DAC Meeting Minutes
PSD Boardroom
Wednesday, November 19, 2025
6:30 – 8:30 p.m.

Present

Meghan Archuleta	Clare Barquero	Ashley Barrett	Stephanie Cotton-Maceta
Adam Cronk	Erica Daniell	Jamie Forde	Tena Green
Jodi Quass	Marybeth Rigali-Oiler Ian Rutherford		Scott Schoenbauer
Michael Werner	Joe Zappa		

Welcome and Introductions
Dwayne welcomed the committee members.

Preview Meeting Design– Ashley Barrett
Ashley read through the meeting design.

Approval of Minutes
The committee approved and seconded the October 15, 2025 meeting minutes as amended.

Individualized Career and Academic Plan (ICAP) Updates – Tanya Alcaraz
The DAC had previously discussed concurrent enrollment (e.g., Campus Select, High School Select) and requested a way to see all college credit options offered at each high school. A new resource/spreadsheet was created and can be accessed at URL:
- www.psdfutureready.org/xello
- College Credit dropdown > Concurrent Enrollment – tuition free College Credit > select school
- A link is also available on the Choose PSD page of the PSD website

Tanya thanked the DAC for their feedback, emphasizing that a whole team was involved in developing the resource and encouraged continued feedback.

ICAP Updates:
Tanya provided an update on the Individual Career and Academic Plan (ICAP) process within Poudre School District (PSD), emphasizing recent changes driven by new state legislation. The ICAP process is managed electronically using the Xello tool.

ICAP is a state-required process for high school students, though PSD begins activities aligned to it in 5th grade and continues through 12th grade.
- New State Legislation (High School): Recent legislation introduced two key requirements:
  1. Mandatory financial literacy
  2. Alignment with the state's revised school accountability system

Accountability and Systemization:
- An investment was made to create a lead team comprising an administrator and a counselor at every high school to ensure all students access ICAP lessons.

- The team meets quarterly to review data, set goals, and lead implementation, addressing past concerns that ICAP activities were not consistently happening at all schools.

MTSS Alignment and Student Support:

The ICAP implementation plan is aligned with the Multi-Tiered Systems of Support (MTSS) model.

- Tier 1 (Universal): The goal is for 80% of all students to successfully complete the universal ICAP lessons and curriculum.
  - Data shows 86% of 9th graders have completed the personality styles quiz and 76% have saved three different career clusters.
  - The four-year course planner completion rate is lower, as it is often the final and most complex task (requires planning 240 credits over four years).
- Tier 2/3 (Targeted Support): Supports are being developed for the 20% of students who need additional help (e.g., students with IEPs, low attendance, or Gifted and Talented).
  - Integrated Services (IS): Time is being carved out in Study Skills classes for IS staff to help students review their ICAP, align it with their Transition IEP, and complete universal Tier 1 activities. This work is currently being piloted.
  - Work-Based Learning (WBL): New state requirements include exposing students to the apprenticeship pathway.

Parent Engagement and Xello Portal Access:

- Parent Portal: Parents can access their student's ICAP portfolio via the Xello Parent Portal to view outcomes, resumes, course planners, and ICAP completion standards. Advising notes are also being incorporated for parental view.
- Access Steps: Parents need to link their Synergy account (where 23,000 parents have accounts) to their student's Xello account.
- Engagement Goal: The current goal is to increase parent linkage from 25% to 50% by the end of the school year, and schools are working on communication plans to invite parents into the process.
- Data Use for Support: Data from the ICAP process, such as the 700 students who responded to a financial aid survey, identified 60 students district-wide who requested help submitting their FAFSA/CAFSA. This data is now being used to strategically plan support and targeted communication.
- Student Data Access: Students retain access to their ICAP portfolio in Xello for five years after graduation.

Teacher Involvement and Next Steps:

- Teacher Training: All 6th-12th grade staff received training on Xello and have their own accounts. Implementation varies, with some schools intentionally integrating ICAP lessons into core content classes.
  - This data can also be used to understand students' interests for purposes of connection and belonging.
- Standardization: The district is working toward a more standardized, district-wide plan (e.g., using the Personal Financial Literacy teacher in 11th grade for resume building), acknowledging the challenge of differing school-level implementation.

