

DAC Meeting Minutes

PSD Boardroom

Wednesday, February 21, 2024

6:30 p.m.– 8:30 p.m.

Present

Clare Barquero	Erica Daniell	Tena Green	Marcy Lewis
Angela Lindquist	Luis Montalvo	Jodi Quass	Marybeth Rigali-Oiler
Ian Rutherford	Scott Schoenbauer	Mark Strasberg	Michael Werner
Becky Woodcox			

Minutes

Welcome and Introductions

Dwayne welcomed everyone.

Approval of Minutes

The January 17, 2024, minutes were approved and seconded as amended.

Preview the Meeting Design – Dwayne Schmitz

Dwayne previewed the meeting design.

Family, School, and Community Partnerships (FSCP) – Clare Barquero & Leah Jones

Clare Barquero, Coordinator for Family, School, and Community Partnerships, and Leah Jones, Coordinator for Project Aware (Advancing Wellness and Resiliency in Education), delivered a presentation on the existing policy regarding Family, School, and Community Partnerships. They would like feedback from the DAC (District Accountability Committee) to guide future steps in enhancing collaboration within the district in this domain.

In this presentation, Clare and Leah discussed the importance of Family, School, and Community Partnerships (FSCP) in the context of education. They covered the background information on FSCP, national standards, state-level considerations, and the specific framework in Colorado. They highlighted the diversity within the community, emphasizing the multitude of countries and languages represented in PSD and the significance of engagement in child development and success in school. They emphasized the critical role of intentional coordination between home, school, and community to address the achievement gap and promote mental and behavioral health. They presented a statistic indicating that students spend over 70% of their waking hours beyond the school environment. This underscores the significance of engagement not only within the school but also outside it, as it plays a crucial role in addressing the achievement gap and promoting mental and behavioral health and wellness.

Clare and Leah discussed national and state standards for family-school partnerships, noting that while some districts adopt these standards, Colorado has its own approach. The six standards encompass welcoming families, effective communication, supporting student success, advocating for every child, power-sharing, and community collaboration. They emphasized the Colorado Department of Education's practice profiles, simplifying expectations for each standard. Leah introduced the triangle and the Multi-Tiered System of Support (MTSS)

in education, underscoring family, school, and community partnerships as essential components. She highlighted practice profiles associated with these components, stressing the importance of districts leading in family engagement plans or policies recognized as best practices by the state. Overall, the presentation aimed to bridge the gap between general concepts and Colorado-specific practices in family-school partnerships, focusing on promoting equity and improving student outcomes.

All districts are mandated to have a family engagement policy. Copies were provided of Poudre School District's policy, KBA – Title 1 Parent Involvement, in use by the district and is in the process of being updated. The conversation briefly touched on the characteristics of Title 1 schools and their eligibility criteria. Participants were given time to review the document and were prompted to consider if it reflects their understanding and family engagement experiences in schools. The discussion closed by acknowledging that the document aligns with federal law and should serve as a straightforward guide.

Clare discussed the historical approach of the district to family engagement policies, highlighting that the current policy has been in place for years. She contrasted this with another district, Thompson School District, which recently created its own family engagement policy. She shared key aspects of Thompson's policy, emphasizing its inclusive language regarding the shared responsibility of education among district personnel, families, and the community. She mentioned the district priorities and actions outlined in the policy. She pointed out that they have a designated Family, School, and Community Partnerships (FSCP) point of contact, which is her role in their district.

The focus was shifted to the idea of the DAC (District Accountability Committee) reviewing and providing input on the policy. She highlighted the need for a general PSD family engagement policy, questioning whether it's worth the effort and time to create one. A group member supported a district-wide effort to have a uniform policy. A concern was raised about how Title 1 schools fit into this process and whether there would be a separate committee for Title 1 schools. Clare addressed the concern, stating that the Title 1 policy would continue to apply to those schools, and the proposed policy would be for the rest of the schools. The discussion suggests a consideration of streamlining efforts to avoid redundancy and confusion, ensuring a cohesive approach to family engagement across different schools within the district.

Committee discussion included:

Several members agreed with the idea of proceeding with this initiative and emphasized the importance of having a district-wide process and a uniform policy. A concern is raised about how Title 1 schools fit into this process and whether a separate committee would be formed for them. Clare addressed this concern, stating that Title 1 schools will continue to adhere to their existing policy, and the proposed policy would be for the other schools in the district. Title 1 schools are based on free and reduced lunch numbers.

The conversation then shifts to the broader context of the district's interactions with the community and the need for clarity regarding post-secondary readiness, mental health, and family engagement. One member highlighted the importance of showcasing existing efforts and programs related to family engagement, providing a positive perspective for schools to recognize and appreciate their current contributions. The committee also discussed the

challenges parents face in navigating different communication apps used by various schools in the district and emphasized the need for streamlined communication. The discussion focuses on how the district can enhance communication and engagement strategies to better serve families and students. Another committee member asked that, given the substantial funds allocated by the district for mental health, there should be a clear definition regarding engagement with families and their associated rights and responsibilities. What rights does the district believe families have when a student seeks mental health counseling, and what responsibilities accompany this situation?

The committee agreed unanimously that the DAC should play a role in family engagement, acting as a liaison and discussing various topics related to the educational system's needs.

