<h1 style="text-align:center">DAC Meeting Minutes</h1>

PSD Boardroom
Wednesday, August 17, 2022
6:30 p.m. – 8:30 p.m.

Present:

Clare Barquero	Erica Daniell	Norma Huerta-Kelley
Jennifer Jung	Michele Lae	Marcy Lewis
Angela Lindquist	Kathy Mackay	Araceli Newman
Ian Rutherford	Dwayne Schmitz	Scott Schoenbauer
Michael Werner	Becky Woodcox	Jessica Zamora
Nicole Kidd (non-elected guest)		

<p style="text-align:center">Minutes</p>

Welcome and Introductions

Dwayne welcomed everyone.

A non-elected community member was welcomed into the meeting to observe.

Circle Protocol

Restorative Practice Circles – PSD is moving toward using these circles in schools and throughout the district. It is a technique that builds and restores relationships through equal opportunity sharing and listening.

Dwayne read the Land Acknowledgement, circle prompt, and norms for the circle protocol aloud.

Circle Prompt: Name one Priority Performance Challenge and share why this is a critical focus area for PSD? (Three Priority Performance Challenges (PPCs): 1) Literacy Instruction and Practice, 2) Mental Health/ Belonging, 3) Graduating with Options).

- All three PPCs were represented in the Circle.

Solicit Volunteer & Check for Alignment
- Norma Huerta-Kelly read the Desired Outcomes for this meeting aloud
- Dwayne read the agenda items aloud

Approval of Minutes
- April 2022 Minutes – minutes were reviewed and approved
- May 2022 Minutes – minutes were reviewed and approved

Assessment & Accountability Updates
One of DACs biggest duties is to give perspective and help guide the Unified Improvement Plan (UIP). To do this, we look trend data over a five-year period. Your input is valued and listened to.

PSD 2021/2022 Achievement Highlights

PSD 2021/22 Achievement Highlights

- Spring 2022 reading, and math achievement levels **continue to exceed national and state outcome norms.**

- Spring 2022 reading, and math achievement levels continue to **lag PSD's historical outcomes**; the work to address pandemic-disruptions and accelerate learning toward pre-pandemic levels continues.

- Achievement levels during the 2021/22 school year show **evidence of rebounding** somewhat from 2020/21 levels; we have made some progress.

- **Historically marginalized students** continue to be the **most affected** by the pandemic.

● State assessment results show strong participation and improvement in 2021.
● There has been bounce back in all achievement data since the pandemic years of 2019/20 and 2020/21 (no data for those years).
● There was not full bounce back from pre-pandemic years.
● The data shows that historically marginalized students continue to be the most affected by the pandemic and that PSD continues to have gaps.
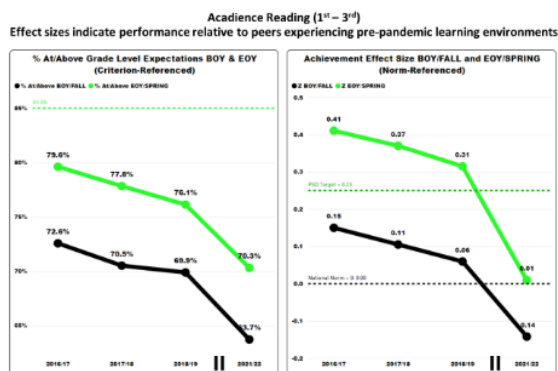
The graphs above shows:
● Pre-pandemic years, two pandemic years (2019/20 & 2020/21), and the current year
    o We are not back to pre-pandemic levels
● The graphs above are comparing fall scores to spring scores

Understanding the graphs above (and other graphs on this PowerPoint)
A copy of this meeting's PowerPoint is in the shared DAC Google Folder
● The same data pile was used.
● The vertical axis shows the percentage of students that met or exceeded grade level expectations, a standard that can switch from one assessment program to another.
● The metric on the right is interpreted the same across all assessments: Acadience, MAPs, CMAS & PSAT, this is called the Effect Size.
    o The number of standard deviation units that a group scores above or below all students nationwide/statewide who are at the same grade level.
    o Everything above 0, the dotted line, is an average score for PSD students that is above what students around the country received for that same grade level on that same test.

o PSD targets being about .25 standard deviations above the national norm, which
   we are, but the data shows that we are trending down.
o The trend down is the pattern that needs to be intervened upon.