- Student Learning Objective (SLO) Integration: Student outcomes data from the ICAP process is being used as part of staff evaluation processes (SLOs) to elevate the importance of the work and give staff credit for successful student completion.
- Future Planning: The team is collaborating to align the Connection Survey with ICAP content to gather more data on student tool usage and interests, and to use the ICAP process as a way to engage students with high absenteeism.

DAC Spending Priorities – Dwayne Schmitz

The main objective of this segment is for the District Accountability Committee (DAC) to review and provide input on the annual Spending Priority Report that will be submitted to the Board of Education and the district's Budget Design Team. This report serves as a statement of community values to guide budgeting decisions

The report is derived from an annual survey sent to principals, who then consult their School Accountability Committees (SACs) about their spending priorities categorized into professional development, facilities, staffing, and "other". The DAC's collective knowledge and experiences also contribute to the final Budget Priorities Report.

The report is a value statement signal to district leadership (the Board and Administration) regarding what the community considers important considerations to factor into budget decisions. The DAC's input is reviewed by the Budget Advisory Committee and the Board of Education.

The DAC reviewed themes emerging from the SAC Spending Priorities Survey results and agreed that while the draft report provided an accurate accounting of the needs identified by the schools, a critical new priority must be added: **Supporting Student Transitions.** This priority is meant to address systemic needs for students moving between key transition years:

The DAC agreed that this issue is multifaceted (not just PD or staffing) and includes a strong mental health component. Recommended elements for this priority statement include:
- Elementary to Middle School:
    - Implementing systematic collaboration between elementary and middle schools, replacing the current school-specific and inconsistent processes.
    - Including family engagement components to ease the transition (e.g., standardized parent guides, meetings).
    - Addressing Math Placement Consistency for 6th, 7th, and 8th grades, ensuring decisions are data-informed to improve accuracy.
    - Mental Health Supports: Equipping teachers and supporting students' mental health during the developmental and social turbulence of middle school transition.
- Preschool to Kindergarten:
    - Addressing the drastic shift in staffing ratios (from 2.5 adults for 16 children in preschool to 1 adult for 25 children in kindergarten).

- Exploring shifts to support these transitions (e.g., adding a Paraeducator in every kindergarten classroom) to align with parent priorities and improve recruitment/retention.
- Developing programs to engage families from the beginning (e.g., teaching acronyms and school processes).

DAC Action

The group agreed to include two additional priority statements related to transitions as the lead items under the "Other" priority section of the report. Agreed to change from numbered lists to bullets in some sections of the report to avoid interpretations as prioritized or ranked lists.

DAC Open Positions Nomination Process – Dwayne Schmitz

The committee conducted an anonymous paper vote to fill the open DAC positions for a PSD Teacher and a PSD Classified Employee. The results of this vote will be tallied and results emailed to the committee members by Dwayne on 11-20-25. Candidates are to be notified of election results on 11-20-25.

Topics to share with DAB – Ashley Barrett

The following points summarize topics that should be shared with the DAB (District Accountability Board) and topics the DAC wishes to gather feedback on from the DAB:

Topics for DAB from DAC Meeting

- **Xello Information:** Share the recent update on the ICAP/Xello process, including the new structure and accountability measures being implemented district-wide.
- **Clarification of DAC Role:** Clearly communicate that the DAC's role is to provide value statements and priority recommendations (as seen in the Spending Priority Report) and not to make final budget decisions (e.g., funding a specific item like a new playground).

Topics from DAB to DAC:

- **Parent Engagement:** Gather feedback from the DAB on where parent engagement is lacking at the school level and what concrete suggestions they have to improve it.
- **Budget Communication Gap:** Discuss the DAB's perspective on budget transparency. The DAC acknowledges that PSD attempts to communicate budget information, but it is still not resonating well with the community and staff. The DAB may help identify the true needs for understanding.
- **Feedback on "Choose PSD" Website:** Seek the DAB's thoughts and feedback on the recent presentation regarding the "Choose PSD" Website.
- **Customer Focus and Feedback Survey:** Discuss the concern that PSD needs to do more to treat the community as "customers." The DAC should explore adding a feedback survey to the website or other platforms to gather input on School of Choice (SOC) and Charter experiences.
- **DAB Representative on BAC:** Note the DAB's desire to have a representative placed on the Budget Advisory Committee (BAC).

Closing Reflections and Next Steps – Dwayne Schmitz

The next DAC meeting will be on January 14, 2026, JSSC Boardroom, 6:30-8:30 p.m.