Additional committee comments:

- An inquiry was made about the responsibility of principals in fostering engagement within the school community. The discussion focused on data availability to gauge schools' performance in family engagement and whether PSD has areas for improvement in this regard. Emphasis was placed on the significance of evaluating the district's performance and the anticipation of substantial community feedback on this matter.
- The effectiveness of parental communication at home significantly influences success.
- Does the district assume every family possesses a suitable smartphone for managing various apps, such as Classroom Dojo and Remind? Identifying commonly used apps could guide schools in achieving alignment and consistency.
- Maintain an online presence while being cautious about introducing additional responsibilities.
- Establish a comprehensive online resource, avoiding the need for parents to navigate complex state and federal laws independently. Focus on creating a clear and inclusive experience for parents visiting schools, emphasizing inclusion, problem-solving, and community.
- Acknowledge the burden on school personnel, who spend extensive time attending meetings and completing paperwork. Support for teachers and staff is essential.
- Address absenteeism through family engagement, emphasizing the importance of parental involvement in promoting regular school attendance.
- Select a few systemic changes to implement.
- Ensure website consistency for improved parent communication, with a public sharing of presentations and clear links between school and district pages. This effort contributes to overall family engagement.

The goal is not to increase the workload but to approach it thoughtfully – carefully considering and reflecting on how you wish to present yourself. Thoughtfully thinking through the family engagement perspective and finding a more articulate way to express it.

DAC Budget Priorities Recommendation and 23/24 Survey Timing – Michael Werner & Dwayne Schmitz

Dwayne discussed the potential for enhancing this process. Bringing together the District Accountability Committee and the Budget Design Team for collaborative efforts would be beneficial. The budget process is currently active and underway. Usually, the budget survey is distributed to schools after they receive their funding. This process has been completed and it is anticipated that the survey will be sent to schools in April. The outcomes of this survey will

impact the upcoming budget cycle in the Fall. Michael Werner highlighted the fact that the Budget Design Team and the Budget Advisory Committee have never worked together. It would be beneficial if they could collaborate in the future. The latest version of the DAC Budget Priorities Recommendations can be found on the [DAC Community](#) page of the PSD Website.

Long Range Planning Update – Dwayne Schmitz

Dwayne mentioned that updates on long-range planning are available on the PSD website's community page, [Long-Range Planning](#). He highlighted the recent Board of Education meeting featuring a state demographer, providing detailed insights into projections for students and the overall population in Larimer County. The meeting video is accessible on the PSD website for those seeking further information.

Review Revised Graduation Requirement Recommendation Draft – Julie Chaplain & Dwayne Schmitz

Dwayne presented the revised draft edition of the proposed changes to PSD graduation requirements. He emphasized the need to adapt to changing times and increase opportunities for career-connected learning. He talked about all the feedback that has been collected throughout this process and involved the action team in refining proposals. The key goal is to enhance student engagement, aligning with data indicating improved outcomes for students connected to their interests. The proposed changes aim to provide students with more flexibility, ensuring access to a comprehensive range of courses. The discussion emphasized the importance of the PSD diploma's integrity while addressing disparities in graduation rates and demonstrated learning levels, particularly for marginalized and supported student groups. The goal is to increase student engagement and connection to their interests and passions during their school years.

Updated draft proposal changes after feedback sessions:

- Implemented Core Electives encompassing PE/Wellness, Fine/Applied Arts, and World Language, with a requirement of 20 credits (any combination of these three subject areas). This ensures every PSD student has the chance to enroll in these courses.
- Revised the terminology from Electives to Additional Coursework, increasing the requirement from 65 to 85 credits, encompassing all available PSD courses.

Committee discussion included:

- What is the reaction of PE/Wellness teachers to the modifications in PE/Health & Wellness components from core Physical Education (PE) courses?
- There is opposition from PE teachers, with Fine Arts and applied arts teachers being more accepting. The PE teachers expressed dissatisfaction and anxiety, emphasizing that PE fundamentally differs from sports as it goes beyond physical activity. Dwayne highlighted the claim made by PE teachers that there are unique aspects to PE that should not be dismissed.
- This initiative is not only aimed at students who don't graduate but also caters to those interested in exploring different classes. It provides access to electives, emphasizes family agency, and encourages choice. The imbalance was in the number of required student buckets, leaving little room for choice or revision. This proposal is intended to benefit everyone involved.
- The discussion included the potential impact on Physical Education classes, suggesting that more students might choose to enroll in PE if given the option to use their elective slots for it.

- After COVID, Charter schools responded to the issues during the pandemic by implementing a progressively challenging physical education and fitness test in high school. Passing this test exempts students from taking additional PE classes.
- Curriculum facilitators lead District Curriculum Team (DCT) meetings, discussing updates in various curriculum areas with department chairs. Subsequently, the department chairs from each school disseminate this information to their respective teams and gather feedback.
- Do these revisions align with the requirements of our college/university system and the recommendations for four-year colleges? These recommendations, though not mandatory, are established by the Colorado State Department of Higher Education. Dwayne acknowledged that the district has largely adhered to these recommendations but pointed out a discrepancy in math requirements, where the school mandates 30 units instead of the recommended 40.
- Students requiring repetition, such as those with Individualized Education Plans (IEP), have increased flexibility.
- Stage two of this process will involve a more detailed examination of designating specific classes that can fulfill various categories. For instance, AP statistics could fall into multiple categories, like math and science.
- The idea of integrating internships and work experience has been well-received in this proposal. The emphasis is on offering hands-on experiences beyond conventional classroom learning, in line with the changing landscape of secondary education.

Closing

The next DAC meeting will be on April 17, 2024, JSSC Boardroom, 6:30-8:30 p.m.

Adjourned

2023-24 Meeting Dates

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| • August 16, 2023 | • January 17, 2024 |
| • September 20, 2023 | • February 21, 2024 |
| • October 18, 2023 | • April 17, 2024 |
| • November 15, 2023 | • May 15, 2024 |

Parking Lot Items: