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

PSD Boardroom
Wednesday, August 31, 2022
7:30 p.m. – 9:00 p.m.

Present:

Ian Rutherford	Becky Woodcox	Susan Sasson
Norma Huerta-Kelley	Michael Werner	Jessica Zamora
Scott Schoenbauer	Marcy Lewis	Susan Thomas
Erica Daniell	Michele Lae	Dwayne Schmitz
Angela Lindquist	Kathy Mackay	

<h2 style="text-align:center">Minutes</h2>

Welcome and Introductions
Dwayne welcomed everyone.

Fist-to Five Protocol
What does *Graduating with Options* mean to you?
- The committee went around the circle and answered the question

Solicit Volunteer & Check for Alignment
Susan Thomas reviewed the Intent, Desired Outcomes of the Meeting, and the agenda

Approval of Minutes
- August 17, 2022 – minutes were reviewed and approved

General Action Step Input – Literacy Instruction, and Practice
1A - Districtwide Literacy Practices
- This Priority Performance Challenge has been updated since our last meeting
  - Major Improvement Strategy #1: Literacy Instruction, and Practice
    - The order has changed, and the timeline has been revised
    - Refers to all subject areas and grade levels
    - The district is committing the time and energy in providing professional development to support all PSD's PreK-12 educators
    - The focus will be on integrating grade level text with grade level tasks
      - Keeping in mind that some students are not reading at grade level
      - Adjustments will be made for this
    - The objective is to give students more time on task in all subject areas to develop better critical thinking skills, all while learning Literacy
- Last meeting, we heard concerns around timeline and training of staff – mainly from the high school lens
  - Literacy is a more natural fit for elementary educators
    - As you start going up the grade levels it becomes a newer process for educators
    - Teachers will need support on learning on how to accomplish these action steps

- Reminder: The DAC is a voice not a vote. This meeting is being recording, all voices will be heard.

Committee comments:
- *Several committee members like the revised timeline.*
- *The Text, Task, and Thinking wording is clearer with a better understanding of expectations.*
- *Would like to know the details on how Traci Gile is going to be handling the training.*
- *I like how the timeline is broken up by different individuals at different times. October is only a month away, what does it take to get the principals trained? How doable is this? Are some teachers already trained? Will the materials be available in time?*
  - PSD has a lot of quality materials already available
    - Except for what will be adopted for K-3 Literacy in the coming year
    - Principals and teachers will be learning about the shift to complex text
      - Grade level and subject specific
      - Lexile scores on text
        - Traci will be training our principals on this very soon
  - It will take longer to train on disciplinary literacy
    - Complex text/s and high-quality tasks level
    - Learning what level of text to be utilizing in class
    - This work is starting at the principal meeting tomorrow
- *What is the "when" on What Success Looks Like? How long do you expect the process to take?*
    - This is where the district is headed, and some changes will have an immediate impact on students
    - Initial steps will be happening now, other steps in layers
    - 1-to-3-year plan, new practices must be observable in the classroom
- *Is there an increase in scores that we are looking for? If we do not see results, what do we do instead?*
    - We will be monitoring trend data and gaps
    - This will not have an impact on winter scores
    - Hopefully we will see the impact and trends rising by spring scores
    - We are above national level, but trending down
- *Concerned that trying to do all grade levels at once seems to be more than we can handle. Will it take longer than 3 years?*
  - If we are not seeing any results within three years, we will rethink the process
  - Results will happen at some schools and levels quicker than others
  - We are clear that we are going after Literacy systemwide
- *Dual language elementary schools use Adele on the Spanish side, as well as Acadience, can this be added to the plan for elementary?*
  - Adele was used in the growth rating process
- *May of 2024 seems like a weird date (end of the year) for all staff to be trained, could have said September 2024.*
- *Because text will be in every subject at all grade levels, and different levels according to the student, will this be a more individualized kind of learning, so each teacher will have to decide what student gets what text? How will this be decided per student?*

- The answer may vary quite a bit depending on what class the student is in and on the skill and comfort level of the teacher with the process
- There might be a minimal level expectation, no matter what subject is being taught
- Using text in tasks looks very different in various subject areas
- This might be more individualized for teachers that embrace the process easier
- *I have been hearing that teachers are burnt out. Are they onboard and happy about this process? Are they engaged with this program?*
  - NHK said yes. It is what we do as a profession, we are all learning and growing together, it's what we need to do for students
  - This is an improvement plan, it has not been rolled out yet so not all teachers are aware of the plan/process yet
- *I am a little worried about the adoption process for K-3, what about 4-6? I feel like it's a better timeline but that we are moving a little quick.*
  - The Director of Curriculum can speak to the adoption process of 4-6th
- *This timeline is much more attainable.*
- *To a parent, this plan looks amazing.*

1B - Tier 1 Early Literacy (PreK-3)
- **Observable Classroom Practices**

Committee Comments:
- *Please add Adele to this as well*

1C - Collective Teacher Efficacy
- **Teachers learn best with/from other teachers**

Committee Comments:
- *The changes better address the systemwide approach.*
  - Striking the right balance with alignment and creativity
- *1A and 1C are systemwide, 1B PreK-3, TS Gold?*
  - Dwayne will make an adjustment to Key Performance Indicators on 1B

Major Improvement Strategy #2: Mental Health/Belonging
General Action Step Input – Mental Health/Belonging

2A - Restorative Practices
Committee comments:
- *Some schools are already doing this and doing it well.*
- *I feel good about this one. I've seen it in action and have experienced it on the parent side and it was very successful and productive. It is what needs to happen.*
- *When we look at Implementation Benchmarks, by "March 2023 all PSD schools will implement classroom check-In or talking circles at least weekly", is that to be interpreted as all classroom teachers will implement check- in or talking circles at least weekly?*
  - Dwayne: I believe so
- *If that's the case, the restorative practices leadership team is being trained on the Tier 1 Restorative practices by January, that only gives us a month to train the rest of the staff (150 people).*

- Some training has already happened in some schools
- Dwayne will make the language clearer so that it's not every teacher in every school, but that every school is implementing this process

- *We have a few front runners that are doing this on a consistent basis, and we have an SEL Specialist running it.*
- *I have experienced this as well and am highly impressed. It's scary. You never know what you are going to open up and whatever you open up you are going to process with people. We are not trained psychologists or counselors, it is scary, but I do feel that we are moving in the right direction and I'm very proud of our district for moving this way.*
- *I feel strongly that it should be a building decision on how often they are held. It should be based on what the school needs.*
- *I am a huge fan of Restorative Practices and Circle Talking. Will it replace MTSS?*
  - No
- *We need more counselors, more professional health, so it's not all on the teachers. Also, can it be included with family engagement, especially with minority and Spanish speaking families to make them feel that they are really connected to the school – principal, family liaison, teachers, coaches, clubs and much more family engagement because that is key to the student's success?*
  - *I agree, family engagement is an important pillar in this. Also, like you said, this can be scary, teachers are being trained, but what happens in these scary moments? What can teachers do in scary situations, what are their resources, what is their backup plan, are counselors available to jump in? My concern is we are opening a can of worms?*
  - *Are we asking a classroom teacher to assume a role that is beyond their means?*
- *Check-in circles and talking circles have different levels. A Tier1 circle is just a check-in – they don't get super deep into trauma related issues. That is what teachers are expected to do. I am a little worried about allowing a teacher the option to do it or not do it, because if we get into a teacher's bias or adult bias and they don't believe that this is important for students, then you have a kiddo that really needs to have some sort of connection and then goes without that connection. There must be a happy medium here and I don't know what it is.*
- *As a high school teacher, I teach freshman seminar, this is an appropriate place to do check-ins, but I also teach calculus, now I'm being asked to do things with high level text, I wouldn't be so interested in talking circles. I can see having it in your building in an appropriate place in the secondary level, I can see it being appropriate in every elementary school classroom because the students are with the same teacher all day, but I don't see the need for it necessarily in every classroom, every day, or every other day in the secondary level.*
  - *Because you need to teach math . . .and have so little time.*
- *I have two concerns; one is that the whole center of the document is facing negatively. There's always a positive side to belonging and do we incorporate that? How did it affect people, how do we do it differently? The document is written in a negative sense.*
  - *What do we do differently, well maybe we don't do anything differently, we just replicate it.*
  - *You could say what went right or what could have been done differently?*
  - *The nature of it is that it's a problem-solving question?*

- o *If we are encouraging belonging, we must reinforce the positive as well as address the negative.*
  - o We captured that and I will have to think about it because it's a good thought
- *My second concern is how do you address behavior in that last sentence of the description "access grade-level content and instruction", because we are belonging?*
  - o Are our students feeling dysregulated or connected? That's where this is coming from. These circles are meant to create community.
- *Under the Root Cause Addressed, this looks like a list of groups in the top row. It's basically taken from the protected classes and the state discrimination list. It seems like it would make sense to add creed, sex, and religion.*
- *It's going to come down to how these practices are appropriately applied to the class or situation at the schools. I think we all agree that it's appropriate for elementary schools, but then do they do it again when they move to art class? Or if students in middle school have seven classes, are they doing it in every class to the point that they are rolling their eyes or is it just a quick check-in, if they have already done it in other classes earlier in the day?*
- *I think there could be a benefit to encouraging it to being applied to extra-curricular activities, sports teams, and I'm curious how this applies to staff? The implementation benchmarks seems like they are mostly being applied to students.*

2B - Opportunity and Discipline Structural Interventions
Committee Comments:
- *I'm curious if this is going down the same process like with SROs, redefining their roles? What was their role versus an administrator role?*
  - o Yes, it's related
  - o We have been tightening up our discipline systems, data gathering, and definitions over the years, cleaning up the data means more alignment
  - o We are in a better position, systemwide, to use data and know where the discrepancies are
  - o We still have room to grow
- *When you look at all the data entered in Synergy, regarding discipline, based on all the behavior in the school, then a new incident reporting platform, and then on top of that we are looking at what classes all students are in and what extra-curriculars students are in to look at inequities, this feels big and doesn't feel very focused.*
  - o A lot of the work in 2B is at the district level and is about our systems
  - o It's about monitoring and responding to our systems, there is room for improvement
  - o It will involve some staff support, but might reduce workload in the system and increase our intelligence
- *I'm seeing a little bit of disconnect in inequities in the PSD student and family experience. I also feel like it's too broad and is math placement a specific tool we need, it's talked about in two places.*
- *I know that last year there were some families that encountered racism comments by other students. It seems that principals didn't really have guidelines on how to handle this. Are they guidelines?*
  - o *There is a policy and a range of how situations are handled by administrators*

- - *Every administrator has a different tolerance on how to handle situations depending on how the situation happened*
    - *It can be addressed with Restorative Practices all the way up to expulsion*
    - *Yes, there is a code of conduct that parents sign off on every year*
- *Will these new guidelines be communicated to parents so they can talk to their children, to prepare them? Transparency to the parents and the community is important.*
- *I agree with Kathy, this is too big and not specific. If we are truly intervening, how often will the data be monitored, what's going to be monitored, who will be monitoring it? How does it flow? What is our responsibility?*
- *This is a big ask with classrooms, extra-curricular activities, sports and now we've added two big animals to the mix - middle/high schools, which are different than high school, how does that play in the mix?*
- *Is there something else that you're talking about, resource officers and discipline? Is there some other piece of this that addresses psychological issues for kids, autism, etc., separate from this? If somehow the welcoming and inclusion dealt with that type of stuff because it does not seem to be mentioned in here? Can we get a copy of the Code of Conduct?*
    - There is a lot of work going on in the district and this plan in no way covers everything to support all kids
    - *The Code of Conduct can be found on the PSD website*
- Dwayne asked for clarity on the Implementation Benchmarks of 2B of this PPC – Numbers 1, 2, and 3 felt that there was more clarity. Number 4 seemed to be too broad and brought up the bulk of the questions?
    - *The committee agreed*

Major Improvement Strategy #3: Graduating with Options
General Action Step Input – Graduating with Options
3A - Graduation Rate Structural Interventions
- There is a disconnect between achievement levels and graduation levels
- Graduation plus options goes beyond just graduating

Committee Comments:
- *This is another one that feels big, wondering about every three weeks monitoring, does know it's a need to have kids graduate.*
- *Several committee members said that this is a very strong strategy.*
- *Heavy lift but necessary must start in 9th grade based on data.*
- *What's a marking period? Semesters, quarters, hexters? What's less than a quarter?*
    - Grades can be entered daily or weekly in Gradebook
- *How do entering grades on a three-week basis relate to a marking period?*
    - There are three, three-week cycles in a nine-week quarter, four quarters in a year
    - If a student starts slipping, do you want to be more than three weeks out from intervening?
- *Number 2 on Implementation Benchmarks, are there students that will be graduating but have no idea what they are going to do when they graduate?*
    - Yes

- o We use the Connections Survey to ask students specific questions regarding graduating
  - o There is some room to align the data
- *Have there been issues with students just getting passed on with a D because we didn't want to keep them back? You've mentioned variability in grading practices, it's kind of nebulous.*
  - o There are a lot of grading practices that we can tighten up on while still allowing some freedom
  - o We can all agree that our grading system needs more alignment moving forward
- *Our school started having afternoon meetings with teachers and groups of students that were tracked though the high school. They go over grades and do quick check-in. If a student has a low grade, they are sent to that classroom teacher to follow up. This has been successful. That teacher gets to see that student all four years.*
  - o *It puts some accountability on the table for the student.*
  - o This is the same concept as checking athletes' grades to make sure they are eligible to participate in the game, but for every student.
- *Is this for every grade level?*
  - o Secondary schools
- *I appreciate the benchmarks with particularly emphasis on students with lower graduation rates and being intentional about that.*
- *I feel that it would be wise to push this down to middle schools, so kids are aware of this when they get to high school. This way it isn't a shock if they have to repeat a class.*
  - o PSD is piloting a program on these practices for middle and high schools
  - o These levels are very different and there have been a lot of considerations put into the pilot program
  - o Elementary will be the last one on board
- *I'm glad we are talking about creating a better environment for every student. Middle school is a great place to start the conversation, maybe not 6th grade, but 7th and 8th grade. Is building these relationships with school counselors being stretched too thin? Who has the ability to do this now as access to counselors can be difficult? Do the counselors have the support they need, this can't be all on the administration?*
- *We are currently doing this in our school and the people responsible are primarily grant funded. Grants have been written to support this process. We have an MTSS individual that pulls data and parcels it out to the counselors, and family liaisons, interventionists that are all grant funded on different grants. These grants are typically for only 3 years. We must budget for this to make it sustainable. This is the only thing that makes me nervous about putting this into the plan. It requires more work which requires more staff. The number of students on plans varies from school to school. I love that we have pulled out all the students that have been historically marginalized, underperforming, and there are a larger number of these students at certain schools than other schools.*
  - o Is the excellent work that PHS is engaged in making a difference?
    - ▪ *Yes. Our graduation rates have gone up 10% in four years and all subgroups have improved. But again, the writing and monitoring of grants and the end of term reports gets exhausting.*
  - o There are funding implications
- *How many students per counselor at PHS?*

- o *About 250 students per counselor*
- *How many students in your senior class?*
  - o *450 students in the senior class*
- *Is there any room in the plan for family engagement? To help parents understand the importance of it and keep students on track.*

3B - Systematize Grading for Equity Practices
Implementation Benchmarks:
1. Series of basic grading practices and agreements
   - 70/30 gradebook categories
   - No extra credit or bonus work
     - o This makes the grade more reflective on learning – more equitable
   - These practices are being piloting currently at two schools

2. By the final quarter of this year we will convene a representative committee to study the outcomes and promising practices of the pilot program

3. By Fall of 2023 PSD will implement promising grading for equity practices systemwide
   - These practices will be staged out over three years

Committee Comments:
- *Do other people understand what the 70/30 grading practices mean?*
- *Other entities like FRCC are not on board with 70/30 grading practices and this causes problems for high school students that are in college level classes wanting to receive college level credit for the class.*
  - o Dwayne and Marcy Lewis will investigate this
  - o This is something that should be brought up in the pilot study
- *There was a DAB discussion last year on graduation rates and one of the thoughts was how many credits it takes for a PSD student to graduate? There was talk of reducing the number of credits to be line with some comparable schools. This worried many people because there is an expectation of excellence and if we lower the bar are we bringing everyone down? This would be my only concern with the equity piece, are we conceding our position of strength?*
  - o This is a concern all around and Cabinet is aware of this
  - o Not talking about lowering our standards
  - o Grading for equity = grades reflecting learning
    - ▪ All in keeping with high standards
  - o Credits – It's not about the total number of credits or how we bucket them. It's about flexibility on what courses fit where. Are we doing a good job on giving students their best choice on how their pathway through high school leads to the career they want?
- *We are focusing on grading on standards not behaviors, correct? Students are graded on what they have learned based on the class they are in, standards-based grading?*

3C - College and Career Readiness
Implementation Benchmarks
1. Protocols to monitor College and Career Readiness (CCR)
- A set of measures required to graduate with a diploma
    - New in our system in 2021-2022
- PSD has practices in place to monitor this
- Students have access to demonstrate their college & career readiness
- This action step makes sure that we systematize some processes to make sure that our students have opportunities

2. Systemwide review of data-informed math placement decisions at the 7th and 8th grade levels
- Students that should be accelerated are accelerated

3. Individualized Career Academic Plan (ICAP)
- Lessons within an ICAP that relate to topics that are of high importance such as financial resources like FAFSA
    - We have data that shows that students applying for resources has gone down
    - This is out of sync with other districts – we have room to grow in this area

4. Senior Exit Surveys
- As a district we want to learn more about our students
    - Where are they headed
    - How did they feel about their PSD experience
    - What opportunities do they feel prepared for

Committee Comments:
- *I love #3. The only comment I would make from my own experience is that the May 2023 date seems late for this year's seniors. They've made their college decision by April so maybe changing the date to January, February, or the fall, moving forward, would make sense.*
    - FAFSA can be filled out all up to the summer before they start college
        - *Yes, but money starts to dry up before then*
    - Dwayne will take this into consideration and collaborate with some high school principals about timing
- *Family engagement should be included*
    - *The process is hard for all families, especially for minority families*
    - *Some things families might not be aware of:*
        - *Volunteer hours, reference letters, etc.*
- *I don't believe you will get all students to complete this. You have already set yourself up. You'll offer it to all, but you won't get all. Maybe change the wording?*
    - We are going to try to get all
    - *There are ways of trying to get all*
    - *The wording says "students explore and learn about"*
    - *Seniors cannot get their cap and gown until they fill out the Senior Exit Survey*

Introduce 1338 (Advisory Personnel Performance Evaluation Council)
Educator Effectiveness – The Advisory Personnel Performance Evaluation Council (1338) can be a powerful group to bring together to make recommendations about the components of a local evaluation system.

The 1338 Council is a group like DAC. Its job is to review and give feedback on growth ratings and educator evaluations. Dwayne is proposing that the DAC be the 1338 Council as well. The state says the 1338 Council can be the DAC.

Committee Comments:
- *Will we have time to cover this as well as DAC topics? We just had to have an extra meeting because we had too much to discuss.*
- Dwayne explained:
  - We had a change in leadership at the end of last year
  - The UIP had to be completely rewritten, in the future we will only be adjusting a few items here and there
  - From now on we will be in good shape on time
  - Not extra time will be involved to be the voice of the 1338 Council
- *All agreed that the PSD DAC can serve as the PSD 1338 Committee.*

Closing Reflections
Thank you for attending and for your feedback

Closing
- Next meeting: September 21, 2022 – PSD Boardroom, 6:30-8:30 p.m.

Reflections on the meeting process:
Committee Comments
- *The structure is good, and we should feel ok to say 'pass' when we go around the circle.*
- *The design is great.*

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: