



## Poudre School District Board of Education

2407 Laporte Avenue, Fort Collins, CO 80521 • 970-490-3607

### Meeting Minutes

Minutes from Board of Education Business Meeting

April 25, 2017

#### **DINNER SESSION - 5:30 PM**

**PRESENT:** President Cathy Kipp and Vice President David Trask; Directors Christophe Febvre, Susan Gutowsky, Carolyn Reed, and Rob Petterson; Superintendent Sandra Smyser; Assistant Superintendents Jinger Haberer, Todd Lambert and Scott Nielsen; Executive Directors Danielle Clark, Pete Hall, Dave Montoya, Dustin Reintsma and Victoria Thompson; Legal and Policy Counsel Tom Crabb

**ABSENT:** Director Nate Donovan

#### **1.0 District Issues / Board Member Updates**

Vice President Trask moved that the Board go into executive session as authorized under C.R.S. 24-6-402(4)(b) & (f) to receive legal advice and confer regarding an administrator personnel matter. Individuals invited to join the Board and Superintendent in executive session are Legal and Policy Counsel Crabb, Assistant Superintendent Nielsen, Executive Director Thompson and Assistant Board Secretary Davis.

Director Febvre seconded the motion.

The voting was as follows:

Those voting AYE: Directors Febvre, Gutowsky, Kipp, Petterson, Reed, and Trask

Those voting NO: None

ABSENT: Director Donovan

Motion passed 6-0.

Executive Session began at 5:31 p.m.

Executive Session ended at 6:26 p.m.

Board Member Updates:

- The Board agreed to move the start date of the June retreat to 6 p.m.
- School Board Elections – a preliminary draft of the “School Board Candidate Guide” was passed around the room for Board review and feedback.

The dinner session ended at 6:28 p.m.

## **BUSINESS MEETING/WORK SESSION - (BOARDROOM) – 6:30 PM**

**PRESENT:** President Cathy Kipp and Vice President David Trask; Directors Christophe Febvre, Susan Gutowsky, Carolyn Reed, and Rob Petterson; Superintendent Sandra Smyser; Assistant Superintendents Jinger Haberer, Todd Lambert and Scott Nielsen; Executive Directors Danielle Clark, Pete Hall, Dave Montoya, Dustin Reintsma and Victoria Thompson; Legal and Policy Counsel Tom Crabb

**ABSENT:** Director Nate Donovan

### **1.0 CALL TO ORDER**

President Kipp called the work session meeting to order at 6:32 p.m.

### **2.0 APPROVAL OF AGENDA**

There were no changes to the agenda.

### **3.0 COMMUNITY COMMENT**

There were no comments.

### **4.0 CONSENT AGENDA**

- 4.1 Personnel Action**
- 4.2 Non-Renewal of Employment Contracts**
- 4.3 Centennial High School 2017-2018 Application/Renewal for Alternative Education Campus Designation**
- 4.4 Poudre Community Academy 2017-2018 Application/Renewal for Alternative Education Campus Designation**
- 4.5 Brownstein, Hyatt, Farber & Schreck, LLP Conflict Waiver**
- 4.6 Quarterly Financials 3/31/2017**
- 4.7 Mountain Sage Community School Readiness Assessment Waiver Request**

Director Gutowsky made a motion to adopt and approve the recommended action for items on the consent agenda.

Vice President Trask seconded the motion.

The voting was as follows:

Those voting AYE: Directors Febvre, Gutowsky, Kipp, Petterson, Reed, and Trask

Those voting NO: None  
ABSENT: Director Donovan  
Motion passed 6-0.

## **5.0 WORK SESSION TOPICS**

### **5.1 Student Think Tank**

Elaine Holmes, Think Tank facilitator introduced the student group.

Members of the Think Tank presented on several topics including:

- A recap of the November 2016 meeting between the Board and the Think Tank.
- A meeting the Think Tank had with Colorado State University's Center for Public Deliberation Director Martin Carcasson.
- The Think Tank met with district mental health professionals. They are interested in collaborating with these professionals to create new materials and resources for students.
- Redefining the Think Tank's roles (i.e. advocating for student issues by identifying key issues).
- Proposed a liaison role – a person who would attend Board business meetings and work sessions on a regular basis and communicate topics between the Think Tank and the Board.
- Transitions – they would like to see more connections between the highest and lowest levels of the district.

Please continue to utilize a group like the student Think Tank in the district; the more connections students have with the Board, the better.

There were no questions from the Board.

### **5.2 Mental Health and Social/Emotional Update**

Assistant Superintendent Jinger Haberer presented an update on mental health and social/emotional supports in PSD.

Haberer explained how the district uses CASEL's Theory of Action as a framework to create supports for students.

Superintendent Smyser noted that district staff are appreciative of this topic getting attention. They feel validated that time they spend in these areas are recognized as important.

Assistant Superintendent Haberer discussed the importance of social/emotional learning and how it affects students' academics, transitions and behavior during their school career. PSD

works together to promote social/emotional learning opportunities and provide “layers” of support to students. Haberer gave examples of how layered supports work together in the district to help students.

The district continues to work on creating a district-wide definition of social/emotional learning, identifying what is already in the system, what is working well and create analytical tools to identify successes and areas for improvement. The goal continues to be implementing effective strategies across the district.

Board Questions/Discussion included:

- Does every student who needs support in our district get it? The district is working to gather data on students’ interactions with their counselors. It varies by location. The Superintendent noted that we might not always know when a student needs help. There will always be a need for more resources for counseling efforts.
- Can teachers be equipped to identify/help students who need mental health services? All educators in PSD get specialized training. Because of that training, there has been an increase in the number of assessment requests in the district. The increase also reflects the work of counselors to involve parents and community resources. Educators in the district are engaged in students’ well-being.
- Where is the district on QPR (Question, Persuade, Refer) training? The district continues to work on training in this area and is getting better at progress monitoring, identifying the required skills and supporting schools’ training efforts.
- Balance intervention/prevention. Is it a program or is it a curriculum? Move in the direction of educating in classrooms (instead of intervention, let’s prevent this).
- What skills do we need to teach in classrooms to equip students? Funding problems might prevent schools from picking up a program that would help students.
- If we incorporate a program/curriculum, would the Principal have an opt-out option? Methods of instruction might be different at each school, but the district will use the same standards, language and hold everyone equally accountable.
- Social/emotional skills are in the District’s Ends. Why do we need to have a budget for it? It should be included in class like curriculum for math or language arts.
- Are there opportunities for partnerships with the mental healthcare programs in the community? A lot of that does exist; Haberer noted the different partnerships that exist outside of the district with mental health care outside providers.
- We are unique that we have in-house services for students. This is intentional to reduce barriers within the school to access those resources. The district looks for grant opportunities to fund additional resources for the district.
- Charter schools function independently on mental health issues, but there is no formal, direct service. The district consults them on a case-by-case basis when charter schools have issues.

These discussions will continue in future conversations. It is a very important topic. Student success increases with social/emotional learning success.

### **5.3 Preliminary Budget FY2017-18**

Executive Director Dave Montoya presented the FY2017-18 preliminary budget. Please note, it will continue to be revised as new information becomes available.

The district has been able to increase the reserve balance.

The preliminary budget is based on the following key revenue assumptions:

- Official Inflation in February 2017 is 2.8%.
- Projecting 0.35% increase in district funded pupil growth.
- School Finance Act (SD17-296) means increase for both inflation and student growth, increases the negative factor.
- \$7,223 per funded pupil.
- Budget includes \$2.6 million from the 2016 Mill Levy Override approved by voters.

Executive Director Montoya shared a graph showing all past years' inflation rates.

Cost assumptions included in the preliminary budget:

- \$0.36 million for student-based budgets, alternative campuses, integrated serves and English Language Learners.
- \$0.70 million for PERA contributions.
- \$0.90 million to support contracted charter school allocations based on projected counts.
- \$0.70 million for a 5% increase in health and dental contributions.
- 1.0 retirement differential (reduced).
- (0.8 million) Reduction of costs in central departments.

Costs not included in the preliminary budget included the following (pending final employee agreement negotiations):

- \$1.10 million for licensed lane changes and equivalent for classified and administrators market adjustments.
- \$3.80 million for licensed step increase and equivalent for classified and administrator range movement.
- \$1.6 million for every 1% cost-of-living-adjustment.

Executive Director Montoya then reviewed the district's previously set budget priorities and again noted the positive change to the restoration of unassigned reserves.

Montoya reviewed the budget timeline. The next big steps will be to include costs from finalizing employee negotiations and legislative outcomes. In May, the district should have final budget numbers.

A two-minute School Finance 101 video is now available on the PSD website. It clearly explains district financing. The Board noted thanks to Sarah Jane Kyle, Coloradoan, for the article she wrote regarding school financing. There is a link to the article on the PSD website.

#### **5.4 Components of Student Based Budgeting**

Assistant Superintendents Scott Nielsen and Todd Lambert and Executive Director Dave Montoya presented information on student-based budgeting.

Executive Director Montoya outlined the different student-based budgeting factors (i.e. base, at-risk, gifted and talented, size, averaging, etc.). He explained the student funding impact of the 2010 mill levy and the 1996 mill levy for technology. He then explained the other per pupil budget resources including staff development, elementary literacy workbook copies, READ Act, standards-based learning, choice and innovation, educational model support, accreditation with support, English language and culture, integrated services and federal funding.

Assistant Superintendent Lambert used three schools as examples to explain school budget differences and similarities (i.e. why some receive funding while others do not, how they use those funds, etc.).

The Board had questions.

Please indicate in future reports how principals allocate the funds.

How does the general population at a school receive any extra funds (from say, targeted integrated services)? Title I funds are more widely disbursed in a school to the general population. Targeted funds have supplemental requirements.

Averaging, how does it work? Take the projected count and average that count with the last two years' actual count. Pick up the high and low years and the averaging will step them down over three years to get a school to where it should be funding-wise. This is an abnormally large averaging year due to the October count.

Throughout the district, we rework funding to make sure it is used where it is most valuable to the students. For example, instead of allocating funds at a school level, for some things, it might be more effective to invest the funds into a district-level program.

Executive Director Montoya noted that the budget transparency chart is available on the PSD website.

## **5.5 Legislative Discussion**

There are twelve days left in the Colorado legislative session.

Senate Bill 61 would significantly affect the district's budget.

The Board requested to amend the Sustainability of Rural Colorado Senate Bill 17.

House Bill 1181 to remove PARCC testing from high schools seems likely to pass; the Board supports this bill.

## **6.0 AGENDA PLANNING**

There was no discussion on this topic.

## **7.0 ADJOURNMENT**

Board meeting ended at 9:16 p.m.

Respectfully submitted,

Kyla Davis  
Assistant Secretary to the Board of Education