Graph on MAP Math (2nd – 10th Grade)
This graph is controlling for socioeconomic status by what is called exclusion, comparing
students who are all withing one level of a student factor like free-meal-eligible.
- The graph below shows outcomes by ethnicity for Latinx and White.
- When you display Spring Effect Size for socio-economic status (SES) levels, where
   students eligible for free meals are on one side, and students not eligible for free or
   reduced lunch are on the other side, gaps by ethnicity within each level of SES are
   apparent.

MAP Math (2nd – 10th) - By Ethnicity Controlling for SES
Effect sizes indicate performance relative to students experiencing pre-pandemic learning environments
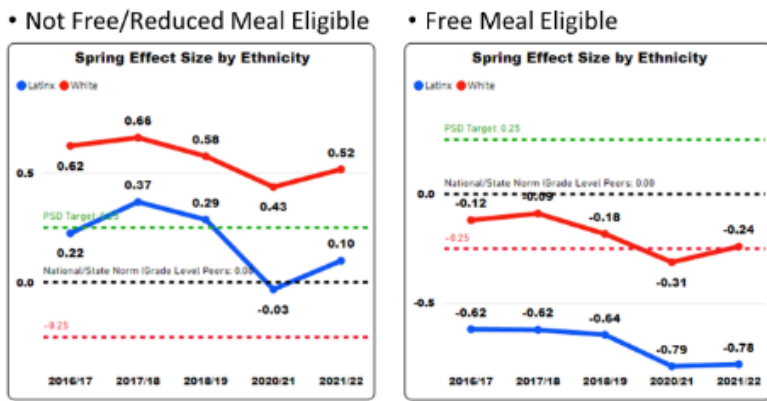
Aligning Accountability Efforts
The PSD Website houses a lot of data information that is available to the public.
- Parents > Community > Research & Evaluation
   o There are several hyperlinks with information.
   o PSD is very
      transparent
      with all data.

Unified Improvement Plan Timeline

Unified Improvement Planning
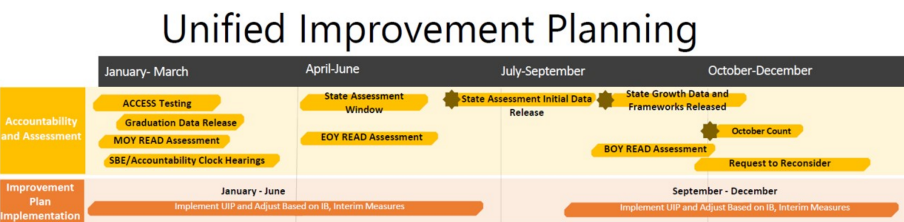
Aligning Accountability Efforts

Important dates:

- August 24 – Preliminary Transitional School Performance Frameworks (SPFs) available
    - o Ex: This is equivalent to a school report card.
- October 3 – School Unified Improvement Plans entered in the CDE online UIP system
- October 17 – District and school final plan submissions are due to the CDE.

The Assessment, Research, Evaluation & Accountability (AREA) team will be offering informational sessions at the high schools as support for awareness and understanding of the Transitional School Performance Frameworks (new for 2022/23).

Aligning Accountability Efforts –
School Performance Framework Session

Informational sessions are open to all PSD staff and community members to learn about accountability for the 2022-23 school year, including changes for the transitional performance frameworks, updated request to reconsider process, and the UIP timeline.

Evening sessions are scheduled from 6:30-7:30pm at the following school sites.

- Fort Collins High School: Tuesday, September 6th
- Fossil Ridge High School: Wednesday, September 14th
- Rocky Mountain High School: Monday, September 12th
- Poudre High School: Monday, September 19th
- Timnath Middle-High School: TBD (expected date Tuesday, September 20th)
- Wellington Middle-High School: Wednesday, September 7th

The Assessment, Research, Evaluation & Accountability (AREA) team will also be offering work sessions for building administrators.

Aligning Accountability Efforts –
School UIP Support Sessions

Work sessions for building administrators and their teams to create School Unified Improvement Plans and enter them into online UIP system.

School teams sign up for sessions.

- Friday, September 9th: 8-10am, Assessment & Research Conference Room
- Tuesday, September 20th: 1-3pm, Assessment & Research Conference Room
- Friday, September 30th: 8-10am, Assessment & Research Conference Room
- Monday, October 3rd: 8-10am, Assessment & Research Conference Room

Priority Performance Challenges – UIP Draft Strategy 1
Generate Action Step Input - Literacy Instruction and Practice

Priority Performance Challenge

Poudre School District reading/literacy proficiency levels remain higher than grade-level-peers statewide and nationwide, yet we see declining levels of proficiency and these declines pre-date the global pandemic. Historically marginalized student groups meet grade-level proficiency expectations in reading/literacy at lower rates both pre-pandemic and currently. Literacy provides a foundation for academic growth in all subject areas and for future professional and personal success.

Dwayne read the Priority Performance Challenge Statement on Literacy Instruction and Practice aloud.
- The committee agreed with the statement

Root Cause(s) Addressed

A transition to a systematic and explicit sequence of phonemic awareness and phonics instruction through a structured literacy approach has not yet been fully realized to establish a strong foundation. The integration of literacy throughout all subject areas and all grade levels has not yet been fully realized. PSD has not adequately integrated grade-appropriate teaching and learning that includes the integration of complex text(s) in all classes such that the following practices are visible during instruction: (1) Lessons include a focus on high-quality complex text(s) that support student growth in reading, writing, dialogic skills, intellect, and criticality; (2) Lessons employ questioning, thinking processes, and tasks, both oral and written, that integrate the essential standards of the discipline and build student comprehension of the text(s) and its meaning; and (3) Students are responsible for growing and applying critical thinking as they explain their thinking and use evidence from the text(s) and their schema to craft an argument, solve a relevant problem, and/or create a product or process.

Dwayne read the Root Cause (the problem) on Literacy Instruction and Practice aloud.
- Our literacy program (K-3) is not where it needs to be.
- Action steps: embed literacy in every subject area at every grade level in a meaningful way
  - Text, Task, Thinking

1A: Tier 1 Early Literacy (PreK-3)

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Description: PSD will monitor and provide Universal Tier-1 instruction that is differentiated to meet the needs of all students and targeted supports for students who are not meeting proficiency targets in grades Pre-K through 3rd grade in reading.

Action Step Implementation Benchmarks:
1) By September 2022, Elementary Literacy Team refines the PSD rubric of Observable Classroom Practices (5 components of PSD Structured Literacy).
2) By October and throughout 2022/23, train teachers/principals on use of Observable Classroom Practices.
3) By October and throughout 2022/23, teachers/principals use Observable Classroom Practices to refine/enhance PSD's Structured Literacy implementation.
4) Ensure that Universal Tier 1 literacy instruction is data-driven, differentiated, and intentionally designed to minimize the need for intervention and to provide extensions/acceleration.
5) By August 2023, 100% of K-3 literacy teachers will have met the READ Act requirement for evidence-based foundational skills of reading.
6) By August 2023, adopt and implement a CDE Advisory List approved literacy curriculum for K-3 students.

Resources: Observable Classroom Practices rubric, TS Gold, Acadience, MAP
Key Performance Indicators: Grades K-3 Achievement and Growth (TS Gold, Acadience/CMAS)
Observable Adult Practices: Instructional Rounds will be utilized to monitor implementation.
Key Personnel: Chief Equity and Academic Officer, Chief of Elementary Schools

The committee took a few minutes to read the Tier-1 Early Literacy (PreK-3) description.

Dwayne asked the group what they thought about these strategies?
Committee feedback:

Is there a way to do this faster than August 2023?
- Dwayne pointed out that we are speaking about Action Steps #5 & #6.
  - o Action Step 5, Training and Certification: K-3 teachers need to be literacy certified by the CDE. Steps need to be followed and new teachers need to go through the process as well. This is the reason that these steps cannot be accomplished faster than August 2023, as it is a yearlong process.
- Action Step 6, Literacy Adoption: The adoption process is major task with a lot of collaboration. John Passantino, Director of Curriculum, will be running this process and he will be working with and getting input from principals and teachers.
- Action Steps 1, 2, 3, & 4 are happening this year.

Has a program already been adopted for K-3 that will be implemented and are we just discussing the timeline for the implementation of it?
- No programs have been adopted.
- In Action Steps 1, 2, 3, 4 there are Observable Classroom Practices. This is an actual PSD developed rubric/document that we want to be used in classrooms.
- The district will be observing more and making sure the rubric is used and followed.
- This year's UIP is focusing on what is observable in the instructional core area. This is where the student, the teacher, the curriculum/materials, and the task intersect.
- Having professional development in the UIP doesn't buy anything, however the professional development getting used, observably, with fidelity, might buy us something.
- PSD wants Observable Classroom Practices used systemwide.

Number 3 is supposed to be using the Observable Classroom Practices to refine and enhance the structure to literacy implementation, but we are not doing that until #5 & #6, am I misunderstanding?
- Structured literacy is in place currently, the materials that will be adopted will support a better implementation of classroom practices and structured literacy.
- It's important to note that Action Steps 1, 2, 3, & 4 are not being built from the ground up, they are in the system, they just aren't as visible as we would like them to be.

The TNTP (The New Teacher Project) explained by a PSD Staff Committee Member – The district went through a review districtwide and found that literacy was being implemented in many ways at the schools. Last year a lot of time was spent in principal meetings coming up with observables and ensuring that our literacy practices, what administrators are looking for, aligns with our 5D rubric. There are so many different levels of implementation that it really does need to be refined. A lot of what is in here makes sense, it's all in one place because the schools are all in a lot of different places. Bringing all the practices and areas that need to be refined together will really be better for our students.
- Look for the theme/patterns: Is our instructional core observable and measurable?
  - o Can the measured observables be reported to the BOE on how we are doing?

- Creating alignment on core items.

What are we observing when we walk into a K-3 classroom?
- Dwayne will provide documentation on the Observable Classroom Practices and the Five Components of PSD Structured Literacy.
- Materials will be placed in the [shared DAC Google folder](#).

What does this look like at a localized level?
- In the past, the district formulates their UIP, and the schools formulate their SUIP's. Historically, there has not been a requirement that the UIP and SUIP's are directly aligned. We are heading in the direction of guiding and supporting schools in making tighter alignments. This will be supported via the School Performance Framework and School UIP Support Sessions scheduled throughout September.
- In doing so, the district will be careful in striking a balance between creativity and alignment, leaving bandwidth and space for schools to put their own twist on things and yet deliver on the "PSD Promise".

1B: District Wide Literacy Practices:

1B – Districtwide Literacy Practices

Description: Using the principles of disciplinary literacy, *all* teachers in *all* subject areas and grade levels will be engaged in professional development learning experiences that support their ability to effectively use complex texts to grow *all* learners in grade-appropriate skills. These skills include, but are not limited to interpretive analysis, relevant and authentic problem-solving, and critical-argument development. All teachers integrate use of complex text(s) into their lessons.

Action Step Implementation Benchmarks:
1) By October 2022, all principals and teachers will learn how to determine whether a text is "complex" and "at grade level" and begin evaluating class text(s).
2) By December 2022, grade-appropriate teaching and learning that includes the integration of complex text(s) in all classes will be evident throughout PSD such that the following practices are visible during instruction:

· Text - Lessons include a focus on high-quality complex text(s). The text(s) are worthy of student time and attention and grow students in reading, writing, dialogic skills, intellect, and criticality.
· Task - Lessons employ questioning, thinking processes, and tasks, both oral and written, that integrate the essential standards of the discipline *and* build student comprehension of the text(s) and its meaning.
· Thinking - Students are responsible for growing and applying critical thinking as a transferable skill. Students explain their thinking and use evidence from the text(s) and their schema to craft an argument, solve a relevant problem, and/or create a product or process.

Resources: District-provided materials/text(s), literacy PD offered through PSD, professional collaboration with colleagues
Key Performance Indicators: Grades K-11 Achievement and Growth (Acadience/CMAS/MAP/PSAT/SAT), READ Plan Progress
Observable Adult Practices: Explicitly named in the action steps description. Instructional Rounds will be utilized to monitor implementation.
Key Personnel: Superintendent, Chief Equity and Academic Officer, Chief of Secondary Schools, Chief of Elementary Schools

Context: The district held a TNTP *(The New Teacher Project)* literacy review. This review gave us insight about our literacy program. The goal is to have students use text and explore text in all their courses, getting them to problem solve and create arguments to support points. If students are problem solving, creating arguments, and thinking, all while supporting points made with specific references to text, literacy rates will go up. Text, Task, Thinking.
- Literacy is being taught differently throughout the district, there needs to be alignment.
- Our practices on how students interact with text, at all grade levels and subjects, can be improved.

What are other content areas doing to support Literacy?
- The goal is to have students use and explore text in all their courses.
- The goal is to get students to problem solve, create arguments, and support points.
- If students are problem solving, creating arguments, and thinking, all while supporting points, literacy rates will go up.
- Text, Task, Thinking.

Feedback from a PSD Staff Committee Member – #1 of Action Step timeline: the timeline seems impossible for secondary schools to get through by October. We have not been training on this yet. Administrators only meet with the staff once a month and in that time there also needs to be training on restorative practices, equitable grading, disciplinary literacy. There is only one collaboration day in the first quarter and only half of that day is set aside for training, so what priority should be focused on.

Dwayne asked for thoughts on what might be a reasonable date expectation for this timeline. Dwayne will reword the draft, so the timeline is realistic, and present it to Assistant Superintendents for feedback.

Comment by a PSD Staff Committee Member – is the timeline the same for elementary and secondary?

Yes. Elementary will have an easier time with this than secondary due to their historical literacy focus.

Community Member Feedback: I had some anxiety when I was reading this and thinking about disciplinary literary and thinking about students that are already struggling with literacy. If literacy isn't their thing, they might be a second language learner, at least when they went into other subject areas and felt some success because those subjects weren't so literacy heavy. I found great resources through the Department of Ed. What do we do with students that have gaps, now wanting them reading everywhere? I have a lot of concern about the students with those gaps.

There is a difference between grade level tasks and grade level text. We have students that are not reading at grade level, this will not be rolled out so students cannot access the tasks because they cannot get past the literacy. The tasks will be given at the student's grade level, while the text will be appropriate for their reading ability. We do not want students' feeling bad about themselves. We want to be in that proximal zone of development, meeting students where they are on text, that will be critical. For example, a 10th grade student reading at an 8th grade reading level will be able to complete a task and construct an argument, with text given to them at their reading level.

Comment: What tools are we giving the teachers to have that different ending?

This will be rolled out over time, with a lot of district support; part of the literacy adoption will be provisioning teachers to have the needed materials and the needed training.

I do believe this is a great thing . . . my high schooler would love it, but I'm thinking about middle schoolers being worried that if this is what high school is like, I'm done.

Dwayne reiterated that is not just for high school. It's being rolled out for K-12.

What are we doing for students that are beyond that foundation? The foundation is sand right now. We are trying to build this up on top of the sand that they are swimming in. And I'm a little

nervous for teachers making sure they have all the supplies they need to make sure they can implement all these opportunities.

We learn a lot from pilot programs and discovery. Disciplinary Literacy is the right way for PSD to go. The state standards have been built around this concept in K-12. All programs must start now, with a plan. This needs to happen now, but not by flipping a switch. This is the importance of having a Unified Improvement Plan (UIP) and the Strategic Plan, staging-out the process. It will be provisioned as part of the literacy adoption. The key element is more time on task, more interaction with text.

Committee comments: Seems like a daunting task and part of what makes it feel like "flipping a switch" is the timeline laid out in this plan. Teachers do not have the tools yet. Maybe use supporting language, how will teachers get this done? There should be some transparency around the process. The process will be doable, but hard.

Dwayne heard the room and will report back as to the concerns by this committee. The timeline must be more generous to enact this plan.

1C: High Performing Teams

1C – High Performing Teams

Description: Increase collective teacher efficacy through high-performing teams. Teaming work will be aligned with the dimensions of the Standards-based Teaching and Learning Framework and will support staff understanding and use of the principles of disciplinary literacy in delivering and monitoring the effectiveness of literacy instruction.

Implementation Benchmarks:
1) By October 2022, ensure all school leadership teams understand the principles and use of teaming protocols and needs with PD.
2) By November and throughout 2022/23, all school leadership teams will lead and support high performing teams to collectively plan lessons and units that; (1) use high quality text(s), (2) develop tasks that build student comprehension of the text being used, and (3) measure asked to explain their thinking and use evidence from the text(s) and their schema to craft an argument, solve a relevant problem, and/or create a product or process.
3) By November and throughout 2022/23, all school leadership teams will lead and support high performing teams in analyzing student work and outcomes to surface instructional best practices, as well as current student needs, on a consistent and frequent basis.

Resources: Structures and supports of high performing teams:
● Professional Learning Opportunities and coaching with the Professional Learning Team
● *Leading Impact Teams* book, consulting with co-author Barb Pitchford
● PSD Team Reflection Tools, Inventories, and Rating System
● Achievement and Growth dashboards and assessment tools

Key Performance Indicators: Grades K-11 Achievement and Growth (Acadience/CMAS/MAP/PSAT/SAT), READ Plan Progress
Observable Adult Practices: Completed Team Reflection Tools, Inventories, Instructional Rounds will be utilized to monitor implementation.
Key Personnel: Chief Equity and Academic Officer, Director of Teaching and Learning, Director of Curriculum

- PSD has had High Performing Teams in places for multiple years.
  - It has not been established at all PSD schools.
- It's a way for educators to get together, share experiences, and to use data to learn both about their teaching practices and about their students' needs.
- Much higher usage in elementary schools than high schools.
- This sits in the plan as a strategy because teachers learn best from other teachers.

Committee Member Comment: This one seems the most accomplishable because it has been going on in most schools for years.

- This is one of the vehicles (1C) to carry the other work (1A & 1B).

Committee Comment: Does it make sense to change the order of the steps?

- The order in the draft could be changed, however the order does not have any impact on getting the work done.

PSD Staff Committee Member comment: At the high school level, High Performance Teams focus on looking at data, students who are not on track to graduate, and interventions for students to graduate on time. They are not focusing on text that students are reading and what the tasks should be. This feels all new and hard, especially with block schedules. Teachers only have one plan period and not all at the same time – where would this fit into the school day, where would the time come from? Therefore, we focus on interdisciplinary teams. Not sure where the rest will fit in. Last year secondary principals focused on 3A. At the high school level, we cross departments because we're working with groups of students that are all at different grade levels.

Committee Member Comment: Not all schools have High Performing Teams?

Dwayne clarified that all elementary schools should have some version of High Performing Teams (HPT). There needs to be some fidelity across the board using a rubric.

Dwayne asked that we move on for the sake of time.
- We all agree that HPT is a good idea.
- We all agree that time is an issue.

*PSD Staff Committee Member: The strength in this goal is collective efficacy. The collective efficacy that is occurring at PHS revolves around staff talking to one another about the barriers that students are facing in their learning and what interventions can be put into place. We use an MTSS model, it is still **Collective Efficacy**, still based on looking at students that are struggling.*

Community Member comment: This is asking you to shift from something that is working well and adding more to your teams? Is that what is best for your students? I think this is a legitimate concern.

PSD Staff Committee Member: If the focus is on literacy and that is part of why students are not graduating, that is data that we have seen for years, maybe we are focusing on the wrong thing. The practice and the structure sounds like it's great and that it works because we know how HPTs works, but maybe the content of the HPTs, if it were once a month, focused on literacy.

Dwayne likes floating the idea of removing HPTs from this UIP because of what was mentioned earlier. **Collective efficacy** is what we're after. There are very specific things at the high school level that are very different from the elementary level, that they have made strides on – credit checks, consistent grading practice policy, equity. This doesn't mean we are getting rid of original plan for literacy.

PSD Staff Committee Member: *If we are talking about graduating with options and if a student can graduate and not read at a high level, then what are their options? If we get rid of High Performing Teams what would the protocol look like to achieve collective efficacy?*

PSD Staff Committee Member: *An example was given of a scenario at a high school. All our disciplines have one criterion, communication around literacy. We don't discuss it as frequently as elementary schools because our focus in on MTSS intervention.*

Because we are running short on time, Dwayne asked the DAC if they would be interested in having an additional meeting in two weeks to get through the rest of the agenda. All members gave a thumbs up.

Community Member comment: *I don't think you should remove HPTs completely. I believe that the idea is valuable and if you remove a goal, it gets forgotten about. Having that guidance there but making it a little vaguer would be the way to go.*

Dwayne agreed and will have a conversation with the Cabinet before our next meeting. He will copy everyone on the revised Draft UIP so we can continue this conversation in two weeks based on tonight's insights that lead to revisions in the draft. The Board of Education adopts the plan, so if changes are made after it's been adopted, it's not a trivial process.

Priority Performance Challenges – UIP Draft Strategy 2
Generate Action Step Input – Mental Health/Belonging

Priority Performance Challenge

The global pandemic has caused stress and challenge in many households and school environments, our youth need support in navigating these challenges and maintaining a healthy lifestyle and state-of-mind. Historically marginalized student groups self-report not feeling as connected to their peers, staff, or their interests and passions while at school when compared to the overall PSD student population. PSD also sees evidence that some groups of students, such as students that identify as LGBQT, self-report elevated mental health risks factor rates.

Dwayne read the Mental Health/Belonging Priority Performance Challenge aloud.
- There is evidence of mental health/belonging issues in our district.
- Students need support and we will work on this locally.

Root Cause(s) Addressed: Poudre School District has not adequately implemented practices that ensure students, staff, and families feel safe, appreciated, validated, and accepted regardless of ethnicity, socio-economic-status, English language proficiency level, disability, sexual-orientation, and gender identification. The practices being referred to are structural (directly influenced by district and school administrators such as bias incident reporting systems and explicit response expectations) and based on staff agency, alignment, and ownership (leveraging staff values, beliefs, and ways-of-being to improve our collective and individual

impact on students' experiences and outcomes). PSD has work to do regarding implementation of structural changes and supporting staff agency, alignment, and ownership to elevate mental health and belonging throughout the PSD PreK-12 experience.

Dwayne read the root cause aloud.
- Two areas where PSD can have an impact:
    1. Structural issues that impact equitable practices and are in the control of PSD
    2. Impacting staff agency, alignment, and ownership to improve equitable practices
- Our goal is to address components of both areas.
- Again, with limited bandwidth, we cannot to do it all, so we must select strategies thoughtfully.
- PSD can be a partner with students in mental health and the feeling of connection by using Restorative Practices and Structural Interventions.

Restorative practices: A way of prioritizing the relationships and connections between and among all people in the school community.
- The circle we did tonight is a great example; to get people to see and hear each other.

Opportunity and Discipline Structural Interventions: There are some structures that we can directly control that contribute to feelings of not being connected or lack of equity. We, as a district, believe that every student has a right to show up, be seen, loved, feel valued, cared for, and accepted for exactly who they are, as opposed to who others may think they should be. This applies to our staff as well.

Action Steps:
● Restorative Practice – DAC takes five minutes to read 2A - Restorative Practices and come up with some thoughts.

Committee Member Question: What is the official PSD definition of being equitable?

We will get the official definition for the next meeting.

Committee Member Question: How many teams are organized at the schools? Now we're going to establish a Restorative Practices Leadership Team. How many teams are at your elementary school?

PSD Staff Committee Member answered: I would have to count; we have a lot. The Restorative Practices Team is our newest one and we love it. We are doing circles and it flows very easily with the work that we normally do, but instead of me standing up in front of people talking at them, we're in a circle talking together and we are doing this with students as well.

Committee Member Question: What team got moved out to make room for this team?

PSD Staff Committee Member answered: None, we just made more room for the Restorative Practices Team. We made a commitment that this is a priority.

Don't look at this as additional work, look at it as another way of doing the work.

PSD Staff Committee Member answered: People are passionate about this subject. They want to step up to be a part of it. We have an MTSS Team that was part of the behavior intervention side of it. The struggle was taking it from a small team to a staff of 150. Where do you find the time to onboard people at the same level, if they haven't had the same opportunity to engage in an hour-long conversation with everyone? It becomes a little fragmented. I feel comfortable with this work because we started Tier One Restorative Practices at least a year ago. These benchmarks don't feel as "rushing" going forward.

If restorative practices are done well, student connections should go up and discipline problems go down.

Closing Reflections
Dwayne expressed his appreciation for everyone's commitment to being at this meeting. When you have time to look over the draft UIP, notice that the Key Personnel are all Cabinet members. This type of work has historically existed at the Coordinator/Director level. There was usually one person that sat and wrote it and maybe got some input from other staff members. It's not

like that now, it's much more powerful when you have Cabinet members responsible for parts of the UIP. This is real and the work will get done.

Reminder: Please send in your picture and profile statement.

Review Next Steps for DAC & UIP
Will meet in about two weeks to continue discussing:
1. Mental Health/Belonging - Opportunity and Discipline Structural Interventions
2. Graduating with Options

Closing
Next meeting: August 31, 2022 – PSD Boardroom, 7:30-9:00PM

Adjourned

2022-2023 Meeting Dates:
- August 17, 2022
- August 31, 2022
- September 21, 2022
- October 19, 2022
- November 16, 2022

- January 18, 2023
- February 22, 2023
- March 22, 2023
- April 19, 2023
- May 17, 2023

Parking Lot Items: