

## DAC Meeting Minutes

PSD Boardroom

Wednesday, August 16, 2023

6:30 p.m.– 8:30 p.m.

### Present

Nikki Arensmeier	Clare Barquero	Erica Daniell	Tena Green
Marcy Lewis	Angela Lindquist	Kathy Mackay	Jodi Quass
Marybeth Rigali-Oiler	Susan Sasson	Scott Schoenbauer	Mark Strasberg
Michael Werner	Becky Woodcox	Jessica Zamora	

### Minutes

#### Welcome and Introductions

Dwayne welcomed the committee members.

#### Approval of Minutes

The May 17, 2023, minutes were approved and seconded as amended via email in June. have been added to this prior plan to consistently implement high-quality materials, systems, and pedagogy to build and strengthen the foundational and critical literacy skills needed for success.

PSD is in the process of de-implementing old literacy materials and replacing them with new materials. This is a process that will take time.

Committee discussion included:

- The new elementary literacy curriculum has a multi-year implementation plan.
- Thankful that middle schools have been added to the plan.
- The elementary school level trainings have been going well but well worth it. Encourage parents to be supportive of the process.

The DAC agrees that the UIP Literacy plan should be moved forward for the year 2023-24.

#### Review UIP Mental Health/Belonging - Dwayne Schmitz

Increase student access to mental health providers and opportunities for meaningful connections.

Dwayne went over PSD's Healthy Kids Colorado Survey

A new item added to this priority is MTSS-SEB (Multi-Tiered Systems of Support-Social Emotional Behavioral) Staffing. PSD will hire and train additional mental and behavioral health staff and trainees to actualize the MTSS-SEB framework and better supports for students. Refine and continue implementing a comprehensive community partnership strategy to better support mental health and belonging.

Committee discussion included:

- The Healthy Kids Survey upset some parents of 6<sup>th</sup> grade students. They are not comfortable with the passive-consent “opt out” process. They voiced that they were given no notice or awareness of what the survey was about and would have liked to have discussed the survey questions with their students beforehand. Parents felt blindsided by the questions their kids had after taking the survey. The parents wanted to be aware of what the questions were before giving the survey to students.
- This is a good DAC topic for a future meeting to make sure that the communication around the Healthy Kids Colorado survey is clear and concise.

### **Review UIP Graduate w/Options - Dwayne Schmitz**

Update high school graduation requirements to support multiple post-secondary pathways and ensure students are supported in attaining all credits necessary to graduate with options.

PSD will be revisiting graduation requirements to allow students to have more options, with freedom and flexibility, that align with their post-secondary options. We do not want to limit the choices students have in creating schedules

## Mental Health & Belonging Q&A – Liz Davis

Liz went over MTSS-SEB staff funding and community partnerships.

There is a lot of federal and state funds available for mental health. Liz and her team brought in approximately \$12 million in funding.

- Mental Health Service Professional (\$9.7 million)
  - Federal CDE grant written in collaboration with the CSU School of Social Work (the most diverse program at CSU).
  - Five-year grant to build and diversify the mental health workforce.
  - Built an internship to fellowship program (two-year program).
    - f* This will bring in 45 students over 5 years and 10 students were just onboarded.

- Project Aware (\$1.56 million)

- Collaborating with CDE. This is a Substance Abuse and Mental Health Services Administration grant.

- The district built up the structures to expand the grant team. This work wouldn't have been possible without them.

Committee discussion included:

- Would like to see the social emotional piece taught in elementary and middle schools.
  - Will some of these be taught in middle schools?

- Using some student contact days and converting them to non-student contact days to the elementary and middle school levels. Administrators, teachers, and classified staff would be onsite, schools would not be in session.

All options come with many implications. There are various things to think about. Here are a few examples:

- Ability to serve breakfast on late start mornings (USDA rules)
- Ability to offer ½ day kindergarten (make sure the hours requirements are being met)
- Childcare needs

Lauren will take this feedback to the calendar committee to help develop the question.

Committee discussion included (all models discussed below):

- The early and late start release models would be the whole year.
- The school year would not be extended in the non-contact day model. Calendars are set up so that middle schools have six more days in session and elementary schools have nine more days in session than needed. These days would be converted to non-contact days.
  - This information would be good to explain to people.
  - This change could affect snow/heat days. There are three snow days built into the calendar.
- Looking at this from a place of privilege, there could be childcare issues for families with children at different school levels.
  - The early release options might allow students to be in after-school care.
- The response rate from the last survey was just under 9,000 responses. Lauren will look at the data from the last survey to answer the socio-economic question of do some schools have a higher response rate?
  - How much accountability do we have for the productivity of additional professional development days? How much time are we currently devoting to professional development? What is the benefit of more PD? How are we presenting the need?
  - Consider what the community is thinking and how to best communicate the need for professional development to them.
- It would be helpful to communicate and explain what is being collaborated and taught on professional development days.
  - Include a link communication (document or video) of what the professional learning days will include.
- Communicate the importance of collaboration time at the sites. Collaboration and training among adults in buildings is imperative to the outcomes of the students. It makes for healthy relationships among adults in buildings which trickles down to healthy relationships with students.
  - Consider sharing the Harvard study on healthy relationships about how important healthy relationships are for general health.
- Learning the new literacy curriculum is a buy in and important for all staff, not just teachers, but classified staff as well. Everyone in the building is involved in implementing the literacy curriculum.

- On complaint heard from parents is having to take vacation when everyone takes a vacation. Consider having non-contact days on Mondays or Fridays to give families an option to take a vacation.
- Elementary staff would welcome this conversation. The reality is that schools need the time to collaborate and have professional development days. It would help staff with workload issues and feeling prepared to be their best. Putting subs in front of kids during professional development days is hard. It's hard on the students and it's hard on the system. I'm glad that these options are being discussed.
- Specials Teachers would feel the hit if non-contact days were always on

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