcasson
7:05 - 7:10	Approval of October 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 - 7:45	October Count	PSD - Julie Chaplain and Sarah Siple
7:45 - 8:15	Identification and Services for Students with Disabilities	PSD - Jodie Rommel
8:15 - 8:45	Identification and Services for Students with a Gifted Identification	PSD - Kirstan Morris
9:00	Closing	DAB Chair - Taylor Ritchie

DAB Attendance- November 4th, 2024

Taylor Unwin (Bamford); Sara Bryan (Bauder); Tory Pappas (Beattie); Latoya Noel (Beattie); Brett Hansen (Bethke); Stephanie Matthews (Boltz/Linton); Carrie DeJulio (CLP E); Beth Reynolds (CLP MS); Laura Martin (Fossil); Karrie Grama-Hatfield (Kruse); Marybeth Rigali-Oiler (Kruse); MaryBeth Cheversia (Lesher); Angie Dixon (Lesher); Jenny Miller (Lincoln); Grace Turnbull (Lopez); Emily Seems (Olander); Sarabeth Lundquist (Polaris); Rebecca Everette (Putnam); Anne Nelson (Putnam); Gaylene Moldt (Rice); Michelle Finchum (RMHS); April Gerakos-Rooker (Shepardson); Taylor Ritchie (Webber); Lee Romsa (Wellington); Stacy Armstrong (PSD Global); Jim Brokish (BOE); Ashley Barrett (DAC) Anna Lebedda (Community-PGA)

DAB Meeting 11-4-24

Meeting began at 7:03pm.

Taylor: Welcome to all. October minutes: error was caught (mixed up names at two schools).

Minutes approved by Anne Nelsen and Ashley Barrett

Committee Updates:

Membership Updates (Sara Merrill):

Sara Merrill not in attendance; will review membership update at December DAB meeting.

Legislative Committee Updates (Sarabeth Lundquist):

Sarabeth: If you haven't voted yet, please do so. Sarabeth has info on where to vote if needed. Next time she will bring some additional updates.

DAC Updates (Ashley Barrett):

Ashley: At last meeting there was a presentation from Susan Thomas – Assessment and Student Support Coordinator. Reviewed how we are assessed by the State. Started work on DAC budget recommendation report. Will be presented to the Board of Education at an upcoming meeting. There are 4 “buckets” of funding: Professional Development, Staffing Needs, Facility Needs, Open/Other Needs. Team researches all the info and then creates recommendations. Also recently voted in members for the open seats on DAC.

Question: Is that the survey we got a preview of at the last meeting?

Ashley and Taylor clarified what had been sent out was the School Budget priority.

Ashley clarified yes – Some confusion about when the survey went out. Ashley clarified that this survey went out last Spring; survey responses have already been submitted by schools. Every Spring this survey goes out to the principals, principals decide whether to use their SACs to assist, and then they send back all the info.

Academic Committee Update (Jami Montoya):

Jami Montoya not able to make it tonight. We will look forward to an update next time.

Board of Education Updates (Jim Brokish, Liaison):

Jim: Not much has happened, everyone is focused on the Mill Levy; continues to be the big news. Jim is also the Board representative on the SEAC – in September the group looked at the bylaws and the makeup of the committee. There was some concern about balance between parents and admin on committee. In October there was a question on how 4A will help kids with special needs. The answer was it will help with teacher salaries, busses, and facility improvements. Finally, they talked about Effective Needs program – discussed an evaluation that was completed on that program. Parents feedback: more

outcomes-based feedback. Not enough parental and outcomes-based feedback re what is the next step for these kids, how are they doing over time etc.

Question: Will we cover the composition of the committee tonight?

Taylor: Not tonight. It's on website. Goal is to get someone from the SEAC to come to DAB meetings.

Julie Chaplain (one of our PSD superintendents) and Sarah Siple from PSD present on October Count.

Handout distributed by Taylor re October Count.

Jim Brokish: Can you talk about what is the October Count and why is it important?

Sarah: Yes (began presentation).

October count is how we essentially get funded. October 1st is usually count day. Window of 5 days prior and 5 days after if learner is out on Oct 1. We have not yet submitted this year's October count – we “push a button this Friday”. Not finalized really until January and then there is an audit process.

Question by Sarabeth: How do you know if a student submits more than one count?

Answer by Julie and Sarah: Student has SSAID – state assigned number that tracks and recognizes if there is more than one data point for a student.

Julie and Sarah shared infographic, and 2023-24 October count slide.

Enrollment is not just “enrollment” – we look at a lot of different factors.

5 Charter schools have their own systems to feed data to district.

Julie and Sarah shared slide on preliminary data for 2024-25 year.

Enrollment declining overall. Just a generalized statement

ASCENT - if students take a certain number of credits during year toward college credit

TREP - Teacher Education Prep program.

Question: Are you allowed to give us an actual reason why kids are not eligible?

Answer: It would mean they were not enrolled in enough hours to count for funding

360 hours first semester for full time students.

Question: What about international exchange students? Are they counted in the count as if they are a student for that year?

Answer: Yes, they are.

Question: Can you introduce who you are and what you do at the district?

Julie is a Superintendent

Sarah works in Information Technology

Julie and Sarah shared slides on Summary Comparison and Key Takeaways

Sarah: How we get funded is different from some other districts, that could be a whole other presentation.

Question: Do you have a way of...so finalize October count on November 27th. Do you ever notice if, come December, a school experiences a big drop in enrollment – then does that affect any funding?

Answer (Julie): They do not swing back through later to determine a second count. We many have families moving in, out, switching schools, but after October count we don't move the money after that count. We meet with all the principals to have a "true up" meeting, to determine how close school were to their projected count. Then principal makes their staffing plan for next year.

Question: Can you clarify – you said declines were in grades 1 and 9?

Sarah: Those were just examples.

Jim Brokish: Does the 1540 in kindergarten concern you?

Julie: As a cohort – YES. There is about a 1000 student difference. What we do see though is we are getting more students coming into the older levels, so we have fortunately been able to balance out a little bit. Not totally. Some students may be homeschooling in younger years and then transition into school programs later on.

Question: Can we get a copy of this presentation to bring back to our SACs?

Answer: Yes.

Question: How often are we audited?

Answer: Every year.

Question: Does every district count kids like this? It seems costly.

Answer: Yes, everyone has to submit the same data report. I don't know how to quantify how much it costs; it is part of people's full-time jobs. Kind of a back-and-forth dance. Other districts may have a different way of collecting the info. They have the same October count date and ultimately need to submit the same data, even if they go about getting the data a different way.

Question: As a former auditor, what does an audit usually uncover?

Answer: We take data accuracy seriously. May be an attendance issue; it's really rare that they find something.

Question: What happens if they do?

Answer: It's kind of like a true-up – an adjustment.

Question: What does it look like for schools that have students going to Futures Lab, etc.

Answer: Schools keep all their funding. Funded by reimbursements mainly.

Question: Do you know the trends of kiddos from Thompson and Weld County that end up coming here?

Julie: I don't off the top of my head; that is data that could be produced but I don't have it tonight. If that is something you want, we can get that data.

Question: Regarding numbers: do you have numbers of the capacity of students we could serve versus what the numbers are?

Answer: Yes, I think you're talking about utilization of space and how many students we can serve. Current utilization is on the website. We use National Standard Capacity. It's revised back to 95% - shows the utilization of our schools. We monitor that with principals. Especially re: taking students of choice. If a school is at their projection number, we pump the brakes on taking more kids. If you live in the attendance area of that school, we are required to enroll.

Question: I think when it comes to enrollment overall it's helpful to keep capacity in mind.

Answer: Yes, and I believe in December Lauren Hooten is coming to this meeting to discuss committee that will more closely examine the long-term planning.

Question: Do you all have data of migration, where students are going back and forth between different schools?

Answer: About a third of our students choice in to a school other than their home school. We do have the numbers and can track that through the year.

Question: The 403 students – do those students exist, or do we do like the US Census where look at how many “should” be in PSD?

Answer: I don't know that we can track which 400 kids didn't come and should have come, it's just based on who actually enrolls in our district. I don't think we have a mechanism to track who COULD HAVE enrolled.

Question: Does the US census data not track children under a certain age? We should have that data incorporated.

Answer: I don't believe we are currently using that data. Some census data is used in CDC projections.

Question: But you know how many children there are that live within a boundary?

Answer: Lauren Hooten might have a better answer to this.

Taylor thanked Julie and Sarah.

Taylor invited Jodie Rommel to speak about identification of students with disabilities.

Pause while we troubleshoot technical difficulties related to the PPT for Jodie's presentation.
Presentation began at 8:00.

Jodie: Thank you for inviting me. You all have sticky notes to place on the white board on the wall if you still have questions that aren't answered tonight.

Jodie began sharing slides.

Question: Is there a partnership or are there plans to improve access to school facilities when needed? Question related to Putnam.

Jodie: Typically, principals work directly with the directors.

Comment: I think as schools have had their playgrounds updated that piece has been looked at.

Question: I was looking at the identification rates from 2018-2022 from every district in the state. We rate consistently in the bottom 5. Is there anything the district plans to do re outreach to families to let them know how to reach out and say I think something is wrong, my kid needs an evaluation, especially families that might have limited access to the internet, etc. I am concerned about how low our identification rates are.

Added to this Question: What happens when learners do not meet the criteria? Or when parents don't agree with the identification?

Jodie: We continue to grow in identification of Special Education learners, even though our student population is decreasing. Current average is 12%.

Comment: It's not, actually.

Jodie: Can you send me that data? I know you have my email. I share your concern, and I will bring this back to SEAC, I know they have wanted to create a subcommittee.

Question: If there is a disagreement about qualification and the parent refuses to sign the eligibility form, what is the process?

Jodie: That happens, we note the dissent, we provide people with their procedural safeguards and there are several avenues parents can take if they disagree. Also, sometimes students do not qualify for Special Education, but they do for a 504 plan.

Question: I wanted to ask about SEAC. Currently those meetings are not open to the public. I want to suggest you open them to the public.

Jodie: Okay. Thank you for sharing that.

Question: Is there anything keeping you from opening up those meetings?

Jodie: I just support the committee but it's up to the committee.

Question: But there would be the opportunity for you to return to the committee and recommend updating the bylaws?

Jodie: It was just brought up to the committee recently.

Comment: I wouldn't have to ask these questions if the meetings were open.

Jodie: I think some of the new suggestions and outreach opportunities help with that.

Comment: My only concern with that is that those are not official meetings.

Jodie: okay

Question: Are there any plans getting a permanent sign language interpreter?

Jodie: I know there are some people looking at that.

Taylor introduced Kirstan Morris to share information on identification of gifted students.

Kirstan is the Gifted Coordinator for PSD; packet distributed.

About 11% identified in PSD – 3,295. PSD has a gifted ID team, so we have a higher rate. We do active screening.

Had our every 5-year audit last year; our numbers are solid.

3e learners – multilingual, SPED or 504, and gifted.

The staff in this district are taught to look with a broad lens. If you've met one gifted kid, you've met *one* gifted kid.

Importance of looking at leadership – kids who are taking everyone WITH them.

It's not the same at every school re how people fund their site ID coords.

Community members can also complete the referral process.

Question: Is this (referral process) something that can happen multiple times for a child?

Kirstan: Yes – maybe a child does not qualify at the time; can refer again later on. If they do not qualify in elementary, can try again in Middle.

Because it is state-driven, how we identify kids is different from how, say, Georgia identifies kids. There are states that will ID off of a single data point. We are a harder state. Qualification is not necessarily portable state-to-state.

COGAT provides great data, and it's grant-funded and universal.

District team does go out to do 1:1 testing.

We have found that we are asking much better questions because we are collaborating.

Revisions of our forms have been amazing – our ID rates have gone up.

Question: Interested in knowing how the number of gifted students is distributed across the district. Do certain schools have more IDs than others?

Kirstan: Yes. Proportionality of many factors comes into play – race, language, culture. SES as well. The demographics of the school come into play as part of a different conversation.

Question: Question about programming at Bamford. Right now, only 2 days of gifted programming. Does this vary from school to school?

Kirstan: Yes – it’s different in every single building. 2-3 days a week is common. Some get all 5 days, but it’s during WIN time. You are welcome to email me specific questions.

Taylor thanked everyone.

Meeting closed at 8:58pm.

--Karrie Grama-Hatfield, DAB Secretary